University of Texas at Austin

The following information was submitted through the STARS Reporting Tool.

**Date Submitted:** April 30, 2014

**STARS Version:** 2.0
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<td>238</td>
</tr>
<tr>
<td>Innovation</td>
<td>238</td>
</tr>
</tbody>
</table>

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

The passthrough subcategory for the boundary

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Characteristics</th>
</tr>
</thead>
</table>

| 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?:**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

---
Reason for excluding medical school:
---

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
---

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
The institutional boundary for STARS is the main campus in central Austin and the Pickle Research Campus in north Austin. The main campus includes the pharmacy school. Other properties such as the Ladybird Johnson Wildflower Center and the McDonald Observatory in West Texas are not included.
Operational Characteristics

Criteria

n/a

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

Endowment size:
6,000,000,000 US/Canadian $

Total campus area:
827 Acres

IECC climate region:
Hot-Humid

Locale:
Large city

Gross floor area of building space:
22,623,133 Gross Square Feet

Conditioned floor area:
---

Floor area of laboratory space:
8,037,427 Square Feet

Floor area of healthcare space:
34,542 Square Feet

Floor area of other energy intensive space:
0 Square Feet

Floor area of residential space:
1,046,985 Square Feet

Electricity use by source:

| Percentage of total electricity use (0-100) |  |
### Biomass

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
</tbody>
</table>

### Coal

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
</tbody>
</table>

### Geothermal

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
</tbody>
</table>

### Hydro

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydro</td>
<td>0</td>
</tr>
</tbody>
</table>

### Natural gas

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural gas</td>
<td>100</td>
</tr>
</tbody>
</table>

### Nuclear

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td>0</td>
</tr>
</tbody>
</table>

### Solar photovoltaic

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar photovoltaic</td>
<td>0</td>
</tr>
</tbody>
</table>

### Wind

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind</td>
<td>0</td>
</tr>
</tbody>
</table>

### Other (please specify and explain below)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>

---

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

---

**Energy used for heating buildings, by source:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>---</td>
</tr>
</tbody>
</table>

### Other (please specify and explain below)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of other sources of building heating not specified above:

---
Academics and Demographics

Criteria

n/a

Submission Note:

The institution only reports headcounts of enrollment in distance education to iPeds. Used number of students enrolled exclusively in distance education courses.

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

Number of academic divisions:
18

Number of academic departments (or the equivalent):
113

Full-time equivalent enrollment:
46,486

Full-time equivalent of employees:
12,849

Full-time equivalent of distance education students:
78

Total number of undergraduate students:
39,979

Total number of graduate students:
12,080

Number of degree-seeking students:
47,706

Number of non-credit students:
657

Number of employees:
14,146
Number of residential students: 7,327

Number of residential employees: 16

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.

<table>
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<tr>
<th>Credit</th>
</tr>
</thead>
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<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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 Sustainability Directory is currently undergoing an update that will add course availability information to each course record. This update will begin to roll out by the end of the spring 2014 semester, providing more accurate information to students as they build their course schedules.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>120</td>
<td>141</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>91</td>
<td>107</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>4,377</td>
<td>3,949</td>
</tr>
</tbody>
</table>

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

48

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

113

Number of years covered by the data:

Two

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

---

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

Undergraduate sustainability courses (includes courses that are cross-listed for both undergraduate and graduate students):

http://www.utexas.edu/sustainability/directory/courses_undergraduate.php
Graduate sustainability courses:

http://www.utexas.edu/sustainability/directory/courses_graduate.php

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

http://www.utexas.edu/sustainability/directory

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

The Office of Sustainability maintains UT Austin's Sustainability Directory, a topically organized database that serves as an inventory of sustainability-related academics.

Rather than come up with hard and fast rules that attempt to define sustainability, our philosophy is to err on the side of inclusivity and defer to faculty/staff definitions of sustainability. Below are some guiding questions provided to help determine if a particular course should be included in the Sustainability Directory.

Does this course:
-- Aim to better understand and lessen the negative impact of human activity on earth?
-- Teach or research methods of reducing our ecological footprint?
-- Work toward the continued health and well-being of the planet and future generations?
-- Teach or research on increasing social equity, environmental justice, or responsible global citizenship?
-- Focus on improving the quality of all life on earth?

Additionally, the topics used in the Sustainability Directory help shape the institution's definition of sustainability in academics. These topics were chosen to reflect UT-Austin's sustainability strengths and concentrations and were informed by other universities' efforts to categorize and communicate their sustainability-related offerings. Final topics were ultimately chosen through an iterative process with key UT Austin stakeholders (faculty, staff, students, and community members) through meetings and focus groups.

The original inventory for the Sustainability Directory was generated by students from UT Austin's Campus Environmental Center, who hand-counted courses for the '09-'10 academic year. Geography department program coordinators reviewed a provisional list of courses in their department to confirm the courses' coverage of sustainability topics. Help was also provided from Energy & Earth Sciences. Courses are added to and subtracted from the Directory as new and old courses are identified.

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

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

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

---

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Praticums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>---</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.

Submission Note:

The count of graduates came from the Office of Information Management.

The degree programs represented in the Sustainability Directory do not correspond with the degree programs listed for this credit. Because graduation records are not maintained at the specialization, concentration level, or minor level, we reported on graduates from broader programs that are included in the Sustainability Directory. Data is provided for the 2012-2013 academic year.

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

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

1,678

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

---

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

Architectural Engineering
Architecture
Bridging Disciplines Program in the Environment
Business Administration
Certificate in Global Energy, International Arbitration, and Environmental Law - Master of Laws Program
Chemical Engineering
Civil Engineering
Community and Regional Planning
Electrical and Computer Engineering
Energy and Earth Resources
Environmental and Water Resources Engineering
Environmental Science
First Professional Degree Program in Architecture
Foods, Nutrition, and Wellness
Geography and the Environment
Geological Science
Global Policy Studies
Graduate Portfolio Program: Integrated Watershed Science
Graduate Portfolio Program: Sustainability
Landscape Architecture
Materials Science and Engineering
Mechanical Engineering
Post Professional Degree Program in Sustainable Design
Public Affairs
Public Health
Social Enterprise Concentration, Master in Business Administration
Sustainable Design

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

---

The website URL where information about the institution’s sustainability learning outcomes is available:
http://www.utexas.edu/sustainability/directory
Undergraduate Program

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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):

Bachelor of Science (B.S): Environmental Science (EVS)

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

The Bachelor of Science in Environmental Science (EVS) program is an interdisciplinary degree program in Environmental Science operated collaboratively by The University of Texas at Austin's College of Natural Sciences, Jackson School of Geosciences, and College of Liberal Arts. The EVS curriculum brings together four essential components to successful environmental education: A strong scientific foundation; early hands-on experience; specialized advanced coursework in geological, geographical, or biological sciences; and professional preparation including a Capstone Research Project.

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

http://www.esi.utexas.edu/students/undergraduate-students/evs-program

The name of the sustainability-focused, undergraduate degree program (2nd program):
Geography & The Environment (BA in Geography)

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

The Bachelor of Arts degree program in Geography focuses on our interdependent world and our fragile habitat. The major nourishes a sense of responsibility and provides tools for the solution of environmental, regional, and international problems. The program provides a depth of study to ensure the satisfaction of having mastered a discipline. Students have the opportunity to focus on one of the major areas of study, or tracks, within the department, and to master methods and techniques which can provide the foundation for a successful career.

This program explores the relationship of societies to their resource base. It addresses issues of resource evaluation and management: the ways in which societies adjust to the opportunities and constraints of the natural environment, and the impacts of cultural practices and political processes on environmental change. The program is intended to provide the basic knowledge and skills required for advanced study and employment in environmental planning, resource management, and development.

The website URL for the undergraduate degree program (2nd program):
https://www.utexas.edu/cola/depts/geography/academics/undergraduate-programs/ba-geography.php

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

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

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

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

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

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):
Bridging Disciplines Program in the Environment

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

The Bridging Disciplines Programs (BDPs) at The University of Texas at Austin allow undergraduates to earn an interdisciplinary certificate through a course of study that integrates classroom, research, and internship experiences. One of the twelve concentration areas
offered is Environment.

The Environment BDP gives students the opportunity to explore a variety of disciplinary approaches to environmental processes and contemporary environmental issues. By bringing together courses in natural sciences, social sciences, design disciplines, and the humanities, this program affords a complex understanding of how the diverse parts of Earth’s environment interact. A Geology major might choose to deepen an appreciation of human-environment interactions with a selection of Government, History, and Geography courses in Liberal Arts, while a Journalism major might use Natural Science courses to develop an understanding of the scientific method. Designed to complement a range of majors, the Environment BDP prepares students to address environmental issues in careers as researchers, writers, policy makers, sustainable business leaders, and educators.

An interdisciplinary panel of faculty with an interest in the environment helps students design individualized programs of study that complement their majors and interests, and they are instrumental in helping students find internships and opportunities to participate in faculty research.

The website URL for the undergraduate minor, concentration or certificate (1st program):
https://www.utexas.edu/ugs/bdp/programs/env

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Sustainable Energy Systems (SES) Certificate

A brief description of the undergraduate minor, concentration or certificate (2nd program):
Access to energy directly correlates with the quality of life we enjoy. Today, we face the grand challenge of meeting the energy needs of a growing population while minimizing the adverse effects of these technologies on the environment. The Sustainable Energy Systems (SES) certificate program is designed to provide students with the tools and experience to conduct system level analysis of conventional as well as alternative energy technologies while broadening their perspective on economic and environmental sustainability.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.me.utexas.edu/undergrad/certificate_ses.php

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
Energy Systems and Renewable Energy Technical Core - Electrical and Computer Engineering (BS)

A brief description of the undergraduate minor, concentration or certificate (3rd program):
This Technical Core provides the foundation for a career in electric power systems, generation, grid operation, motors and drives, and renewable energy sources. This core involves the study and design of reliable and economic electric power systems, including both traditional and renewable resources. Energy conversion involves conversion to and from electrical energy, including the study and design of electrical machines.

The website URL for the undergraduate minor, concentration or certificate (3rd program):
http://www.ece.utexas.edu/undergraduate/curriculum/2012/cores/energy
The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Environmental Engineering Technical Area Option- Civil Engineering (BS)
Environmental Engineering is a Technical Area option within the Civil, Architectural, and Environmental Engineering Bachelor of Science degree. Environmental engineers address problems related to public health and the environment including drinking water treatment and distribution systems, wastewater collection and treatment systems, solid waste disposal, air pollution control, recycling and conservation methods, water reclamation and reuse, hazardous-waste management, containment, and site remediation, and ecosystem protection and restoration. Environmental engineers also work on large-scale issues such as acid rain, global warming, and ozone depletion.

https://www.caee.utexas.edu/prospective/undergraduate/ugdegrees

Water Resources Engineering Technical Area Option -- Civil Engineering (BS) Water Resources Engineering is a Technical Area option within the Civil, Architectural, and Environmental Engineering Bachelor of Science degree. Water resource engineers deal with the engineering aspects of hydrology and hydraulics as applied to water supply management, water excess management, and environmental protection and restoration. Water resources engineers focus on flood prevention; water supply for cities, industry, and agriculture; protection of beaches from erosion, management of rivers and estuaries; and habitat protection for aquatic species. The water quality aspects of water resources engineering have much in common with environmental engineering; thus, a considerable overlap exists for these two areas of practice.

https://www.caee.utexas.edu/prospective/undergraduate/ugdegrees

Environmental Engineering Technical Option Area - Chemical Engineering (BS)
Environmental Engineering is a Technical Area option within the Chemical Engineering Bachelor of Science degree. Chemical engineers are uniquely qualified to contribute to the solution of environmental problems and to design processes and products that minimize environmental hazards. From pollution prevention by process optimization, to new understanding of chemical processes that occur in the environment, to new materials for advanced catalysts and carbon-free energy sources, chemical engineers are creating the “green” technologies needed to sustain the planet.


Energy Technologies Technical Area Option - Chemical Engineering (BS)
Energy Technologies is a Technical Area option within the Chemical Engineering Bachelor of Science degree. The need for energy sustainability and new energy technologies provides some of the most significant scientific and engineering challenges that face society. Chemical engineers are uniquely qualified to address these issues and contribute new solutions to the problem. Technologies include solar
energy utilization in the form of photovoltaics, biofuels and solar fuels; new and more efficient ways to extract fossil fuels from existing reservoirs; alternative power sources like wind, geothermal, and nuclear. Policy is also an important and active area that involves chemical engineers. Chemical engineering and other elective courses are available that teach fundamentals of energy technology and policy.


Building Energy and Environments Technical Area Option - Architectural Engineering (BS) The Building Environmental Systems area of practice involves the design of the building environment thermal comfort, acoustics and noise control, indoor air quality, illumination, and plumbing and electrical systems. This area of practice is part of the Architectural Engineering degree program within UT Austin's Department of Civil, Architectural and Environmental Engineering. The program is consistently ranked one of the nation's best and deals with all engineering aspects of building performance, integrated with the building's architectural requirements. The current undergraduate curriculum in Architectural Engineering is 126 semester hours. The curriculum includes several architectural design courses intended to impart appreciation and basic understanding of aesthetic design. Students study all engineering aspects of building performance, including sustainable design. In their senior year, students have the opportunity to specialize in one of Architectural Engineering's three areas of practice: (1) Structures, (2) Building Environmental Systems, (3) Building Construction/Materials.

https://www.caee.utexas.edu/prospective/undergraduate/ugdegrees
Graduate Program

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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.

Submission Note:

UT Austin's Sustainability Directory serves as an inventory of degree plans related to sustainability:
http://www.utexas.edu/sustainability/directory/

"---" 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):
Geography and the Environment, MA/PhD

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

The Graduate Program of the Department of Geography and the Environment prepares highly qualified students for competitive research and teaching positions at academic and other professional institutions. Faculty and graduate students have contributed in many ways to understanding and managing earth’s diverse cultural and physical environments, ranging from local to global scales across the full range of human history. Current areas of faculty research include Space, Place, and Social Worlds; Environmental Changes and Surface Processes; and Digital Landscapes. The faculty has always had a strong international orientation and is especially well prepared to guide students in field based research in Latin America, Africa, Europe, and the Southwestern and Western regions of the United States. The Department encourages interdisciplinary and collaborative work, taking advantage of the University’s extensive scholarly resources.
The website URL for the graduate degree program (1st program): 
https://www.utexas.edu/cola/depts/geography/academics/graduate-programs.php#Introduction

The name of the sustainability-focused, graduate-level degree program (2nd program):
Master of Science in Sustainable Design, MSSD

A brief description of the graduate degree program (2nd program):
The Sustainable Design program at the University of Texas at Austin integrates three areas of inquiry related to the built environment — natural systems, building systems, and cultural systems. The study of natural systems relies upon the disciplines of physics and ecology as they relate to architecture. The study of building systems includes investigation of those component technologies that are required to construct environmentally responsive architecture. The study of cultural systems requires that natural and building systems be investigated within the complex social and political context of architectural practice. In sum, the Sustainable Design Program is practical, technical, and philosophical in scope.

This degree plan is intended for those students who wish to prepare for a related PhD program, plan to work in public policy, or pursue activism related to sustainable architecture or urbanism. It is a non-professional research-oriented rather than design oriented program. A background in architecture or design is desirable but not required.

The website URL for the graduate degree program (2nd program): 
https://soa.utexas.edu/sustainabledesign/intro

The name of the sustainability-focused, graduate-level degree program (3rd program):
Master of Global Policy Studies, MGPS

A brief description of the graduate degree program (3rd program):
The Master of Global Policy Studies (MGPS) degree at the Lyndon B. Johnson School of Public Affairs is a path-breaking program designed to equip professionals with the tools and knowledge necessary to be leaders in an increasingly interdependent world. The MGPS degree goes beyond traditional international affairs programs to offer a multidisciplinary approach to the complex economic, political, technological, and social issues of the 21st century and considers the full range of influences on contemporary global policy — governments, private industry, and non-governmental organizations. Graduates will become leaders in government, business and international organizations by acquiring core professional skills and expertise tailored to the contemporary global environment.

The website URL for the graduate degree program (3rd program): 
http://www.utexas.edu/lbj/degreeprograms/mgps

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):
Graduate Portfolio in Sustainability

A brief description of the graduate minor, concentration or certificate (1st program):
The Graduate Portfolio Program in Sustainability provides Master and Doctoral students at The University of Texas at Austin with a trans-disciplinary framework to study and research issues related to sustainability. The program supplements a student's graduate work, similar to a minor area of study or a certificate.

Objectives of the program include:
-- Provide a cohesive plan of study in sustainability;
-- Prepare students for leadership roles in academic and professional practice;
-- Foster trans-disciplinary research and dialogue between graduate students and participating faculty members interested in sustainability; and
-- Assist students in publishing research on sustainability topics

The website URL for the graduate minor, concentration or certificate (1st program):
http://soa.utexas.edu/csd/portfolio

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
Integrated Watershed Studies Graduate Portfolio Program

A brief description of the graduate minor, concentration or certificate (2nd program):
The Integrated Watershed Studies Graduate Portfolio Program (IWSGPP) provides graduate students at The University of Texas at Austin the opportunity to supplement their current degree program with an interdisciplinary study of watershed issues. GPP students complete requirements comprised of coursework, field experience, and a research paper and presentation all focused on integrated watershed challenges. Through this additional focused study, GPP students are able to take advantage of UT-Austin's resources and learn from both the unique local landscape of Central Texas and their fellow students from other disciplines. As a result, GPP students complete the program with a broader understanding of water issues. GPP students also give a professional presentation on their research.

The website URL for the graduate minor, concentration or certificate (2nd program):
http://www.esi.utexas.edu/students/graduate-students/integrated-watershed-studies

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
Social Enterprise Concentration, Master in Business Administration (MBA)

A brief description of the graduate minor, concentration or certificate (3rd program):
The McCombs School of Business concentration in social enterprise offers students insight into the industry through unique courses and events and prepares them for career opportunities related to this concentration - everything from the CSR departments of major corporations and non-profit organizations to environmental management and sustainability groups in a wide range of companies. Other opportunities include public policy and economics departments, ethics management, corporate compliance offices, social enterprise project management and community relations management. Students can add to their social enterprise experience by taking relevant
elective classes in the LBJ School, participating in a Texas MBA+ project relating to CSR initiatives or attending the annual Sustainability Summit.

The website URL for the graduate minor, concentration or certificate (3rd program):
http://www.mccombs.utexas.edu/MBA/Full-Time/Academics/Concentrations/Social-Enterprise

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

Air Resources Emphasis - Environmental and Water Resources Engineering (MSE/PhD)

http://www.ce.utexas.edu/ewre/courses.cfm#air_quality

Building Energy and Environments Program -- Architectural Engineering (MSE)

https://www.caee.utexas.edu/prospective/graduate/research/70-research/research-areas/bee

Certificate in Global Energy, International Arbitration, and Environmental Law - Master of Laws Program

http://www.utexas.edu/law/centers/energy/students/llm-certificate/

Clean Energy Materials Thrust - Materials Science and Engineering (MS,PhD)

http://tmi.utexas.edu/clean-energy-materials/

CleanTech Concentration - Business Administration (MBA)

http://www.mccombs.utexas.edu/MBA/Full-Time/Program-Information/Curriculum/~link.aspx?_id=8530

D3F521834885A62783F91E84D73A&_z=z
Climate Systems Science - Geological Science (MA, MS, PhD)

http://www.ig.utexas.edu/jsg/css_jsg/index.html

Energy Finance Concentration -- Business Administration (MBA)

http://www.mccombs.utexas.edu/MBA/Full-Time/Program-Information/Curriculum/~/link.aspx?id=F4FB1C4C736C4E188CAD2D49819310D1&_z=z

Environmental Engineering Science Emphasis - Environmental and Water Resources Engineering (MSE/PhD)

http://www.ce.utexas.edu/ewre/courses.cfm

Environmental Planning for Sustainable Communities Specialization - Community and Regional Planning (MSCRP)

http://soa.utexas.edu/crp/specializations#comm

Ethics and Corporate Social Responsibility Concentration -- Business Administration (MBA)

http://www.mccombs.utexas.edu/MBA/Full-Time/Program-Information/Curriculum/~/link.aspx?id=0EF515FE7DDC4AB186263D2F42189687&_z=z

Indoor Environmental Science and Engineering Program (IGERT)

http://www.ce.utexas.edu/IGERT/

Natural Resources and the Environment Specialization - Public Affairs (MPAff)

http://www.utexas.edu/lbj/degreeprograms/mpaff/specializations
Policy and Law Module - Energy and Earth Resources (MA)

http://www.jsg.utexas.edu/eer/course-requirements/

Post Professional Degree Program in Sustainable Design (M.Arch II, PP)

http://soa.utexas.edu/sustainabledesign/curriculum

Resource Economics and Econometrics Module - Energy and Earth Resources (MA)

http://www.jsg.utexas.edu/eer/course-requirements/

Sustainable Design Emphasis - First Professional Degree Program in Architecture (M.Arch. I, E)

http://soa.utexas.edu/sustainabledesign/curriculum

Sustainable Design Specialization - First Professional Degree Program in Architecture (M.Arch. I, S)

http://soa.utexas.edu/sustainabledesign/curriculum

Texas MBA+ Leadership Program

http://www.mccombs.utexas.edu/MBA/Full-Time/Program-Information/Hands-On-Experience/MBA-Plus-Program.aspx

Land Use, Transportation, and Infrastructure Planning Specialization - Community and Regional Planning (MSCRP)

http://soa.utexas.edu/crp/specializations#comm
Treatment Processes Emphasis - Environmental and Water Resources Engineering (MSE/PhD)

http://www.caee.utexas.edu/ewre/

Water Quality Management Emphasis - Environmental and Water Resources Engineering (MSE/PhD)

http://www.caee.utexas.edu/ewre/

Water Resources Emphasis - Environmental and Water Resources Engineering (MSE/PhD)

http://www.caee.utexas.edu/ewre/
Immersion Experience

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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.

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

Yes

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

The University of Texas at Austin Environmental Science Institute (ESI) Research Experience for Undergraduates in integrated environmental science gives undergraduate students the opportunity to conduct research into The Science of Global Change and Sustainability. This program is funded by the National Science Foundation, and in the past has been operated in tandem with ESI's Research Experience for Teachers.

The Program accepts students from across the country and teachers from the Austin area, and is funded by a National Science Foundation grant. Participants spend ten weeks designing a research project, participating in a research group, and presenting their work. Students will participate in a weekly research seminar series, portfolio creation, and professional development activities. Students will also participate in field excursions related to their research. The summer program will conclude with a research poster session and open house.

The summer 2014 REU program research will focus on one of four major themes:

- Impacts on Ecosystems
- Impacts on Watersheds and the Land Surface
- Campus Sustainability
- Reconstructing Past Global Change

The website URL where information about the immersive program(s) is available:
http://www.esi.utexas.edu/students/undergraduate-students/research-experience-for-undergraduate-students
Sustainability Literacy Assessment

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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.

Submission Note:

UT Austin participates in the Student Engagement in the Research University (SERU), a census survey of the university’s undergraduate population. UT Austin added a sustainability-module as part of its SERU wildcard section in 2013. These questions are culture-based (rather than knowledge-based), so therefore do not meet the criteria for this credit, but provide data on students’ experience and perception of sustainability on campus.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

2

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

EVS311 Survey 2013.docx

The questions included in the sustainability literacy assessment(s):

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A brief description of how the assessment(s) were developed:
UT Austin's Environmental Science Degree Program (EVS) administers a pre- and post- survey to students in its UGS 303: Sustaining a Planet (UGS 303) and EVS 311: Field Seminar in Sustainability. The survey was developed by the director of the EVS program with input from other teaching faculty in the program.

A brief description of how the assessment(s) were administered:

The purpose of this survey is to assess students' interest and background in the topics to be covered in the course. The same survey is administered again at the end of the course to compare to the initial results. The results from this survey are not used in any way to assess students' individual performance in the course; however, it is required that they complete the survey before the start of the course.

A brief summary of results from the assessment(s):

Data from the survey have yet to be fully analyzed but are intended to inform and refine future curricula development efforts for the degree.

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

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Incentives for Developing Courses

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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?:

Yes

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

UT Austin's Center for the Core Curriculum, Sanger Learning Center, and Office of Sustainability have partnered to create the Sustainability Course Development and PLUS Awards program, which is funded by the Green Fee. The program runs an annual competition for the development of new courses or course conversions to a Peer-Led Undergraduate Studying (PLUS) model. To be eligible for either award, a course must address issues related to sustainability and fulfill the requirements for one or more of the university's flags (Writing, Quantitative Reasoning, Ethics and Leadership, Global Cultures, Cultural Diversity in the US, and Independent Inquiry;

https://www.utexas.edu/ugs/ccc/flags

). For the new course development competition, the course must:

-- Be a course that has never been previously taught.
-- Incorporate sustainability as a distinct and significant course component/module OR concentrate on a single sustainability principle or issue throughout the course.
-- Integrate the sustainability component with one or more flags (Writing, Quantitative Reasoning, Ethics and Leadership, Global Cultures, Cultural Diversity in the US, Independent Inquiry).
-- Be offered at least three times. Preference will be given to courses that are designed to be a regular part of the department’s course offerings.
The PLUS program is designed to enhance undergraduate student learning by providing a framework for peer course support. Since 2003, PLUS has successfully optimized UT undergraduate courses by providing training and other resources to volunteer study group leaders, who facilitate discussions and practice sessions related to course content. In addition, each PLUS-supported course features one Senior Preceptor who, under the guidance and support of the professor and the SLC, oversees student-led study groups and other course-related activities.

For a PLUS conversion course, the proposed course must:
-- Incorporate sustainability as a distinct and significant course component/module OR concentrate on a single sustainability principle or issue throughout the course.
-- Integrate the sustainability component with one or more flags (Writing, Quantitative Reasoning, Ethics and Leadership, Global Cultures, Cultural Diversity in the US, Independent Inquiry).
-- Feature student-led activities.

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

Each year, three $6000 awards are available for new courses; $5000 is award to the instructor and $1000 is awarded to the department.

Each year, five $1500 awards are available for course conversions to a PLUS-supported course; $1000 goes to the student senior preceptor and $500 is offered for course-related expenses.

The website URL where information about the incentive program(s) is available:
https://www.utexas.edu/ugs/ccc/teaching-resources/funding
Campus as a Living Laboratory

Responsible Party

Alice Gerhart
Program Coordinator, Academics
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.

Submission Note:

UT Austin's Texas CityLab is a program in development at the university that is designed to engage students in team-based, real-world sustainability challenges. The first year of the program will engage students in UT Austin sustainability-challenges. Texas CityLab provides administrative structure and support for living-laboratory projects and will eventually partner with municipalities in Texas.
## Is the institution utilizing the campus as a living laboratory in the following areas?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
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<tbody>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
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<tr>
<td>Buildings</td>
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<tr>
<td>Dining Services/Food</td>
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<td>Energy</td>
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<tr>
<td>Grounds</td>
<td>Yes</td>
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<td>Purchasing</td>
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<td>Transportation</td>
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<td>Waste</td>
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<tr>
<td>Water</td>
<td>Yes</td>
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<tr>
<td>Coordination, Planning &amp; Governance</td>
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<tr>
<td>Diversity &amp; Affordability</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
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<td>Investment</td>
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<tr>
<td>Public Engagement</td>
<td>---</td>
</tr>
<tr>
<td>Other</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

Students working with faculty focused on indoor air quality research are engaged in a UT Austin project aimed at reducing the amount of air exchangers needed in an effort to save money and energy in the Biomedical Engineering building on campus, which houses many...
research laboratories. The analysis will also consist of analyzing the air quality in the BME building due to the reduction of ventilators.

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:

Construction of the Student Activity Center (SAC) at The University of Texas at Austin was completed January 2011. The building incorporates enhanced thermal energy technologies for space and process cooling, heating, and ventilation. However, examination of billing data suggests that the actual energy performance of the building fails to meet design expectations. In this project, the Mechanical Engineering Senior Design Group (final course required to get a degree in Mechanical Engineering) investigates energy use in the SAC, evaluates the performance with respect to original design models, and offers cost-effective design recommendations to improve energy efficiency.

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:

UT Austin’s Division of Housing and Food Service (DHFS) uses its campus gardens, built and operated by the division, as living laboratory at multiple levels. The gardens were designed, first and foremost, as a teaching platform for campus – the goal of which is to give students the opportunity to reconnect with where their food comes from and have the ability to see the details of that process from start to finish. Additionally, the gardens serve not only as a visual learning center, but also as an experiential education site for a select group of Green Corp students chosen to manage the gardens year around. Further, DHFS is always open to class tours, presentations, and sharing its practices with the campus community.

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:

UT Austin's Power Down Assessment program, a volunteer program that offers personal energy audits of people’s spaces, has been restructured so that it is a training program for student volunteers who then go out into the campus community to do the audits. We have a formal training session with the students and manual for them to follow. Student volunteer workers interface with staff and experience implementing a plug load audit, gaining important hands-on real-world communication and technical skills. In addition, they are “giving back” to the institution by bringing awareness to campus.

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:

Two Environmental Science seniors focused their project on replacing the existing landscaping and irrigation in two recessed rectangular plots located in the East Plaza of UT Austin’s Harry Ransom Center. The new landscape was more accessible, maintained its local drainage basin, featured optimal plant species and a new irrigation system specifically designed to efficiently meet sustainable watering requirements.

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:

As part of a Safe Cycling Campaign, students created a comprehensive and cross-disciplinary effort to improve bicycling as a viable means of transit on the UT Campus. The project worked to address the issues related to cycling and transportation infrastructure not only through analysis and improvements to the urban form, but also though safety education and public awareness, as well as service and advocacy projects. A lasting component of the program is the “How to Double Lock Your Bike” instructional video, used to educate the UT community on safe bike practices.

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:

Dr. Robert Young's Resource Management and Recycling: Toward Zero Waste and Beyond graduate level Community and Regional Planning course is focused on UT Austin's waste stream and zero-waste goals. Final projects will focus on different aspects of UT Austin's material and resource management challenges to elucidate best practices in the field and apply them in a real-world context. UT Austin's Zero-Waste Coordinator is working to shape learning objectives and outcomes.

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:

UT Austin’s new Integrated Landscape Design Program provides irrigation usage information to students in the Sustainable Design program. Students analyze the data and find landscape beds on campus that are using more water than other areas. A competition is held to incentivize a redesign of the landscape for water conservation and sustainability. Once the design is chosen by a committee of UT landscaping staff, faculty, and students, the design is installed, also with student help. The program is overseen by a Project Manager student position as well as the university’s Irrigation and Water Conservation Coordinator.

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

A graduate student at the LBJ School of Public Policy focused his Professional Report on “Assessing UT Austin’s Roadmap to Sustainability,” providing a strategic plan with recommendations to UT Austin’s administration on how to become a more sustainable institution in terms of reducing emissions and waste and setting goals among the university’s governance, academics, and operations over the next several decades.

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:

The Division of Diversity and Community Engagement (DDCE), as one of the four strategic priorities for the campus, is tasked with leveraging UT’s intellectual resources to cultivate mutually beneficial partnerships that address significant issues in Texas communities. The DDCE contributes to a synergy among community engagement initiatives that extend from the academic colleges, schools, and administrative units to community-university initiatives that promote equity, access, and social justice.

UT’s Community Engagement Center, located in a traditionally underserved area of Austin, is the home base for many of DDCE’s partnerships with communities historically underserved by UT, including the Community Engagement Incubator Project, which addresses
inequality in the Austin area by fostering and sustaining direct collaborative research and pedagogy efforts between UT faculty, students, and community organizations. Successful incubation projects include the African American Men and Boys Harvest Foundation, which provides culturally relevant services to its population; FreeMinds, a writing program in underserved communities; and Foodways Texas, which promotes the diverse food cultures of Texas. The Regional Foundation Library provides local nonprofit organizations with access to training and information on foundation funding. The Colony Park Sustainable Community Initiative (CPSCI) is a unique partnership of the City of Austin, UT, and the Colony Park neighborhood. Funded through a $3 million HUD grant, CPSCI is tasked with the development of a master plan for 208 acres of publicly-owned land. In like manner, the Restore Rundberg initiative promotes community development and revitalization in the Rundberg neighborhood of Austin by engaging research from faculty and students in the School of Social Work and community engagement assistance from the DDCE.

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:

Having a premier wellness program offers students the opportunity to apply the skills they are learning in the classroom to real life experience. The wellness program relies on student interns to accomplish the strategic plan. The wellness program expands on many of the degree tracks offered at the university, including kinesiology and health education, social work, public health, nutritional science, nursing, pharmacology, business and communications. Upon completing an internship with the wellness program, students are better prepared to enter the workforce or continue on to graduate school. Students gain first-hand experience planning, implementing and evaluating population-based health programs. Students have enhanced the wellness program by developing communication materials, giving presentations, monitoring health stations, managing the onsite farm-to-work CSA program, supporting healthy vending machines and much more. By providing a unique internship with a premier employee wellness program, what starts here really can change the world.

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:

Three graduate students from the McComb’s School of Business proposed the establishment of a revolving fund, called the UT Energy Savings Fund, the would involve and incentivize academic units to achieve the university’s demand reduction goals; the fund would invest in energy conservation measures on campus that would otherwise not be funded. Run out of the Business School, the fund would be overseen by a board of advisors including UT operations staff, and McCombs faculty and students. A multi-disciplinary graduate student team would be overseen by a faculty advisor and provide financial analysis of energy conservation measures seeking funding from the Energy Savings Fund. The Fund would be incorporated into the curriculum to provide academic value and continuity. While the fund has not yet been created, this student proposal has advanced the conversation on how to best incentivize green investment and energy savings.

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:

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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:

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

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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.

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<td>Academic Research</td>
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</table>
Academic Research

Responsible Party

Alice Gerhart
Program Coordinator, Academics
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution’s faculty and/or staff engaged in sustainability research:
263

Total number of the institution’s faculty and/or staff engaged in research:
3,152

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
41

The total number of academic departments (or the equivalent) that conduct research:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

Research_FacultyStaff_2013.xlsx

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

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

Names and departments were taken from individuals with staff/faculty profiles in UT Austin's Sustainability Directory. The number of total faculty/staff conducting research was a tally of UT Austin Tenured and Tenured-Track faculty added to the total number of non-faculty research staff.

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

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The website URL where information about sustainability research is available:

http://www.utexas.edu/sustainability/directory/?type=&submitsearch=true&search_keyword=&college=&affiliation=&type=1
Support for Research

Responsible Party

Alice Gerhart
Program Coordinator, Academics
Office of Sustainability

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.

- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.

- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

The Bridging Disciplines-Environment Program.

One of the goals of the BDP is to help students make their education fit their individual interests and goals. BDP advisors help students find courses, research opportunities, and internship experiences that complement their majors, while also supporting them in developing knowledge and experience they would not otherwise find within their degree plans.

The Environment BDP gives students the opportunity to explore a variety of disciplinary approaches to environmental processes and contemporary environmental issues. By bringing together courses in natural sciences, social sciences, design disciplines, and the humanities, this program affords a complex understanding of how the diverse parts of Earth’s environment interact. A Geology major might choose to deepen an appreciation of human-environment interactions with a selection of Government, History, and Geography courses in Liberal Arts, while a Journalism major might use Natural Science courses to develop an understanding of the scientific method. Designed to complement a range of majors, the Environment BDP prepares students to address environmental issues in careers as researchers, writers, policy makers, sustainable business leaders, and educators.
An interdisciplinary panel of faculty with an interest in the environment helps students design individualized programs of study that complement their majors and interests, and they are instrumental in helping students find internships and opportunities to participate in faculty research.

The website URL where information about the student research program is available:
http://www.utexas.edu/ugs/bdp

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:

UT Austin’s Sustainability Research Network is a group of directors, grant administrators, faculty and researchers from Organized Research Units and departments across campus that gathers every semester to strategically brainstorm opportunities for collaboration and increased communication around sustainability-research at the university.

Additionally, the university's ongoing Sustainability Faculty Learning Community serves as a forum for faculty to network around shared teaching and research interests.

The website URL where information about the faculty research program is available:
http://www.utexas.edu/sustainability/initiatives/academics.php

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
No

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

Current faculty tenure and promotion guidelines do not specifically define interdisciplinary research, and do not state a positive, or negative, position on such research.

The website URL where information about the treatment of interdisciplinary research is available:
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Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:
No

A brief description of the institution's library support for sustainability research and learning:
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The website URL where information about the institution's library support for sustainability is available:
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Access to Research

Responsible Party

Alice Gerhart
Program Coordinator, Academics
Office of Sustainability

Criteria

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

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

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

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**Responsible Party**

Karen Blaney  
Program Coordinator  
Facilities Services

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**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*.

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"---" 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:**

52,186

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

University of Texas Campus Environmental Center

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

52,186
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The UT CEC is a sponsored student organization within Facilities Support Services. Each semester the CEC hires 12-28 student leaders to conduct various types of outreach activities to different student groups on campus. Student leaders work on a variety of projects, all of which center around peer-to-peer outreach activities. Activities include: educating tailgaters about recycling through the Tailgate Recycling Program, educating Greek life about living sustainably and hosting sustainable events through the Green Greeks program, educating and conducting outreach to other student organizations about sustainable events through the Green Events consulting service, engaging with students using a variety of social media outlets to include green tips and information on outlets such as the newsletter, Facebook, and Twitter, and creating green lifestyle tip boards on Pinterest, hosting events to educate and engage students in campus sustainability and sustainability in general including America Recycles Day, Campus Sustainability Day, and Earth Day.

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

Student leaders are selected through an online application and interview process. Many students have volunteered with the CEC or held prior positions in the CEC, though some student leaders have not held previous positions on campus. Students are hired for one year terms and are hired for specific positions/projects rather than an umbrella sustainability internship.

The UT-CEC leaders have established themselves as the go-to organization for collaboration with the administration and Student Government. One of the two co-directors is traditionally named as the environmental issues chairperson for Student Government, and both sit as the only undergraduate student representatives on the President's Sustainability Steering Committee. The CEC maintains a specific peer-to-peer outreach aspect as part of its tri-fold mission of collaboration, education, and transformation.

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

The CEC provides introductory training for all incoming student leaders each semester as well as update training periodically throughout the year. Student leaders participate both individually and as a group in training provided by the University to develop job skills and learn how to conduct outreach. It also provides funding for students to attend national and regional sustainability conferences such as AASHE, Smart and Sustainable Campus Conference, SXSW Eco, and the Texas Regional Alliance for Campus Sustainability conference.

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

The CEC is funded by student fees and other money from fundraising. The institution funds a full-time advisor and also offers support from the Zero Waste Coordinator and Director of Sustainability. The organization itself is sponsored by the University.

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

Green Corps

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

52,186

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):
The DHFS Green Corps provides experiential educational opportunities for students to learn about food systems and sustainability, particularly through growing and preparing local produce. Green Corps students are responsible for running two on-campus organic gardens and assisting in DHFS sustainability projects. Green Corps student workers were involved in a DHFS plate-waste study, building a record-breaking cardboard fort to raise recycling awareness, and other UT projects. They were also responsible for planting and harvesting at the two DHFS gardens, and then preparing that produce to be used in UT dining facilities.

Green Corps mission: The DHFS Green Corps Program is a multifaceted program developed around 3 pillars: Grow, Serve, Learn. These pillars are enlisted in every single action we take on and every project we develop. It is through our experiences we grow our world view, serve our community, and learn new things every day.

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

Green Corps student workers are selected based on their eagerness to learn about environmental sustainability in general and gardening in particular. Some experience or demonstrated commitment to environmentalism is preferred but not mandatory. Green Corps student workers are also chosen based on their ability to complement team efforts on a diverse range of tasks.

As approved by URHA in 2005, each Residence Hall Council has an Eco-Rep position written into its bylaws. The position is appointed by the hall president in a manner of his/her choosing. While some halls are filling this position and conducting environmental education and outreach, others have not acted on the position. The Division of Housing and Food Service and the UT Campus Environmental Center are currently working together to make the Eco-Reps program more viable and active, based on this existing approved structure.

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

A one-day orientation launched our first semester in operations, and Green Corps student workers are continually trained on gardening, large and small-scale topics in environmentalism, and UT specific sustainability endeavors. Monthly field trips to local farms and other places of interest also contribute to Green Corps training. These efforts are largely student-driven, as experiential learning is the primary goal.

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

Each Green Corps student is a paid student employee of the Division of Housing and Food Service for the University of Texas. The students are not only supported financially through their hourly earnings, but also in means of materials i.e. – uniforms, gardening tools, educational materials, and other items to help enrich their time as a Green Crops student. Students are also invited to attend certain conferences, workshops, or events where much of the costs are covered by the division.

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

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

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

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

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

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

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

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

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

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

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

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

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

5,350

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

http://www.utenvironment.org/
**Student Orientation**

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**Responsible Party**

Karen Blaney  
Program Coordinator  
Facilities Services

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**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.

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**Submission Note:**

All entering undergraduate students have the opportunity to participate. Transfer students and international students do not have the opportunity to participate in the summer orientation programming.

"---" indicates 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:

90

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

New Student Orientation is held six times during the summer and serves over 90% of incoming students. New Student Services in the Dean of Students office coordinates Orientation (http://deanofstudents.utexas.edu/nss/)

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http://deanofstudents.utexas.edu/nss/
The only direct reference to campus sustainability is in an hour-long optional session on the second day of Orientation, which is led by the Campus Environmental Center. Typical attendance at the optional session is 10-15 students.

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

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Student Life

Responsible Party

Karen Blaney
Program Coordinator
Facilities Services

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.

Submission Note:

Second student-governed garden:
http://utmicrofarm.wordpress.com/

"---" 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?

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active student groups focused on sustainability</td>
<td>Yes</td>
</tr>
<tr>
<td>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</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</td>
<td>No</td>
</tr>
<tr>
<td>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
<td>No</td>
</tr>
<tr>
<td>Programs through which students can learn sustainable life skills</td>
<td>No</td>
</tr>
<tr>
<td>Sustainability-focused student employment opportunities offered by the institution</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Other co-curricular sustainability programs and initiatives</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

The Campus Environmental Center empowers the University of Texas at Austin community to reduce its environmental impact and foster a culture of sustainability through collaborative and constructive means.

Engineers for a Sustainable World mobilizes students through education, technical projects, and collaborative action to impact local and global sustainability challenges.

Ducks Unlimited Texas Chapter works to conserve, restore, and manage wetlands and associated habitats for North America’s waterfowl, while providing opportunities for the enjoyment of hunt and fishing activities.

Fossil Free Texas aims to have the University of Texas divest from fossil fuels.

The University of Texas Wildlife Association seeks to protect private property rights, hunting heritage, and conservation efforts of those who value and steward wildlife resources.

University Vegetarians provide a social outlet for vegetarians and vegans at the University of Texas at Austin and to encourage other students to adopt a vegetarian/vegan diet.

The Club for Environmental Outreach works with partner groups to plan and perform environmental projects focused on education, volunteering, and environmental accountability.

ASHRAE is a building technology club that focuses on building systems, energy efficiency, indoor air quality, and sustainability.

Net Impact (Graduate) provides a form for members of the Graduate School of Business to discuss issues of social sustainability and social responsibility.

The Green Society provides a forum for students at the LBJ School to explore sustainability through a policy development lens.

Environmental Law Society promotes awareness of environmental law issues.

Global Environmental Brigades empowers students to promote sustainable solutions in rural communities in Panama in order to reverse degradation and preserve the natural environment.

The website URL where information about student groups is available:

http://deanofstudents.utexas.edu/sa/vieworgs.php

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 University of Texas at Austin has a number of gardens and farms on campus. The Division of Housing and Food Services maintains two gardens on campus which supply food to the campus dining halls. These gardens are maintained in part by students employed through the Division of Housing and Food Services’ Green Corps program. The UT Microfarm is UT’s first student-run farm. The farm, located on campus supplies food to the dining halls as well as an on-campus farm stand and offers valuable student experience in the form of student employees, interns, and volunteer opportunities. The Concho Community Garden is a student-run community garden which allows students and student groups to rent plots and learn to grow their own food.

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

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:
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The website URL where information about the student-run enterprise(s) is available:
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A brief description of the sustainable investment or finance initiatives:
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The website URL where information about the sustainable investment or finance initiatives is available:
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A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Hot Science Cool Talks is a lecture series organized by the Environmental Science Institute (ESI) in which researchers from the University of Texas and other universities present their work in an engaging manner to the University of Texas and greater Austin community.

The President’s Sustainability Steering Committee and the Office of Sustainability collaborate with the School of Undergraduate Studies to produce a sustainability-focused lecture that fulfills a Signature Course University Lecture Series requirement. The 2013 lecture was a discussion between Dr. John B. Callicott and Dr. Sahotra Sarkar regarding sustainability and the ethics of personally actions in the lecture titled Sustainability: 7 billion and counting. Why do my actions matter?

The President's Sustainability Steering Committee with the support of the Office of Sustainability hosts an annual full day symposium dedicated to highlighting the scholarly and practical sustainability efforts of the university community.

The Energy Forum is a student run event with the goals of fostering interdisciplinary discussion on today’s most pressing energy challenges and convening the knowledge from across campus at UT Austin.

The website URL where information about the event(s) is available:
http://www.esi.utexas.edu/outreach/lectures.html
A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The culminating event of the UT Safe Cycling Campaign was LIGHT | NIGHT a choreographed dance performance at dusk which used bike dancers wearing bike lights to educate about the importance of bike safety.

The website URL where information about the cultural arts event(s) is available:
http://www.utexas.edu/finearts/aah/event/light-night-bike-light-dance-project

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

The Guide School is designed for individuals interested in acquiring backcountry guiding skills and outdoor leadership experience. Our emphasis is on backcountry safety, navigation, trip planning and preparation, leadership skills, camp cooking, providing excellent customer service, and team building. Participants who successfully complete the Guide School curriculum will be eligible to apply for employment with the UT RecSports Outdoor Recreation Program. A Leave No Trace trainer certification is included in the fees.

Through the Adventure Trip Program, UT Austin also offers several other outdoor recreation programs, led by trainers who have gone through the UT Guide School or equivalent

The website URL where information about the wilderness or outdoors program(s) is available:
http://www.utrecsports.org/outdoor/wildernessleadership/guideschool/guideschool.php

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

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The website URL where information about the theme is available:
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A brief description of program(s) through which students can learn sustainable life skills:

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The website URL where information about the sustainable life skills program(s) is available:
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A brief description of sustainability-focused student employment opportunities:

There are a number of sustainability-focused student employment opportunities on campus. The Division of Housing and Food Services employs five students in their Green Corps program. Students spend their time tending the DHFS campus gardens and conducting sustainability outreach. The Office of Sustainability employs interns for employment including: outreach, graphic design, and Green Fee. Many Green Fee projects employ students including battery recycling, Green Greeks, and the Microfarm. In addition, students can be employed in the Campus Environmental Center to work on a variety of projects including recycling, green events, and tailgate recycling.
The website URL where information about the student employment opportunities is available:
http://www.utexas.edu/operations/sustainability/opportunities.html

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

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The website URL where information about the graduation pledge program is available:
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A brief description of other co-curricular sustainability programs and initiatives:

The Green Fee is a student fee that is collected with tuition each semester. Students, faculty, and staff are able to apply to Green Fee to fund a sustainable project on campus. Many of these projects are led by students and include student employment. Such projects include: the UT Microfarm, the UT Tree Nursery, Battery Recycling, Orange Bike Project, Biodiesel, and E-Waste Recycling.

The website URL where information about other co-curricular sustainability programs and initiatives is available:
http://www.utexas.edu/sustainability/greenfee.php
Outreach Materials and Publications

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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? :

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A central sustainability website that consolidates information about the institution’s sustainability efforts</td>
<td>Yes</td>
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</tbody>
</table>

STARS Reporting Tool | AASHE
<table>
<thead>
<tr>
<th>Feature</th>
<th>Yes/No</th>
</tr>
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<tbody>
<tr>
<td>A sustainability newsletter</td>
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<td>A sustainability walking map or tour</td>
<td>Yes</td>
</tr>
<tr>
<td>A guide for commuters about how to use alternative methods of transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Navigation and educational tools for bicyclists and pedestrians</td>
<td>Yes</td>
</tr>
<tr>
<td>A guide for green living and incorporating sustainability into the residential experience</td>
<td>Yes</td>
</tr>
<tr>
<td>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</td>
<td>No</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>No</td>
</tr>
</tbody>
</table>

**A brief description of the central sustainability website:**

The Sustainability Portal is the University of Texas at Austin’s central sustainability website. It provides information about sustainability initiatives, campus partners, the President’s Sustainability Steering Committee, green buildings, sustainability in academics, and campus sustainability events.

**The website URL for the central sustainability website:**

The Sustainability Portal is the University of Texas at Austin’s central sustainability website. It provides information about sustainability initiatives, campus partners, the President’s Sustainability Steering Committee, green buildings, sustainability in academics, and campus sustainability events.
A brief description of the sustainability newsletter:

The Office of Sustainability newsletter is shared every other month (6x a year) and highlights various eco-initiatives on campus. Each newsletter is organized around a theme (e.g. December 2013 featured Energy) and contains a guest column and an #AskJim column in which (Jim Walker, the Director of Sustainability answers a student’s sustainability-related question). Additionally, the newsletter recaps past events and promotes future events.

The website URL for the sustainability newsletter:
http://us3.campaign-archive1.com/home/?u=c9d0bf3eb4c821002c3f2cf49&id=13c6bd128b

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

The Office of Sustainability has their own Facebook, Twitter, YouTube, and Pinterest accounts and the Campus Environmental Center has their own Facebook, Twitter, Pinterest, Instagram and WordPress accounts.

The website URL of the primary social media platform that focuses on sustainability:
https://www.facebook.com/UTAustinSustainability

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

The University of Texas at Austin has a variety of outlets in which students can publish and disseminate their sustainability research. The Office of Undergraduate Research hosts an annual Research Week including the Longhorn Research Bazaar which highlights undergraduate research and creative activity. Further, there are a variety of Undergraduate research journals at the University of Texas at Austin. Each journal is run by an all-student staff and publishes a variety of student work.

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://www.utexas.edu/ugs/our

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

The AT&T Education and Conference Center, accredited as LEED-NB Gold, has internal signage pointing out building features. The new Norman Hackerman Building and Student Activity Center, which will be accredited LEED Silver (NB) at minimum, will also have internal signage. Both will be open in 2010. The School of Architecture has installed a Thermal Lab (http://soa.utexas.edu/csd/research/experimental-research) which has extensive educational material/signage available.

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 Division of Housing and Food Service has developed and employed a variety of materials regarding sustainable food systems. These materials include, but are not limited to: infographics pertaining to “Local, Pasture-Raised, Organic, Shell Eggs”, “Local Grass Feed Beef”, “Local Citrus”, “Farm to Table”, “Supporting Local Farming”, “Food Waste”, “Vegetarian and Vegan Diets”, and others. These materials are implemented through various types of printed and digital displays.

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 Sustainability Guide, produced by the Campus Environmental Center, features a campus map with green features on campus. These features are labeled and also provide information about the feature. In addition, all LEED certified buildings on campus are labeled.

The website URL of the sustainability walking map or tour:

http://www.utenvironment.org/sustainability_guide/

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

The University has an alternative transportation program, Green on the Go, which seeks to reduce the use of single occupancy vehicles by staff, faculty, students, and visitors. The website provides information on using the following: campus shuttles, Capital Metro Mass Transit, E-bus a late night service, long distance buses, late night rides home from the library, Zipcar, carpools, vanpools, biking, walking, and event transportation.

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

http://www.utexas.edu/parking/transportation/

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

Parking and Transportation Services’ biking website provides information including: maps of bike routes throughout town, maps of bike pumps, maps of bike rack, information about online traffic skills classes, and bike rules and regulations. In addition, Parking and
Transportation Services operates the Kickstand, which is a one-stop shop for campus biking needs including, bike registration, buying bike gear, lock rentals, an air pump station, and free maps and brochures. Parking and Transportation Services also operates Orange Bike Project which is UT’s community bike shop where students can volunteer, learn, and work on their own bikes. They also have a bike rental service for daily and semester bike rentals that operates out of the Orange Bike Project.

The website URL for navigation and educational tools for bicyclists and pedestrians:
http://www.utexas.edu/parking/bike/index.html

A brief description of the guide for green living and incorporating sustainability into the residential experience:
The Sustainability Guide features a variety of tools for incorporating sustainability into the student experience. The guide addresses the following categories: food, transportation, energy and water, recycling and waste, campus hot spots, Austin activities, get involved on campus, and resources. Each category has the following sections: Sustainability and You which highlights simple steps students can take, Sustainability On Campus, and Sustainability Off Campus.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.utenvironment.org/sustainability_guide/

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

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

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

The website URL for this material (2nd material):
Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material (6th material):
---
Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

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

The website URL for this material (8th material):
---
Outreach Campaign

Responsible Party

Stephanie Perrone
Senior Energy Steward
Facilities Maintenance

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

After two pilot events in fall 2013, Longhorn Lights Out was deemed successful enough to be scheduled for the last Friday of every month, indefinitely. The program is now directly supported and tracked by two student staff in the Energy & Water Conservation group in Facilities Maintenance.

"---" 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):
Longhorn Lights Out

A brief description of the campaign (1st campaign):
Longhorn Lights Out is a monthly campus wide campaign for students, faculty, and staff to reduce their lighting and plug loads on a specified date. Student organizations assist the Energy & Water Conservation Program (who manages the campaign) by going through buildings and turning off unnecessary lights during the designated time period. Campus occupants are encouraged to participate and the UT Tower is dark on these days as well.

A brief description of the measured positive impact(s) of the campaign (1st campaign):
There have been over 50 volunteers that have participated in three Longhorn Lights Out events with a total savings of 18,274 kWh.

The website URL where information about the campaign is available (1st campaign):
http://www.utexas.edu/facilities/sustainability/LightsOut.html

The name of the campaign (2nd campaign):
---

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

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

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

A brief description of other outreach campaigns, including measured positive impacts:
---
Employee Educators Program

**Responsible Party**

**Stephanie Perrone**  
Senior Energy Steward  
Facilities Maintenance

**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*.

**Submission Note:**

The Energy and Water Conservation Program was established in response to the President Sustainability Steering Committee's 2009 Natural Resource Conservation Plan. A key goal of the Energy Stewards is to engage campus and educate them on how to reduce demand. Often the program will collaborate with other divisions within the institution to further educate staff and faculty.

"---" 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:**

14,146

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

High Energy Responders Operators (HEROs)

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

200
A brief description of how the employee educators are selected (1st program):

All educators are full time staff. Four Energy Stewards are directly responsible for staff outreach and education as a major part of their job responsibilities. They have been selected through the formal UT interviewing process and education is a key responsibility of their position.

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

The HERO program is an opportunity for staff to self-identify as 'first-responders' to identify wasted energy and water. Directed at internal staff- Zone Maintenance-they are work and educate the participants to decrease campus energy in their zone buildings. Quarterly competitions for which zone has decreased their energy consumption is rewarded a pizza party. The Energy Stewards meet with the techs bi-weekly to discuss energy and water projects throughout campus and rely on the techs skill set to steer the discussions.

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

The Energy Stewards are employed and supervised within the Facilities Maintenance division under a Manager, Associate Director, and Director. They help in shaping the goals of the division and are supported in meeting their targets.

The website URL where information about the program is available (1st program):
https://www.utexas.edu/facilities/sustainability/EWC.html

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

Energy & Water Conservation Conversations

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

14,146

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

All educators are full time staff. Four Energy Stewards are directly responsible for staff outreach and education as a major part of their job responsibilities. They have been selected through the formal UT interviewing process and education is a key responsibility of their position.

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

The Energy and Water Conservation Program serves to educate the entire campus- faculty, staff, and students- about how UT is aiming to reduce energy and water consumption on campus and how they can participate. In addition, the program teaches a class for how people can reduce loads in their homes as well. Currently the program is targeted to a specific building in correlation with a energy audit, and also is offered twice to the entire campus during the school year.

A brief description of the financial or other support the institution provides to the program (2nd program):
All stewards and program materials are paid through the Campus Planning and Facilities Maintenance budget.

**The website URL where information about the program is available (2nd program):**
https://www.utexas.edu/facilities/sustainability/EWC.html

**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

Karen Blaney
Program Coordinator
Facilities Services

Criteria

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

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

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

100

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

New Employee Orientation covers many topics in an overview or highlight fashion. Sustainability programs are given a few minutes, primarily to note their existence and point employees to how to find more information and participate in the programs. New Employee Orientation is open to all new employees and most departments require it.

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

---
Staff Professional Development

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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:

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

Submission Note:

This is an area of rapid development for UT-Austin. In the next two years, we expect to launch full-campus programs through Energy & Water Conservation and Zero Waste, as well as a video-based sustainability literacy series.

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

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

Credit

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<thead>
<tr>
<th>Community Partnerships</th>
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<td>Inter-Campus Collaboration</td>
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<td>Continuing Education</td>
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<td>Community Service</td>
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<td>Community Stakeholder Engagement</td>
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<td>Participation in Public Policy</td>
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<tr>
<td>Trademark Licensing</td>
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<tr>
<td>Hospital Network</td>
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</tbody>
</table>
## Community Partnerships

### Responsible Party

**Leslie Blair**  
Director of Communications  
Division of Diversity and Community Engagement

### 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:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **A. Supportive**   | • *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
• *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing  
• *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
• *Governance:* Campus and community leaders or representatives are engaged in program/project development |
| **B. Collaborative** | • *Scope:* 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)  
• *Duration:* May be time-limited, multi-year, or ongoing  
• *Commitment:* Institution provides faculty/staff, financial, and/or material support  
• *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
<table>
<thead>
<tr>
<th>C.Transformative</th>
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<tbody>
<tr>
<td><strong>Scope:</strong> 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)</td>
</tr>
<tr>
<td><strong>Duration:</strong> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change</td>
</tr>
<tr>
<td><strong>Commitment:</strong> Institution provides faculty/staff and financial or material support</td>
</tr>
<tr>
<td><strong>Governance:</strong> 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</td>
</tr>
</tbody>
</table>
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:

Since its founding in 1883, The University of Texas at Austin has had a rich history of community engagement and service, with service as a key component of its mission. With the launch of the Division of Diversity and Community Engagement in 2007, the university is building on its foundation of engagement in new ways.

DDCE has been charged with
• ensuring the university is responsive to and positively impacts the surrounding community,
• ensuring that community engagement remains central to the University’s core academic mission, and
• serving as a catalyst to create new opportunities for expanded and more coordinated ties between the university and the community

The DDCE's Community Engagement Center promotes and coordinates services, learning opportunities, and research for communities historically underserved by the university. The Center works to foster and sustain respectful, mutually beneficial engagements between UT and diverse communities beyond its walls, especially in ways that work to address inequality and increase social justice.

One division of the Community Engagement Center is the The Community Engagement Incubator, which connects faculty, staff, and students with partners in the Austin community to create projects and programs that will advance social change.
Recent projects that were part of the Community Engagement Incubator include The Workers Defense Project/Proyecto Defensa Laboral Construction Industry Survey that examined construction working conditions in Austin and the Community Organizer Training Series.

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):

See above

Also, for the past 3 years, the Opportunity Forum is a faculty/community collaboration to target research on real community issues as defined by community leaders. Forum has been ongoing.

Since 2008, the Alley Flat Initiative (http://soa.utexas.edu/csd/projects/alley-flat) addressed dimensions of equity in housing, family income and green building with student and faculty support

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

No

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

---

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

---

The website URL where information about sustainability partnerships is available:

http://www.utexas.edu/diversity/ddce/cei/
# Inter-Campus Collaboration

**Responsible Party**

Jim Walker  
Director of Sustainability  
University Operations

## Criteria

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

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

### Submission Note:

The How-To Guide for Campus Green Fund Implementation can be found at:  

Office of Sustainability YouTube:  
[https://www.youtube.com/utaustimgreen](https://www.youtube.com/utaustimgreen)

Campus Environmental Center Sustainability Guide:


"---" 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:

UT-Austin was a co-author of the Campus Green Fund Collaborative’s How-To Guide: Campus Green Fund Implementation. The Office of Sustainability has a flexible presentation in PowerPoint about sustainability on campus that is regularly updated and adapted for external audiences. We have a public YouTube channel with videos covering several recent initiatives. The student-run Campus Environmental Center created a public guide to sustainability at the university.

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

---
Texas Regional Alliance for Campus Sustainability (TRACS)
Association for the Advancement of Sustainability in Higher Education (AASHE)
Big Twelve Sustainable Facilities Conference
University of Texas System Sustainable Facilities Steering Committee (ongoing)
Texas Association of Physical Plant Administrators (TAPPA)
Big 10 and Friends Environmental Stewardship Group
US Green Building Commission, Balcones Chapter
Central Texas Sustainability Forum
Campus Green Fund Collaborative

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

Texas schools are currently working collaboratively to offer an annual summit to share presentations and knowledge across the state, as well as develop guidelines for professional advancement in the sustainability field. UT-Austin hosted the first Summit in 2013 and the second is scheduled at Texas A&M in February 2014. Staff have also presented at AASHE’s annual conference and at Smart & Sustainable Campuses. The institution is an active participant in the Association of Physical Plant Administrators at the state and national level and takes a leadership role in planning and execution of training sessions, which in the past few years have dramatically increased their sustainability content.

The website URL where information about cross-campus collaboration is available:
http://texascampussustainability.wordpress.com/
Continuing Education

Responsible Party

Alice Gerhart
Program Coordinator, Academics
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

Continuing and Innovative Education (CIE) at The University of Texas at Austin has a 100-year history of extending the resources of the university to anyone with a desire to learn. CIE provides a wide range of credit and noncredit courses, services and programs that encompass K-16 academics, online college and professional development courses, professional certificate programs and personal enrichment opportunities including an array of informal classes.

CIE is comprised of the K-16 Education Center, Petroleum Extension Service, Professional Development Center, Thompson Conference Center, University of Texas-University Charter School and University Extension.

The university does not currently have an inventory of sustainability-focused continuing education offerings.

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

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

No

Number of continuing education courses offered that address sustainability:

---
Total number of continuing education courses offered:
---

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

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

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

A brief description of the certificate program:
The Lady Bird Johnson Wildflower Center’s Go Native U informal educational program is designed to teach adults about the sustainable use and conservation of native wildflowers, plants, and landscapes and encourages discovery of the natural world. As part of the program, the following certifications are available:

Landscape For Life™ (LFL)
Landscape For Life instructs gardeners and those interested in landscape sustainability how to transform a traditional landscape into a beautiful and healthy environment that also benefits the surrounding community. This series of five classes will teach you to work with nature to make your landscape a model of sustainability. Teachings based on the principles of SITES™, the Sustainable Sites Initiative™.

Art in Nature
The Wildflower Center is the perfect backdrop for the new Art in Nature series. Brilliant displays of flowering native plants, vibrant water features teeming with fish and turtles, and flitting butterflies and acrobatic hummingbirds make capturing the beauty and wonder of the natural world easy for budding artists. This nature based art series is geared towards those interested in learning the foundations of photography, watercolors, floral silk painting, ink painting, and botanical illustration.

Most classes can be taken individually, without pursuing the certificate.

http://www.wildflower.org/gonativeu/

Year the certificate program was created:
2,012

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

Responsible Party

Leslie Blair
Director of Communications
Division of Diversity and Community Engagement

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 RGK Center for Philanthropy and Community Service conducted a study on volunteerism for the 2001-2002 school year. They found that about 27,000 University of Texas at Austin undergraduate students performed volunteer service between August 2001 and May 2002. The survey was designed through a collaborative effort of researchers and staff from the RGK Center, Office of Survey Research, Department of Sociology, and University Volunteer Center. The 1,514 respondents were chosen through a random selection of all UT undergraduates enrolled in the spring of 2002. Surveying was done via 20-minute telephone interviews administered by the Office of Survey Research. Upon evaluation, the demographic distribution of those surveyed closely matched the true demographics of the student body, including gender, ethnic background, grade level, and academic pursuits.

Seventy-four percent (74%) of students performed volunteer service: 45% reported serving in the community; 25% served in both University and community functions; and 4% volunteered solely for University functions.

Volunteers spent a mean of 111 hours volunteering.

February 2014: While the Longhorn Center for Civic Engagement is still seeking funds (and staff resources) to conduct another survey, methods and opportunities to connect students with volunteering have only improved with more sophisticated technology. Austin is a larger city every year with thousands of opportunities to volunteer on and off campus. There is every reason to believe, and no evidence to the contrary, that the trends outlined in the RGK report have continued.

There has been no study conducted on graduate student volunteerism, so this report is on undergraduate students only.
Number of students engaged in community service: 
29,567

Total number of students: 
39,955

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: 
3,821,937

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)?: 
No

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

The website URL where information about the institution’s community service initiatives is available: 
http://ddce.utexas.edu/civicengagement/
Community Stakeholder Engagement

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Participation in Public Policy

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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:

At the federal level, UT-Austin has and continues to advocate for increased funding for The U.S. Department of Energy research portfolio, including the Office of Science, Energy Efficiency and Renewable Energy (EERE), Energy Frontier Research Centers, Innovation HUBS, the Advanced Research Projects Agency—Energy (ARPA-E), and other programs that further energy research. UT Austin also engages in advocacy regarding policy and regulatory issues pertaining to the U.S. Department of Energy. Similarly, UT Austin is engaged in efforts at other federal agencies, such as NSF, EPA, etc., that pertain to or are focused on energy and general research.

Texas state agencies, including public higher education institutions, are limited in the manner in which they can advocate for issues (Chapter 556.006, Texas Government Code). However, UT-Austin provides policymakers with information on sustainability issues and their potential impacts on the university which permits policymakers to make informed decisions as they deliberate on policy matters.

At the state level, UT-Austin closely monitors legislation that may impact the university. UT Austin continues to insure that its continuing energy production and efficiency efforts, admissions policies, budget policies and practices meet its core educational mission.

UT-Austin collaborates closely with other state agencies and governing boards. UT Austin has an exceptional record of collaboration with The University of Texas System Board of Regents and the Texas Higher Education Coordinating Board, and other state agencies on initiatives related to on-campus sustainability.
UT Austin’s diligence in advancing sustainability issues is evident in its community efforts. Locally, UT-Austin is actively participating on the Pecan Street Project, a $10M multi-jurisdictional initiative promoting renewable district energy infrastructure.

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

Texas state agencies, including public higher education institutions, are limited in the manner in which they can advocate for issues (Chapter 556.006, Texas Government Code). However, UT Austin leadership have made public comments in support of voter referendum related to mass transit in the city and region, as well as in support of voter referendum related to the establishment of a medical school in which the university is a major partner.

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

Not applicable.

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

---

---
Trademark Licensing

**Responsible Party**

Jim Walker  
Director of Sustainability  
University Operations

**Criteria**

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

**Submission Note:**


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

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

Yes

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

Yes

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

No

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

Hospital Network

Criteria

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

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

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

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

Air & Climate

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
**Greenhouse Gas Emissions**

---

**Responsible Party**

Jim Walker  
Director of Sustainability  
University Operations

---

**Criteria**

**Part 1**

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

**Part 2**

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

**Part 3**

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

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

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

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

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

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

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

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>No</td>
</tr>
<tr>
<td>Commuting</td>
<td>No</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>No</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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:
We used the Clean Air, Cool Planet assessment tool.

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

A brief description of the internal and/or external verification process:
The Office of Sustainability staff verify all data reported by departmental staff, who have the front line usage data.

Scope 1 and Scope 2 GHG emissions::

| Performance Year | Baseline Year |
| Scope 1 GHG emissions from stationary combustion | 214,843.48 Metric Tons of CO2 Equivalent | 252,471.72 Metric Tons of CO2 Equivalent |
| Scope 1 GHG emissions from other sources | 1,860.86 Metric Tons of CO2 Equivalent | 2,708.98 Metric Tons of CO2 Equivalent |
| Scope 2 GHG emissions from purchased electricity | 52,889.80 Metric Tons of CO2 Equivalent | 29,659.50 Metric Tons of CO2 Equivalent |
| Scope 2 GHG emissions from other sources | 0 Metric Tons of CO2 Equivalent | 0 Metric Tons of CO2 Equivalent |

Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution-catalyzed carbon offsets generated</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>142 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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:

Composting of landscape debris and food waste from dining halls.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:
Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,327</td>
<td>7,217</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>46,485</td>
<td>44,954</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>12,852</td>
<td>15,690</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>Sept. 1, 2012</td>
<td>Aug. 31, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>Sept. 1, 2008</td>
<td>Aug. 31, 2009</td>
</tr>
</tbody>
</table>

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

Inventory was undertaken in 2009, in anticipation of potential cost associated with emissions, and at the request of the President's Sustainability Steering Committee.

Gross floor area of building space, performance year:

22,623,133 Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>8,037,427 Square Feet</td>
</tr>
</tbody>
</table>
### Healthcare space

| Healthcare space          | 34,542 Square Feet |

### Other energy intensive space

| Other energy intensive space | 0 Square Feet |

### Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th></th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Capital goods</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>1,800 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

N/A

A copy of the most recent GHG emissions inventory:

---

The website URL where the GHG emissions inventory is posted:


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

Our primary focus has been on planning and energy conservation which results in Scope 1 reductions.
Outdoor Air Quality

Responsible Party

John Salsman
Director
Environmental Health & Safety

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\textsubscript{x}), sulfur oxides (SO\textsubscript{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?:
Yes

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

Vehicles may not idle at loading docks. Idling is discouraged elsewhere on campus but is not strictly enforced.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:
No

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

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

<table>
<thead>
<tr>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
</tr>
<tr>
<td>Ozone (O3)</td>
</tr>
<tr>
<td>Lead (Pb)</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
</tr>
</tbody>
</table>

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

---

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

---
Buildings

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Michael A. Miller
Director
Facilities Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

This policy covers Academic and General use and Division of Housing and Food Service space on main campus and Pickle Research Campus, managed by UT Facilities Services. UT Athletics, a separate auxiliary unit, may declare their managed space eligible in future years, and submit a relevant policy statement.

The responsible party for Division of Housing and Food Service space is Randy Porter, Associate Director, 512 475 7288.

"---" 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) | No |
| 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 BESst, 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:**

---

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

13,356,706 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:**

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

13,356,706 Square Feet

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

OP_3_MaintenancePolicy.pdf

The date the guidelines or policies were formally adopted:

Jan. 1, 2010

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

The SBO and Maintenance program is integrated throughout UT Operational Units. For example, Facilities Maintenance has a Energy and Water Conservation Group, Recycling and Waste Management has a Zero Waste Coordinator, and PMCS has developed sustainable practices for their construction projects on campus.
A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

Compliance is ensured through a combination of state and federal law, best practices review, employee training, and collaboration between operational departments.

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

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

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

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

And/or

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

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

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

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

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

<table>
<thead>
<tr>
<th>criterion</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>Yes</td>
</tr>
<tr>
<td>The DGNB system, Green Star, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
</tbody>
</table>
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 NC

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

2,212,931 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>
renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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:
---

A copy of the guidelines or policies:
---

The date the guidelines or policies were adopted:
---

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

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

PMCS aims for enduring and resource efficient performance throughout a building’s entire life cycle – from design to construction, operation, maintenance, renovation and deconstruction. As of May 2008, all new construction is to achieve a minimum LEED Silver rating.
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.utexas.edu/pmcs/sustainability/
Indoor Air Quality

Responsible Party

John Salsman
Director
Environmental Health & Safety

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:
22,623,133 Square Feet

Gross floor area of building space:
22,623,133 Square Feet

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

The office of Environmental Health and Safety (EHS) has the primary responsibility for indoor air quality issues throughout the institution- main campus and satellite locations. EHS has had a written Indoor Air Quality Plan since 2001 and the program is directed by a Certified Industrial Hygienist (CIH) with support from certified and licensed asbestos, lead paint and mold experts. Instruments are routinely used to measure volatile organic compounds, carbon monoxide, carbon dioxide, relative humidity, temperature, flammable vapors, airborne mold and particulates.

Indoor air quality (IAQ) complaints are registered through several mechanisms including the EHS website which has a “comments or concerns” link on the opening page. Other departments including Facilities have similar links as well as email and phone systems to report building problems for corrections and maintenance requests.

The Indoor Air Quality program varies depending on the type of building and the department responsible.

Housing and Food
New dorm residents are provided with Indoor Air Quality Information Sheet. Water-based paints and low VOC cleaners are used in dorms. Housing staff have their own certifications in Lead Abatement Project Designer, Lead Inspector, Lead Abatement Supervisor,
Asbestos Inspector, Asbestos Individual Consultant, Mold Assessment Consultant. Housing complies with ASHRAE 62 standards for acceptable indoor air quality requirements and ASHRAE 55 standards, providing thermally comfortable environments that support the productivity and well-being of dorm occupants.

Facilities Services
Preventive Maintenance monitor pressure drops and change HVAC air filters quarterly, as necessary. Facilities inspects and services motors and fans every 4 months. Coils are cleaned annually. All buildings have at least MERV-8 efficiency filters. Many buildings have direct digital control automation systems and these AC systems can be monitored and controlled. Direct digital controls are standard on all new buildings and included in major renovations.

Laboratories and Offices
In labs, EHS annually measures flow rates in chemical fume hoods. Before lab remodeling, testing is conducted for asbestos and lead.

Custodial Services
Custodial Services uses high efficiency vacuum filters certified by the Carpet and Rug Institute and has reduced the number of cleaning chemicals from 260 to 27. Pest Control uses baits first for insects and if sprays are needed, gives MSDSs to occupants for approval and advanced notice first.

Project Management and Construction Services (PMCS)
Design and Construction Standards are used to prevent exposure to dust, exhaust, asbestos and lead by occupants during remodeling in buildings and new construction. Paint Shop uses low VOC water-based paints indoors.

Non smoking Policy
Smoking is prohibited on University property.

The website URL where information about the institution’s indoor air quality program(s) is available:
http://www.utexas.edu/safety/ehs/air/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Hunter Mangrum
Environmental Specialist
Division of Housing & Food Service

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

"---” indicates that no data was submitted for this field
Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:
21.16

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

An inventory, list or sample of sustainable food and beverage purchases:
Local: produce, beef, chicken, salad dressings, tofu, tamales, tortillas, pecans, walnuts, dairy, rice, eggs, shrimp, baking mixes, flour.

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:
The Division of Housing and Food Service (DHFS) purchasing office seeks products following criteria when purchasing food and beverages, taking into consideration budgetary requirements: Is it local? Is it certified sustainable or free trade? Is it organic or natural? Is it socially responsible?

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:
FoodPro inventory management system, excel spreadsheets

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

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Franchises</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Concessions</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

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

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

---

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

http://www.utexas.edu/student/housing/index.php?site=16&scode=0&id=1901
Low Impact Dining

Responsible Party

Hunter Mangrum
Environmental Specialist
Division of Housing & Food Service

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

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

78.84

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

---
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 provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:
Yes

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

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):
Vegetarian entrees are offered in all dining locations at all meal periods. A vegan soup and extensive salad bar including many grain and bean options are at offered during lunch and dinner at both ‘all you care to eat’ dining halls. Vegan desserts, such as vegan brownies, have been incorporated into cycle menus. A dedicated area in our food court concept serves only vegetarian and vegan meals, some of which are gluten free. We permanently instituted Meatless Mondays with a primary vegetarian option in all dining facilities as of the 2013-2014 school year. Meat is available on these days but is not promoted, and fewer options are available.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:
Extensive vegetarian dining information and information groups is available year-round on request and by scheduled events such as “brown bag lunches,” vegetarian learning groups, test dinners, and an ongoing Focus Group to assist staff in choosing tasty and appealing meals.

The website URL where information about where information about the vegan dining program is available:
http://www.utexas.edu/student/housing/index.php?site=18&scode=0&id=458

Annual dining services expenditures on food:
---

Annual dining services expenditures on conventionally produced animal products:
---

Annual dining services expenditures on sustainably produced animal products:
---
Energy

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

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

Credit

| Building Energy Consumption |
| Clean and Renewable Energy |
Building Energy Consumption

Responsibility Party

Adriana Rojas
Assistant Director, BFS, UEM
Utilities and Energy Management

Criteria

Part 1

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

Part 2

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

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

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

Building energy consumption:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>3,366,723 MMBtu</td>
<td>3,471,476 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>829,915 MMBtu</td>
<td>826,151 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>842,779 MMBtu</td>
<td>887,693 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>22,623,133 Gross Square Feet</td>
<td>19,623,544 Gross Square Feet</td>
</tr>
</tbody>
</table>
Floor area of energy intensive space, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>8,037,427 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>34,542 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Degree Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>3,357</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>1,566</td>
</tr>
</tbody>
</table>

Source-site ratios::

<table>
<thead>
<tr>
<th></th>
<th>Source-Site Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>2.60</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>Sept. 1, 2012</td>
<td>Aug. 31, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>Sept. 1, 2008</td>
<td>Aug. 31, 2009</td>
</tr>
</tbody>
</table>

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

In 2009, the President Sustainability Steering Committee outlined the Natural Resource Conservation Plan and set the baseline year of 2009 for energy and water conservation. The goal is to reduce energy and water by 20% by the year 2020. All Campus Planning and Facilities Services operational units contribute to these reductions.
A brief description of any building temperature standards employed by the institution:

The university implements a standard of temperature in digitally controlled buildings based on building use. Typically, the office/academic buildings operate at a 72 +/- 2 degrees setting for lab and collection spaces the standards are 70 +/- 2 degrees. This also varies based on the HVAC systems and thermal controls. The majority of buildings on campus with BAS controls have a setback schedule implemented during unoccupied times, resulting in drastic energy reductions.

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

LED lighting is used for a large display case in Butler Hall, an academic building. 15-4 foot and 11-2 foot LED sections were installed.

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

There are motion sensors in hundreds of classrooms, residence halls, and meeting spaces. 2,300 sensors were installed in 2008's Demand-Side Energy Management project. All new building employ motion sensors where it makes sense for the occupant.

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

Currently UT has one solar thermal system. The NHB solar thermal system is the Apricus AP-30 evacuated tube system and consists of 36 5-panel banks. The heated water goes to the reheat coils in the VAV terminal units.

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

---

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

The 140-megawatt Hal C. Weaver Power Plant (.mov*) meets the university’s needs 24 hours a day, every day of the year with the following services:

- **Electricity**—we generate electrical power at 12,000 volts and 4,160 volts for distribution throughout the campus.
- **Steam**—we generate steam at 425 psi and 710 F for use in the plant, as well as at 160 psi for distribution throughout the campus to provide building heat, heat for hot water, and auxiliary services.
- **Compressed Air**—we provide air for use in campus buildings and laboratories.
- **Demineralized Water**—we provide about 8 million gallons of demineralized water to the campus for laboratory use.
- **Chilled Water**—we distribute about 140,000,000 ton-hours of chilled water through more than 6 miles of chilled water lines to provide air conditioning to the campus.

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

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

The University's co-generation power plant features a central energy consumption management system, which captures performance. Along with UEM, which ensures the power source to the building is running efficiently, the Energy and Water Conservation Program employees Energy Cap to assess EUI and performance data for campus buildings.

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

---

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

---

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

"VendingMiser" sensors are installed on many vending machines across campus. This was done through a student grant initiative in partnership with the UT Campus Environmental Center in 2006. All new vending machines provided by Pepsi are Energy Star compliant.

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

Facilities Maintenance division created a new Energy and Water Conservation Program in the fall of 2012. The group's main focus is to reduce demand side energy and water throughout campus. In collaboration with CPFM staff and campus occupants, they use a combination of technical strategies—HVAC schedules, hot and cold deck resets, and ventilation reductions—as well as behavioral strategies—Longhorn Lights Out, Ultra-Low Freezer Loaner Program, Power Down Assessments, and Conservation Conversations, to work towards the campus goal of 20% reduction by the year 2020.

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

http://www.utexas.edu/facilities/sustainability/EWC.html
Clean and Renewable Energy

Responsable Party

Juan Ontiveros
Director
Utilities and 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.

Submission Note:

Other website:
http://www.webberenergygroup.com/solar/

For the purposes of reporting data on this credit, the performance year is fiscal year 2012-2013, i.e. September 1, 2012 to August 31, 2013.

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

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
</tr>
</tbody>
</table>

### Total energy consumption, performance year:

3,729,889 MMBtu

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

There are several locations on campus where electricity is generated from solar power and fed into the campus grid. These are: 1) Facilities Complex Bldg # 3 (FC3) - 2) Manor Garage (MAG) - 3) Pickle Research Campus (PRC). A separate site uses solar power to produce hot water at Norman Hackerman Building (NHB).

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

The NHB solar thermal system is the Apricus AP-30 evacuated tube system and consists of 36 5-panel banks. The heated water goes to the reheat coils in the VAV terminal units.

### 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:

http://www.utexas.edu/facilities/sustainability/energy.html
**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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
Landscape Management

Responsible Party

John Burns
Manager
Landscaping

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
2) Sustainable Landscape Management Program

- The program includes formally adopted guidelines, policies and/or practices that cover all of the following:
  - 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

3) Organic, Certified and/or Protected

- Protected areas and land that is:
  - 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).

"---" indicates that no data was submitted for this field
Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>914 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>148 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>252.58 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>338 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>175 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

OP10_IPMPlan.pdf

The IPM plan:

---

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

The Campus uses a variety of sustainable practices while managing the landscape. Propane mowers are used to reduce the amount of CO emissions while eliminating our need for gas in those mowers. The mowers also mulch the grass and we do not bag the grass clippings. This allows nutrients back into the soils without adding any chemicals to the landscape.

The irrigation system is monitored 24/7 by a central irrigation system. This system detects breaks and shuts off that zone in order to reduce water use and the programming is modified by live weather events on campus. The distribution nozzles are low rate precipitation nozzles which lower the amount of water loss due to wind and lower the amount of runoff. Drip irrigation is being utilized in some of the landscape beds to increase the efficiency in those areas. All these features assist in having a sustainable irrigation system which goes hand in hand with a sustainable landscape management.
A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Since the campus was established over 130 years ago and a majority of that area has been landscaped for 50 years, the only protection on existing vegetation is for the trees. The campus within the last 5 years has spent over two million dollars to transplant trees on campus due to construction. This process of transplanting due to construction is continuing with the construction of the new medical center. Invasive species are mapped out along Waller Creek and scheduled for removal. This process is done by staff and the assistance of students. Experimenting with native grasses (Ladybird Johnson Wildflower Center “Habiturf”) for better resilience in drought conditions is being done on campus. Old outdated landscape is being replaced with new xeriscape beds where appropriate.

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

Landscape material is collected and brought back to landscape services office where small/medium tree limbs are put in brush box where they are taken offsite to be turned into mulch. Leaves are added to a pile where they turn into compost and then mixed with soil to be used around campus. Large size tree limbs are being stored and will be used to create different types of furniture, office accessories, and award plaque.

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

We use an application of local composts (vegetable and leaf mold), hummates, organic fertilizer, and greensand. Soil sampling is used to determine any soil amendments. Aeration is used as needed to benefit soil health and root growth, and usually in conjunction with compost application. Trees - Application of local composts (vegetable & leaf mold), mycorrhizae fungus, and organic fertilizers are incorporated into the soils through use of an Air Spade tool. Remediation of compacted soils (through Air Spade tilling) in order to benefit root growth and long term tree health is being done on campus. Utilizing local composted hardwood mulch in tree root zones and in landscape beds to benefit roots and soil, and reduce soil compaction.

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

The campus utilizes native and adaptive plant material that has been tested to survive in this area. We are also working with different groups to design a landscape master plan for the campus. This plan will provide additional native/adaptive plant material and practices that will lower maintenance requires but increase sustainability of the landscape.

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

The campus is starting to utilize bioswales to minimize the amount of runoff into our storm water system. We are also using Rain Water Harvesting on some of our newer buildings and working on implementing them for different areas around campus. More information on that is under the water section.
A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Landscaping consults with Environmental Health & Safety annually in advance of severe weather warnings. Ice and snow are an infrequent event in South Texas, but despite the low threat, special precautions are taken so that Landscaping does not use chemicals or solids that threaten the health of Waller Creek and the campus's other natural features. Plain sand is usually the first safety measure deployed.

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:

---
Biodiversity

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party

Kristin Schroter
Manager
Procurement & Payment Services

Criteria

Part 1
Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2
Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

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

Submission Note:
Data set includes all laptops (excluding tablets), desktop computers, monitors and thin clients purchased via the SciQuest eCommerce tool. All televisions purchased via purchase order are also included in the sample. This sample includes the overwhelming majority of spend in these categories.

Spend on University credit cards were omitted because item-level information is not available. The data set also excludes all laptops, desktop computers, monitors and thin clients purchased via manual (i.e. not SciQuest) purchase orders. We anticipate that distribution of products in these excluded areas is consistent with the percentages seen in the sample.

"---" 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:

Recommendations for specific commodities, including electronics, are found in


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

Included in the Chief Financial Officer's Handbook of Operating Procedures.

Does the institution wish 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:

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>1,238 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>275,337.39 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>4,890,832.31 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment: 5,339,558.83 US/Canadian $

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

Cleaning Products Purchasing

Responsible Party

Sally Moore
Associate Director
Custodial Services

Criteria

Part 1
Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2
Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

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

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?: Yes
A copy of the green cleaning product purchasing policy, directive, or guidelines:

---

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

The (OS1) Green Certified Program Award is presented to facilities that have submitted to a ManageMen Progress Audit and earned at least an 80% score or higher. A facility that earns this award is successfully managing their (OS1) Program. This means that, at this level, an (OS1) Organization is reducing environmental risk and the probability of unwanted effects. Specifically, (OS1) Green Certified Programs can demonstrate the following:

- Cleaning for Health first and then for appearance
- Disposing of cleaning wastes in an environmentally responsible manner
- Increased worker safety and awareness
- Increased level of sanitation of building surfaces
- Responsible and proper removal of pollutants from the facility
- Reduction of chemical, particle and moisture residue
- Minimization of human exposure to pollutants

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

Also see:

http://www.managemen.com/green

(OS1) is a comprehensive high performance cleaning system. It employs in-depth training based on standardized tools and procedures. The process is workload to teams and each worker is trained and certified on specialized tasks. Workers are 'kitted' with specific tools and chemicals for each job function, which have been benchmarked as the best practice by the (OS1) Users. This simplification of the cleaning process results in a safer, healthier and easier working environment.

(OS1) is a results-based process. Many cleaning operations do not have the capability to track data. The (OS1) process of gathering and tracking tangible data, hands-on training and accurate workload transforms cleaning operations into precision machines.

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:

113,461.92 US/Canadian $

Total expenditures on cleaning and janitorial products:

128,215.84 US/Canadian $

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


Yes

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

---

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

---

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

---

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

http://www.utexas.edu/facilities/sustainability/protect.html
Office Paper Purchasing

Responsible Party

Kristin Schroter
Manager
Procurement & Payment Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:
---

The paper purchasing policy, directive or guidelines:

The commodity-specific recommendation for paper is at least 30% recycled content, and avoid products that are bleached or processed with chlorine or chlorine derivatives.

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

The commodity-specific recommendations are published in the Chief Financial Officer's Handbook of Operating Procedures.

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:

<table>
<thead>
<tr>
<th>Expenditure Per Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>198,852.47 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>33,989.96 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>8,886.89 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
602,501.91 US/Canadian $

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

Responsible Party

Kristin Schroter
Manager
Procurement & Payment Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

Data does not include purchases made under contract by the University of Texas System. Those purchases are managed by the University of Texas System and reported separately to the Texas Comptroller of public accounts. Most new building construction at the University of Texas at Austin is managed by the University of Texas System. Spend for those projects in FY 2013 is as follows:

- $99,168,490.45 – TOTAL OFPC SPEND at UT Austin
- $24,072,623.48 – HUB SPEND
- 24.27% - HUB PERCENT

"---" 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:

We promote the use of historically underutilized businesses (HUBs) in all of our purchasing and contracting operations. This means we make it a priority to use the services of minority-owned and women-owned businesses. We have also taken further steps in building relationships with minority and women trade organizations. The university has designated a staff member to serve as the Historically Underutilized Business (HUB) coordinator for the agency. The HUB coordinator assists the university with the development of the agency's procurement specifications, HUB subcontracting plans, and evaluation of contracts for compliance. The HUB coordinator also assists state agencies and the state comptroller with HUB compliance, facilitating compliance with the agency's good-faith effort criteria, HUB reporting, contract administration, and marketing and outreach efforts for HUB participation.

Statewide HUB utilization goals are developed by the Texas State Comptroller’s Office – HUB Reporting. Current HUB goals are:

Category Goals
- Heavy Construction 11.2%
- Building Construction 21.1%
- Special Trade 32.7%
- Professional Services 23.6%
- Other Services 24.6%
- Commodities 21%

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:

17.83

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

Life Cycle Cost Analysis

Responsible Party

Kristin Schroter
Manager
Procurement & Payment Services

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 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

Kristin Schroter
Manager
Procurement & Payment Services

Criteria

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

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

And/or

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

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

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

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

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

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

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

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

**Credit**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
<td></td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td></td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td></td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
<td></td>
</tr>
</tbody>
</table>
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:
946

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

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Alternative Fuel Type</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
</tr>
<tr>
<td>100 percent electric</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
</tr>
</tbody>
</table>

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

The two primary alternative fuel policies that govern the Universities’ fuel program, both consider E85 (flex-fuel) to be an alternative fuel (Federal Policy - EPACT92, and Texas State HB432). Since flex-fuel vehicles are the easiest to procure, (the most abundant and the easiest to service), the University has made a concerted effort to buy these types of vehicles. Last year 100% of our purchases were alternative fuel vehicles according to these regulations. A few years ago we were awarded a SECO (ARRA funded) grant to upgrade our fueling infrastructure to support E85 (flex fuel) vehicles, and to allow other State agencies to use our fueling station. We converted one of our 8000 gallon unleaded gasoline tanks, to E85 and installed card readers for the State of Texas issued fueling card, the Voyager Card. In our first full year of operation we replaced 62,718 gallons of regular unleaded gasoline, with E85. Last year, the University also replaced 20 older unleaded vehicles with 20 electric carts.

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

---
Student Commute Modal Split

Responsible Party

Blanca Juarez
Alternative Transportation Manager
Parking & Transportation

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:

68

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

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

The data is from a 2012 mode survey administered to the whole campus via email invitation. Response rate was low (834 students) but this is currently the only modal survey available to the campus.
The website URL where information about sustainable transportation for students is available:

http://www.utexas.edu/parking/transportation/
Employee Commute Modal Split

Criteria

Institution’s employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

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

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

38

The percentage of the institution’s employees that use each of the following modes as their primary means of transportation to and from campus::

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>62</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>9</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>8</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>16</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>1</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

Parking & Transportation Services sent a mode survey to the whole campus in 2012. There were 873 employee responses.

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

http://www.utexas.edu/parking/transportation/
Support for Sustainable Transportation

Responsible Party

Blanca Juarez
Alternative Transportation Manager
Parking & Transportation

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:

Belmont Hall (within the stadium) and Anna Hiss Gym have showers that are free to all UT ID card holders. Lockers are free with a Recreation Sports membership ($25/month for staff, free for students). There are several bike racks protected by open-air garages.

Indoor bike storage is generally considered unnecessary because the weather in Austin, TX is mild. There is a documented bike theft problem on campus, which Parking & Transportation services counteracts with bike registration and posted guidelines on securing bikes. Also, the sheer volume of bikes (thousands) on campus make indoor bike storage impractical.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
Yes

A brief description of the bicycle parking and storage facilities:

Short term bicycle parking is provided within 50 ft of 97% of all occupied buildings on the main UT Austin campus. The Pickle Research Campus has a far lesser demand for bicycle parking and only 1% of buildings have short term bicycle parking. Long-term bicycle storage is available within 300ft of all residence halls in the form of long-term bicycle racks.

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?:
No

A brief description of the bicycle/pedestrian policy and/or network:

---

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

A brief description of the bicycle sharing program:

The Orange Bike Project is a program housed under Parking and Transportation Services Center at the university that provides students with more sustainable choices for transportation. They have volunteers, enthusiasm, and access to used bikes, tools, and a space in which to work. Through their program, students are able to “check out” a bike just as if they were checking out a library book and keep the bike
for the entire semester. This allows many students to make their bike their primary mode of transportation. Further, the Orange Bike Program now offers a Daily Rental Program, where commuter style bikes can be rented on a short term basis for an economical fee.

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?:

Yes

A brief description of the certification, including date certified and level:

Certified Bronze in fall 2013.

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), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The UT Shuttle System is the largest university shuttle system in the country, with 14 routes and over 7.5 million passengers annually. The shuttle system provides an easy and cost effective way for students, faculty, staff, and visitors to access the UT campus. UT students, faculty, and staff may ride the shuttles at no charge with a valid UT photo ID.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

All carpoolers and vanpoolers are automatically enrolled in the GRH program, providing a safety net for emergency situations. If you need to leave the University before the carpool is ready because of an emergency a ride can be provided by mass transit or taxi. If you live outside the Capital Metro service area, a ride by taxi will be arranged. Under this program each carpool member will be eligible for up to two cab rides home per semester (or six times per academic year). PTS will pay for up to $49.50 per cab ride, and the rider is responsible for any additional charge and driver gratuity.

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:

The University of Texas at Austin carpool and vanpool programs strongly supports efforts to reduce traffic congestion and curb vehicle pollution in the Austin area. Carpool/Vanpool members are provided numerous incentives to share the commute with a fellow co-worker or student. Reserved carpool parking spaces are available throughout the campus. These reserved spaces are open to all carpoolers pertaining to your permit on a first-come first served basis, on weekdays until 10:00 a.m. Please view the campus parking map for
reserved carpool space locations. Registered vanpoolers receive special parking arrangements near the driver's place of work/class. For both carpool and vanpool members the permit cost is reduced by $50 for each registered UT Austin employee and student rider (excluding the driver) up to the cost of the permit.

**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:**

The University of Texas at Austin has built a long term relationship with Zipcar who is the official car share vendor for the campus community.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

---

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

It is the policy of The University of Texas at Austin to permit telecommuting work arrangements when it is in the best interests of the University and when it will enhance the productivity of the employee. (Handbook of Operating Procedures)

**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:**

Human Resources supports the creation of flexible work weeks and condensed schedules per agreement between supervisor and employee by providing an interactive form to create a request for the flexible schedule, and tips for making the request. Many employees at UT use a flexible work arrangement.

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

No
A brief description of the incentives or programs to encourage employees to live close to campus:

---

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
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://www.utexas.edu/parking/transportation/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Daniela Ochoa Gonzalez
Zero Waste Coordinator
Support Services

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

In order to compare identical data sets, we had to eliminate University Surplus.

Please notice that a significant part of our diversion rate could not be added as we do not have the tonnages from Surplus. (Where most of our UT system electronic waste goes before donation)

Please notice we added a food serving area (Student Activity Center) that did not existed in 2009 before. This place represented an increment of 280 tons for 2013.

Please notice our calculations of landscaping debris are transformed from our cubic yard collection data into tons based on the information shared by the EPA in their "Waste Generation Calculations" report from 30 US communities as .3 tons per cubic yard. You can find a copy of this report at http://www.epa.gov/wastes/conserve/downloads/recy-com/appdx_c.pdf

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

Waste generated::
<table>
<thead>
<tr>
<th>Material Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>1,882.70 Tons</td>
<td>1,851.10 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>1,322.50 Tons</td>
<td>677.30 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>2.52 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>5,183.80 Tons</td>
<td>5,300.34 Tons</td>
</tr>
</tbody>
</table>

**Figures needed to determine "Weighted Campus Users":**

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,327</td>
<td>7,217</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>46,485</td>
<td>44,953</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>12,849</td>
<td>12,168</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year Type</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2009</td>
<td>Dec. 31, 2009</td>
</tr>
</tbody>
</table>

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

We adopted 2009 as our baseline year because this was the year most of our waste reduction initiatives started to take place across campus. 2009 has also been adopted as a baseline year for energy and water conservation programs.
A brief description of any (non-food) waste audits employed by the institution:
---

A brief description of any institutional procurement policies designed to prevent waste:
---

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

Surplus collects things that are no longer in use, such as furniture and computers, and find them a new home or dispose of them. We offer the following surplus property services:

• Collection and storage of surplus furniture (desks, chairs, tables, etc.) and equipment (computers, laboratory equipment, etc.)
• Delivery of surplus to departments upon request
• Supply of chairs, tables, desk-top podiums and portable chalkboards for classroom use. Surplus even takes care of broken property. Office Supply Swap provides the space and the logistics once a year to receive all leftover office supplies from all departments. This program allows all staff to also collect office supplies needed for work at no-cost and accepts voluntary monetary donations for office supplies that anyone wants to buy for personal use, students included. All fund collected are allocated to the UT Campus Environmental Center (CEC).

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

Printed class schedules are no longer generally available. The Office of the Registrar is committed to limiting paper-based practices and replacing them with electronic documents and processes wherever possible. This practice started about five years ago.

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

All lab and library printing has a cost per page, which students can apply to their "BevoBucks" balance on their private student account. Students must have a positive balance on their account in order to print in labs or libraries.

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

Trash to Treasure is one of the flagship programs run by the UT Campus Environmental Center (CEC), which is sponsored by Campus Planning and Facilities Management. Each year, CEC works with the University Residence Hall Association and the Division of Housing and Food Services (DHFS) to put collection bins in all on campus residence halls during exam week of the Fall and Spring semesters. CEC typically diverts 2-3 tons of clothing and small household items from the landfill in this program. Trash to Treasure has been running for ten years, since 2004.

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

For the first time this spring 2014 Prof. Robert Young is offering The Resource Management and Recycling class. The students performed a waste characterization activity included in their program/syllabus where students perform a waste audit (food waste...
A brief description of any food waste audits employed by the institution:

As above mentioned, The Resource Management and Recycling class has a waste characterization activity included in their program/syllabus where students perform a waste Audit (food waste included) from a couple of the buildings as part of their educational experience.

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:

DHFS operates under the EPA’s Food Waste Hierarchy. We monitor all orders as they pertain to production and then to waste. All edible food that is not served is either repurposed in a different capacity for another meal, donated to a local soup kitchen, or composted. All non-edible food scraps or waste are directly composted. All DHFS food service staff are toughly trained throughout each year to make sure their waste is minimal and their understanding of proper waste management is accurate.

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

All trays were removed from both ‘all you care to eat’ dining facilities after a series of plate waste studies over a 1.5 year period. We estimate to be saving 48% of food waste from baseline. Trays are kept on hand for customers that need assistance. We have also implemented a semester(ly) plate waste study that looks at how much food is wasted in these facilities specifically. In addition we have implemented a month long serves in these facilities to gather data on what was wasted, where it came from, and why it wasn’t eaten. Lastly we have implemented a large scale campus wide campaign to educate the UT population on Food Waste and discourage its practice. This campaign approaches Food Waste on a global level, but also on a specific UT Campus level.

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):

The ‘Eco2Go’ program began in February 2010 as a way to decrease waste from our retail dining locations. Customers pay a one-time membership fee of $5 to join the program and are able to have their meals served into a reusable container. As well as reducing waste, customers also receive a 5% discount on their meal. We now track these numbers (spreadsheets available). We also source a large amount of compostable to go materials. These materials have recently been redesigned specifically for us with custom printing on the rims to help promote their compostability. We also have 10 separate post-consumer receptacles to help collect the compostable materials across our dining facilities. Theses receptacles all have visual signage that help the consumer differentiate what items can go in what waste stream to help keep contamination rates low.

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):

Our “dine in” meals are all served 100% trayless on 100% reusable service wear. All plates, cups, and eating utensils are collected upon a customer’s exit, washed, and reused for the extent of the materials life. All “to-go” information listed in prior question and on attached Life Cycle Analysis (LCA) is applicable to this case. I will add, however, that we do not have a “to-go” option for our “all you care to eat” locations. We do provide seating in our cafes where to-go is an option, thus creating a “dine-in” opportunity using “to-go” or single use compostable materials.
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:

Customers have the option to buy a plastic hot-drink mug, plastic cold-drink mug, ceramic mug or stainless steel bottle. These can be used in all retail locations operated by DHFS for a discount. The amount is variable, but as an example, the stainless steel wide mouth bottles offered for soda and tea may be filled for $0.79 instead of $1.29 for the same amount of liquid, and are FREE to fill on Fridays. Also a 5% discount is given for the use of the Eco2Go program.

A brief description of other dining services waste minimization programs and initiatives:

Please find here the website from DHFS

http://www.utexas.edu/student/housing/safety/index.php?site=16&scode=0&id=2086

The website URL where information about the institution’s waste minimization initiatives is available:

http://www.utexas.edu/facilities/services/recycle/
Waste Diversion

Responsibility Party
Daniela Ochoa Gonzalez
Zero Waste Coordinator
Support Services

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

This year's data collection is much better, and we were able to include recycling numbers from Document Solutions (paper and aluminum printing plates), Division of Housing and Food Service, Unions, Intercollegiate Athletics, Landscaping from Facilities Services, Animal Research, Brazos Garage, Paisano Ranch, AT&T center and the charter schools.

We used a standard calculation of 8.4 pounds per gallon of collected used oil to be recycled.

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

Materials diverted from the solid waste landfill or incinerator:
3,243.10 Tons

Materials disposed in a solid waste landfill or incinerator:
5,183.80 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:

1. Tailgate recycling program is a student led program with support from the Office of Sustainability, UT Athletics, and the Campus Environmental Center. Student leaders and volunteers distribute recycling bags and conduct recycling outreach in tailgate lots during each home football game. This program has expanded to include recycling in the baseball stadium.
2. Intercollegiate Athletics is recycling their oil and including recycling and composting (pre-consumption) on their daily operations. They also started composting post-consumer organic waste during the main football season within the stadium in partnership with Keep Austin Beautiful (KAB).
3. Trash to Treasure is a move-out waste diversion program organized by the Campus Environmental Center with support from Residence Life and the Division of Housing and Food Services. At the end of each semester, bins are placed in all residence halls on campus to
collect donated items. These items are then sold at a large sale on campus the following semester.

4. Green Events is a student led initiative to reduce the environmental impact of student events on campus. Green Events provides recycling and composting at student events and also conducts outreach and education regarding waste reduction.

5. During summer 2013, a recycling optimization program was conducted in classrooms and general purpose buildings throughout campus. Excess trash bins were removed from common spaces in buildings and all recycling bins were paired with trash cans and were provided with labels demonstrating what to recycling. In total over 300 recycling bins were added.

6. In celebration of America Recycles Day 2013, the Campus Environmental Center and the Office of Sustainability, with support from Facilities Services, UT Athletics, and Division of Housing and Food Services created the world’s largest recyclable cardboard box fort. This outreach activity aimed to energize students about recycling and environmental initiatives on campus.

7. Standard procedure to use University Surplus to move/eliminate unwanted furniture. Once a week school districts and/or open enrollment charter schools in the state are allowed to come and select furniture and electronics for their schools. All UT personnel have this option for needs at their workspace. Also, surplus computers are donated to the Texas Department of Criminal Justice. We also offer all surplus items for auction 3 times a year.

8. UT Furniture Shop is a popular way to refurbish old furniture rather than buying new. They also re-furbish pieces of wood into toys to contribute to “Orange Santa” once a year.

9. Newly implemented wood pallet recycling program saved 27 tons in its first year.

10. Increasing rate of recycling in campus residential halls and on-campus dining.

11. Division of Housing and Food Service placed several multi-function waste/recycling/compost stations throughout their facilities and scheduled staff to be onsite promoting usage.

12. The AT&T conference center has also been recycling and composting in the past couple years.


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

Un-servable but edible food is collected in all dining locations for pick up by a local charity, Austin Baptist Food Pantry.

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

All kitchens contain bins specified for compostable materials and all food scraps, soiled paper and compostable disposable items and placed in these bins for eventual composting. We work with a composting company that is 8 miles from campus and they pick up the compostable materials on a regular basis.

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

All food scraps returned from the ‘all you care to eat’ facilities are pulped and collected for composting. All retail dining facilities use compostable disposable materials and have custom designed bins to facilitate post-consumer sorting. We work with a composting company that is 8 miles from campus and they pick up the compostable materials on a regular basis.

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

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Material</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
</tr>
<tr>
<td>Food donations</td>
</tr>
<tr>
<td>Food for animals</td>
</tr>
<tr>
<td>Food composting</td>
</tr>
<tr>
<td>Cooking oil</td>
</tr>
<tr>
<td>Plant materials composting</td>
</tr>
<tr>
<td>Animal bedding composting</td>
</tr>
<tr>
<td>Batteries</td>
</tr>
<tr>
<td>Light bulbs</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
</tr>
<tr>
<td>Laboratory equipment</td>
</tr>
<tr>
<td>Furniture</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
</tr>
<tr>
<td>Scrap metal</td>
</tr>
<tr>
<td>Pallets</td>
</tr>
<tr>
<td>Motor oil</td>
</tr>
<tr>
<td>Tires</td>
</tr>
</tbody>
</table>

Other materials that the institution includes in its waste diversion efforts:
---
Construction and Demolition Waste Diversion

Responsible Party

Jeff Basile  
Manager  
Facilities Services

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hazardous Waste Management

Responsible Party

Irezama Anderson
Associate Director
Environmental Health and 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:

UT Austin has a robust and well established Hazardous Waste Management program with an emphasis on waste minimization. The office of Environmental Health and Safety (EHS) has five technicians and specialists working in the Hazardous Materials Program. This staff is dedicated to the proper management and disposal of all the hazardous waste (chemical and biological) and universal waste generated by the University including all off site locations not just the Main Campus in Austin. There is an online training program in place for the proper handling and disposal of hazardous waste which includes promoting waste minimization.

EHS has a written Waste Minimization Plan and the university is pursuing a variety of initiatives including:
- Green labs
- Small-scale recycling in labs
- Chemical exchange programs
- Chemical container recycling
- Mercury thermometer exchange
- Glove recycling
Last calendar year (2013) UT-Austin’s volume of hazardous (RCRA) waste was reduced by 17% from the previous year 2012.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

Sharps and biological waste are picked up throughout campus, following receipt of a Biological Waste and Sharps Form. Supplies, such as sharp containers and cardboard bio boxes, are delivered as they are needed.

An extended description of chemical waste handling procedures is online at:

http://www.utexas.edu/safety/ehs/disposal/procedures/

Training program:

http://www.utexas.edu/safety/ehs/train/

The website URL where information about hazardous materials management is available:

http://www.utexas.edu/safety/ehs/disposal/

EHS recycles rechargeable batteries through it hazardous waste vendor.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

N/A

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

---

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste**
generated by students?:
Yes

A brief description of the electronic waste recycling program(s):

University Surplus gathers all institution-generated e-waste and disburses it through allowed disposal channels (no landfill): Texas educational institutions, Surplus auctions, and Texas Correctional Industries.

Prior to Surplus, we offer a hard drive destruction service for staff and faculty that includes extraction of recyclable materials. This service is available through Information Technology Services (ITS).

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:

Facilities Services Surplus Properties Section collects all University-owned electronic waste to include computers and monitors. Every effort is made to handle these commodities in a safe manner as not to create any personal injury to the employees and to ensure the items are not sent to any unauthorized disposal facility or landfill. Once collected, these assets are transferred to the Texas Correctional Industries where they are reused and not sent to a landfill for disposal. These excess computers and associated equipment are also made available to Texas educational institutions such as Elementary Schools and High Schools.

The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:

http://www.utexas.edu/safety/ehs/disposal/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party

Adriana Rojas
Assistant Director, BFS, UEM
Utilities and Energy Management

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution’s main campus:
Low to Medium

Total water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>780,052,104 Gallons</td>
<td>943,715,397 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>368,555,195 Gallons</td>
<td>512,756,300 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
</table>
### Number of residential students

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,327</td>
<td>7,217</td>
</tr>
</tbody>
</table>

### Number of residential employees

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### Number of in-patient hospital beds

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Full-time equivalent enrollment

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>46,485</td>
<td>44,953</td>
</tr>
</tbody>
</table>

### Full-time equivalent of employees

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,849</td>
<td>13,519</td>
</tr>
</tbody>
</table>

### Full-time equivalent of distance education students

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>22,623,133 Square Feet</td>
<td>19,102,006 Square Feet</td>
</tr>
</tbody>
</table>

### Area of vegetated grounds:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>765 Acres</td>
<td>765 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Sept. 1, 2008</td>
<td>Aug. 31, 2009</td>
</tr>
</tbody>
</table>

### A brief description of when and why the water use baseline was adopted:

FY and CY 2009 have been adopted as baseline years by the Vice President of University Operations and Associate Vice President of Campus Planning as part of the Natural Resources Conservation Plan, an evolving document that supports resource consumption planning for the entire Operations portfolio.

### Water recycled/reused on campus, performance year:

 STARS Reporting Tool | AASHE

Snapshot | Page 175
Recycled/reused water withdrawn from off-campus sources, performance year:
48,484,000 Gallons

A brief description of any water recovery and reuse systems employed by the institution:
Currently most of our non-potable reclaimed water is used in our cooling towers so that we need less potable water to operate those facilities. As we are in a cooling climate, we feel that this is a very important use of our current amount of reclaimed water.

UT has had an active water recovery program, coordinated by Utilities and Energy Management, since 1981. Composed of reclaimed groundwater, air conditioning condensate, swimming pool water, and cooling water from hundreds of different pieces of research equipment throughout the campus, the recovered water is pumped to the campus cooling towers where it displaces potable water for evaporative loss make-up.

The program recovers an average 3.5 million gallons a month, representing about 5% of the University's total water consumption and about 26% of cooling water demand. As of 2007, the water recovery program has recycled more than 1.35 billion gallons of water, for a total savings of approximately $7,500,000. From 1982 through 1999, while UT conditioned space increased by approximately 2 million square feet, campus-wide water consumption actually dropped by 100 million gallons. The program continues to be cited in many symposia and professional workshop presentations to state, industry and private sector professionals as a model of industrial conservation.

A brief description of any water metering and management systems employed by the institution:
UT Austin has installed more 160 water meters around campus. These are fully automated and have real-time consumption brought into a centralized server. Once the server captures the meter data, a client (IWS) application stores it in a database, and displays it in an HMI (Human machine interface). The data from each meter consists mainly of four variables; Current and Previous Month consumption (CM, PM) in gallons, and Current and Previous Day consumption (CD, PD) also in gallons. This data can also be trended for analysis purposes using the same IWS application where a user can also export it into excel. There is also an alarming feature in IWS where the technicians are constantly advise when a meter consumption is out of the historical norm. The meters send out electrical “pulses” per number of gallons of water, these pulses are counted in the plc (programmable logic controller) and totalized for consumption, then the server gathers this data and IWS is then utilized as described above. EBS, which is another client of the server, acts in a similar fashion as IWS, but only displays and stores Previous Month (PM) values for billing purposes.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:
The first phase of UTakeCharge demand-side energy management and conservation projects included water conservation retrofits that were launched in July 2008 and completed by the end of January 2009. These projects replaced, repaired or installed 5,941 plumbing fixtures, including aerators, showerheads, urinals, toilet valves and tanks and bowls. The projected savings per year were 60 million gallons of water, 288,000 kWh and 246,000 pounds of carbon through saved pumping power, for a total estimated cost savings of $572,000. Annual water savings equates to a one-year supply of water for 831 local, average-size homes.

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):

When areas are replanted we use only native or low water use plants that are adaptive to the Central Texas Region.

A brief description of any weather-informed irrigation technologies employed by the institution:

---

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://www.utexas.edu/utilities/services/mechanical/#conserve
Rainwater Management

Responsible Party

John Salsman
Director
Environmental Health & Safety

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:

The University of Texas at Austin has had a storm water permit under the US Environmental Protection Agency (EPA) and now the Texas Commission on Environmental Quality (TCEQ) since 2000. As part of this Permit, the University has developed and implemented a Storm Water Management Program to address all campus operations that may potentially have an adverse effect on storm water discharges. The program includes new development at the Main Campus, Pickle Research Campus, and the Colorado and Brackenridge...
Apartments that are owned and operated by the University.
The University of Texas Storm Water Management Plan (SWMP) addresses areas for ongoing campus activities by establishing inspection and monitoring, best management practices, and policies and procedures for University Staff to follow to minimize negative impacts to storm water discharges. UT-Austin has formally adopted the Waller Creek which runs through the main campus under a program called “Keep Austin Beautiful” and volunteer student cleanups of the Creek are organized twice a year. Inspection and monitoring of storm sewer system, annual open channel and quarterly open channel restriction inspections, procedural and structural Best Management Practices (BMPs) as well as inspection and maintenance requirements for all construction projects, flood control projects, sweeping and removal of debris accumulation on roadways, requirements for pesticide and herbicide application, illicit and improper disposal identification and elimination, spill prevention and response program, public education, wet and dry weather monitoring.

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:

University Texas Austin has had a storm water permit under the US Environmental Protection Agency (EPA) and the Texas Commission on Environmental Quality (TCEQ) since 2000. As part of this permit, the University has developed and implemented a Storm Water Management Program (SWMP) to address all campus operations that may potentially have an adverse effect on storm water discharges. The program includes new development at the Main Campus, Pickle Research Campus, and the Colorado and Brackenridge Apartments that are owned and operated by the University.

UT Austin’s SWMP addresses areas for ongoing campus activities by establishing inspection and monitoring, best management practices, and policies and procedures for University Staff to follow to minimize negative impacts to storm water discharges. UT-Austin has formally adopted the Waller Creek which runs through the main campus under a program called “Keep Austin Beautiful” and volunteer student cleanups of the Creek are organized twice a year.

Inspection and monitoring of storm sewer system, annual open channel and quarterly open channel restriction inspections, procedural and structural Best Management Practices (BMPs) as well as inspection and maintenance requirements for all construction projects, flood control projects, sweeping and removal of debris accumulation on roadways, requirements for pesticide and herbicide application, illicit and improper disposal identification and elimination, spill prevention and response program, public education, wet and dry weather monitoring.

A brief description of any rainwater harvesting employed by the institution:

Large-scale rainwater collection systems exist near the Jester residence hall and the Belo Communication Center. Belo has means to measure total collection; the Jester installation is newer and will have metering in the future.

Rainwater harvested directly and stored/used by the institution, performance year:

463,244 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:
A brief description of any living or vegetated roofs on campus:

A simple grass roof has been planted for sections of the new Student Activity Center in central campus.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A 500sf permeable pavement was recently installed as open-air parking near the San Jacinto Garage. Other pervious pavement exists near the Harry Ransom Center, approximately 1000sf.

A brief description of any downspout disconnection employed by the institution:

---

A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:

---

A brief description of any bioswales on campus (vegetated, compost or stone):

The majority of conveyance for the Pickle Research campus is comprised of above ground grass lined swales.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Storm water vaults for the purpose of collecting storm water capture to be reused for non-potable water sources such as irrigation and toilet flushing.

The website URL where information about the institution’s rainwater management initiatives, plan or policy is available:

http://www.utexas.edu/safety/ehs/water/
Wastewater Management

Responsible Party

Adriana Rojas
Assistant Director, BFS, UEM
Utilities and 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:
308,912,861 Gallons

Wastewater naturally handled:
0 Gallons

A brief description of the natural wastewater systems used to handle the institution’s wastewater:

No natural wastewater systems currently exist on campus.

The website URL where information about the institution’s wastewater management practices is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Jim Walker
Director of Sustainability
University Operations

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

For the entire institution, the primary entities are the Office of Sustainability (described below), the President’s Sustainability Steering Committee (described below), the Sustainability Staff Roundtable, and the Green Fee Committee. These groups collaborate frequently from the policy to the front line implementation level. Their accomplishments include numerous annual series, academic and staff oriented, focused on sustainability efforts, both day to day and long term. The joint efforts of these entities has played a significant role in elevating the presence and importance of sustainability across campus.

Does the institution have at least one sustainability committee?:
Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The University of Texas at Austin has a President’s Sustainability Steering Committee, chartered and appointed by the President of the University. The charge of the PSSC is to develop recommendations on policy and operations to reflect the University’s commitment to sustainability and stewardship of the environment, and to serve as the principal channel of communication between the campus
community and the University administration on setting priorities for sustainability related activities. The PSSC has two subcommittees, one focused on Education and Research and the other on Operations.

The Green Fee Committee is a nine-member committee of six students and three non-students that governs the distribution of approximately $460,000 per year of tuition fee funds for environmental services on campus. The Office of Sustainability serves as ex officio for the Committee and facilitates funded projects, but all funding decisions are made by these nine members. 76 projects have been funded to date from the first three years of funding.

The Sustainability Staff Roundtable is a less formal group that meets monthly and consists of front-line staff responsible for initiatives with direct impact on the wellbeing and health of the physical campus, including students and employees.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

PSSC
Dr. Pat Clubb  
Co-Chair - Vice-President, University Operations  
Dean Fritz Steiner  
Co-Chair - Dean, School of Architecture  
(PSSC Members, alpha order)  
Dr. David Allen  
Department of Chemical Engineering, Cockrell School of Engineering  
Dr. Jay Banner  
Department of Geological Sciences, Jackson School of Geosciences  
Dr. Kelley Crews  
Department of Geography and the Environment, College of Liberal Arts  
Dr. David Eaton  
Lyndon B Johnson School of Public Affairs  
Dr. Ofodike Ezekoye  
Department of Mechanical Engineering, Cockrell School of Engineering  
Dr. Larry Gilbert  
Section of Integrative Biology, College of Natural Sciences  
Dr. Bob Harkins  
Campus Safety and Security, University Operations  
Dr. Floyd Hoelting  
Division of Housing and Food Services, Student Affairs  
Dr. Steve Kraal  
Campus Planning and Facilities Management, University Operations  
Dr. Daene McKinney  
Department of Civil, Architectural and Environmental Engineering  
Emily Mixon  
Undergrad Student (Campus Environmental Center)  
Dr. Steven Moore  
School of Architecture  
Chris Plonsky  
Associate Athletic Director, Athletics  
Susan Rieff  
Executive Director, Lady Bird Johnson Wildflower Center  
Dr. Bill Sage
School of Law
John Salsman
Environmental Health and Safety, University Operations
Melinda Taylor
School of Law
Collin Roland
Undergraduate Student (Student Government)
Jim Walker
Director of Sustainability, University Operations

GREEN FEE COMMITTEE
Collin J. Roland, Chair
Student - Environmental Studies
Leo Chen, Vice Chair
Student - Business
Evan Fleming
Graduate Student - Engineering
R. Scott Hickle
Student
S. David Comer
Student - Environmental Science
C. Dakota Stormer
Student - Undeclared
Dr. Jay Banner
Faculty
Jim Walker
Staff, University Operations
Dr. Donna Bellinghausen
Staff, Student Affairs

The website URL where information about the sustainability committee(s) is available:
http://www.utexas.edu/sustainability/pssc/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:

The Office of Sustainability was created in 2010 and collaborates across the university to advance ideas and programs that transform the physical, social and educational environments of campus for the enduring benefit of society and the planet.
The Office staff (3) collaborate year round on producing various events with both academic and operational departments, auxiliary units and student groups. Office staff have also worked within policy and procedural initiatives to promote sustainability outcomes; for example, green purchasing guidelines, green building design and construction, building efficiency and operations, and course and degree development.
Full-time equivalent (FTE) of people employed in the sustainability office(s):
3

The website URL where information about the sustainability office(s) is available:
http://www.utexas.edu/operations/sustainability/index.html

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Jim Walker

A brief description of each sustainability officer position:
The Director of Sustainability has a broad strategic role at the University. While he is housed in the University Operations portfolio, he is tasked with providing support to the President's Sustainability Steering Committee and in that role, is able to build relationships and design projects with deans and academic departments. A large part of the Director's time is given over to cross-communications between and about the many disparate sustainability activities at UT-Austin.

The website URL where information about the sustainability officer(s) is available:
http://www.utexas.edu/operations/sustainability/index.html
Sustainability Planning

Responsible Party

Jim Walker
Director of Sustainability
University Operations

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Waste</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Water</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the plan(s) to advance sustainability in Curriculum:
---

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):
---

Accountable parties, offices or departments for the Curriculum plan(s):
---

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):
---

The measurable objectives, strategies and timeframes included in the Research plan(s):
---

Accountable parties, offices or departments for the Research plan(s):
---

A brief description of the plan(s) to advance Campus Engagement around sustainability:
---

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:
---

Accountable parties, offices or departments for the Campus Engagement plan(s):
---

A brief description of the plan(s) to advance Public Engagement around sustainability:

Included in Campus Master Plan in Forge Strategic Partnerships principle (pg 96)
The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Develop a deliberate strategy around engagement and investment in the West University Neighborhood as a major university housing village.
  • Explore with property owners and the city the opportunity to develop a revitalization plan for Guadalupe Street, including the potential for university investment.
  • Explore opportunities to collaborate with the city and state in the creation of an innovation district in central Austin.
  • Conduct an initial visioning and create a program and concept plan for the new medical school as input to the site-selection decision and to understanding how a medical center development on the main campus could impact program location and infrastructure decisions in the future.
  • Include the East Campus in Phase 2 master planning and engage the leadership of the surrounding Blackland and surrounding Upper Boggy Creek neighborhoods in the planning discussions.

Accountable parties, offices or departments for the Public Engagement plan(s):

Campus Master Plan Committee
UT Austin administrative units (depends on nature of public engagement)

A brief description of the plan(s) to advance sustainability in Air and Climate:

---

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

---

Accountable parties, offices or departments for the Air and Climate plan(s):

---

A brief description of the plan(s) to advance sustainability in Buildings:

Included in Campus Master Plan in principles of
Accommodate Potential Growth (pg 32)
Revitalize the Core (pg 46)
Enhance the Central Campus (pg 80)
The measurable objectives, strategies and timeframes included in the Buildings plan(s):
See relevant chapters in Campus Master Plan

http://www.utexas.edu/operations/masterplan/

And Design Guidelines (pg 208) in Campus Master Plan

Accountable parties, offices or departments for the Buildings plan(s):
Campus Master Plan Committee
University Operations: Campus Planning; Project Management and Construction Services
UT System Office of Facilities Planning and Construction

A brief description of the plan(s) to advance sustainability in Dining Services/Food:
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The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):
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Accountable parties, offices or departments for the Dining Services/Food plan(s):
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A brief description of the plan(s) to advance sustainability in Energy:
Included in Campus Master Plan in principles of
Integrating Sustainability (pg 188)
Energy Strategies (pg 284)

http://www.utexas.edu/operations/masterplan/
Natural Resources Conservation Plan

http://www.utexas.edu/sustainability/pssc/

The measurable objectives, strategies and timeframes included in the Energy plan(s):

from Natural Resources Conservation Plan

Reliable and Efficient Energy System
Utilities will maintain utility system performance at, or above, its current level of reliability and annual average plant efficiency of about 88%, average electrical generation performance of about 8,500 BTU/kWh and chilling station performance at approximately 0.70 kW/Ton.

Demand Side Energy Efficiency
By August 31, 2020, the University of Texas at Austin will reduce energy consumption at the building level by an average of 20% per square foot per degree-day, using 2009 as the base year. Accomplishing this goal will require an investment in energy management staffing, centralized building energy control systems, conservation and efficiency projects and a specific resource reduction goal for each building.

Accountable parties, offices or departments for the Energy plan(s):

University Operations: Utilities and Energy Management; Energy and Water Conservation Program

A brief description of the plan(s) to advance sustainability in Grounds:

Landscape Master Plan

http://www.utexas.edu/operations/masterplan/

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

See relevant chapters in Landscape Master Plan

http://www.utexas.edu/operations/masterplan/
Accountable parties, offices or departments for the Grounds plan(s):

Campus Master Plan Committee
University Operations: Facilities Services

A brief description of the plan(s) to advance sustainability in Purchasing:


Consistent with the President’s Committee on Business Productivity’s recommendations toward more active stewardship of tangible and intangible assets and critical examination of their use, The University of Texas at Austin is committed to encouraging and supporting sustainable practices throughout the supply chain.

The university spends more than $800 million on goods and services annually. The type, quality, and quantity of commodities being procured have far-reaching economic and environmental impacts. Sustainable purchasing can create jobs, reduce strain on public infrastructure and resources, create and maintain a healthier indoor and outdoor environment, and inspire growth and innovation in the local economy. Responsible purchasing decisions result in a positive impact to the university and the environment and/or human health that include:

Reorganizing or redesign processes to require less goods or energy or to produce less waste
Reducing consumption of unnecessary and unwarranted goods, including focusing on the re-use and recycling of existing goods
Considering total cost of ownership
Future proofing supply chains and investments
Minimizing the amount of waste generated from university purchases, in turn minimizing materials that are require disposal

Departments expending university funds should select sustainable products whenever reasonably practical. They should not purchase products that do not perform adequately for their intended use or are not available at a reasonable price in a reasonable period of time.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):


Accountable parties, offices or departments for the Purchasing plan(s):

Associate Vice President for Purchasing
A brief description of the plan(s) to advance sustainability in Transportation:

Included in Campus Master Plan in principles of Mobility (pg 106)

http://www.utexas.edu/operations/masterplan/

Natural Resources Conservation Plan

http://www.utexas.edu/sustainability/pssc/

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

By August 31, 2020, UT Austin will reduce overall gasoline and diesel fuel consumption for the campus vehicle fleet by 20%, while shifting 50% of the campus vehicle fleet to 50% E85 gasoline and other alternative fuels. UT Austin will increase the number of car pool and mass transit users by 30% and utilize 100% natural gas fuel for the shuttle bus system. Achievement of these strategies will reduce the UT Austin carbon footprint and produce annual savings.

Accountable parties, offices or departments for the Transportation plan(s):

Campus Master Plan Committee
University Operations: Parking and Transportation Services

A brief description of the plan(s) to advance sustainability in Waste:

Natural Resources Conservation Plan

http://www.utexas.edu/sustainability/pssc/

The measurable objectives, strategies and timeframes included in the Waste plan(s):

By August 31, 2020, UT Austin will divert 90% of the total waste stream from landfill using a variety of methods including reuse and recycling. This will reduce the UT Austin carbon footprint by 600 metric tons of CO2 equivalent and save at least $5,000 annually.
Accountable parties, offices or departments for the Waste plan(s):
University Operations: Facilities Services

A brief description of the plan(s) to advance sustainability in Water:
Natural Resources Conservation Plan

http://www.utexas.edu/sustainability/pssc/

The measurable objectives, strategies and timeframes included in the Water plan(s):

By August 31, 2020, UT Austin will reduce domestic water use by 20% with at least 40% of total water use coming from reuse/reclaimed sources. Based on projected increases in water and wastewater costs, meeting this goal will produce annual avoided costs in excess of $2M annually.

Accountable parties, offices or departments for the Water plan(s):
University Operations: Facilities Services

A brief description of the plan(s) to advance Diversity and Affordability:

https://www.utexas.edu/diversity/strategic-plan/

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

https://www.utexas.edu/diversity/strategic-plan/

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Vice President for Diversity and Community Engagement
A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

http://www.utexas.edu/hr/current/wellness/

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

http://www.utexas.edu/hr/current/wellness/

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Director of Human Resource Services

A brief description of the plan(s) to advance sustainability in Investment:

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The measurable objectives, strategies and timeframes included in the Investment plan(s):

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Accountable parties, offices or departments for the Investment plan(s):

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A brief description of the plan(s) to advance sustainability in other areas:

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The measurable objectives, strategies and timeframes included in the other plan(s):

---

Accountable parties, offices or departments for the other plan(s):
The institution’s definition of sustainability:

Sustainability refers to societal efforts that meet the needs of present users without compromising the ability of future generations to meet their own needs. Sustainability presumes that the planet’s resources are finite, and should be used conservatively, wisely, and equitably. Decisions and investments aimed to promote sustainability will simultaneously advance economic vitality, ecological integrity, and social welfare.

http://www.policies.utexas.edu/policies/campus-sustainability

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:

The Campus Master Plan effort early on recognized that sustainability had to be integrated throughout the principles of the plan. A more detailed description is in the Campus Master Plan (pg. 188), url below.

The website URL where information about the institution’s sustainability planning is available:
http://www.utexas.edu/operations/masterplan/
Governance

Responsible Party

Jim Walker
Director of Sustainability
University Operations

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:
   
   - Establishing organizational mission, vision, and/or goals
   - Establishing new policies, programs, or initiatives
   - Strategic and long-term planning
   - Existing or prospective physical resources
   - Budgeting, staffing and financial planning
   - Communications processes and transparency practices
   - Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3
Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The university has many and diverse opportunities for undergraduates and graduate students to participate in campus governance. Most of these are administratively organized with the Dean of Students. Student Government and the Senate of College Councils are the two main legislative bodies sponsored by Student Affairs.

http://deanofstudents.utexas.edu/sg/

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:

The UT System Board of Regents includes a non-voting student representative appointed by the Governor based on applications.
Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>No</td>
</tr>
<tr>
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<tr>
<td>Strategic and long-term planning</td>
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<tr>
<td>Existing or prospective physical resources</td>
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<tr>
<td>Budgeting, staffing and financial planning</td>
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</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>No</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Student Government is key in planning, management of physical resources, and establishing new initiatives such as Safe Walk (late night escorts). However, other campus groups can raise issues and see results, such as OxFam persuading the university to join the Fair Trade Alliance and the Campus Environmental Center providing the original draft, to the President, of the Campus Sustainability Policy adopted in 2008. The UT administration is open to student collaboration on all levels when presented with respect for institutional procedure.

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:

The University Staff Council provides this opportunity.

https://www.utexas.edu/staff/council/
Staff Council is a representative body but all staff may attend monthly open meetings and correspond with the officers.

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?:

<table>
<thead>
<tr>
<th>Area</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

https://www.utexas.edu/staff/council/

Via Staff Council, staff have been involved in multiple levels of university function including consultation on Shared Services planning, transportation issues, the establishment of a staff Ombuds, and improving university communications. This is done through interaction at monthly meetings, Executive Staff monthly meetings with the President, and the work of various committees.
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:

http://www.utexas.edu/faculty/council/

Faculty are sent to Faculty Council as representatives of an academic department. Issues are raised by any member of the body and should they reach consensus, a policy proposal is drafted and presented to the President and Provost, who approve or deny the proposals and implement the policy.

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?:

<table>
<thead>
<tr>
<th></th>
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<td>No</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty have been involved in the Campus Master Plan process, which covers strategic and long-term planning (and faculty are involved in 5-year departmental plans as well) and the physical resources of the university. Faculty serve on presidential steering committees that set vision and goals for the institution, as well as launch new initiatives.

The website URL where information about the institution’s governance structure is available:

http://www.utexas.edu/faculty/council/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Leslie Blair
Director of Communications
Division of Diversity and Community Engagement

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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
Dr. Gregory J. Vincent is the vice president for diversity and community engagement. The Division of Diversity and Community Engagement (DDCE) under his leadership is dedicated to supporting a diverse and inclusive campus culture. Within 40 different programs and initiatives, the DDCE works in four strategic areas: Campus Culture, the PreK-Graduate School Education Pipeline, Community Engagement and Research.

Office of Institutional Equity (http://www.utexas.edu/equity) which supports a nondiscriminatory work environment. That office works with Human Resources to provide diversity and cultural competence training to employees through HR’s compliance training modules and works to ensure the university is ADA compliant.

Campus Diversity & Strategic Initiatives (CDSI) focuses on campus diversity and diversity education initiatives. CDSI works with other units, colleges and schools on campus to develop diversity plans. Within CDSI are the following programs and initiatives:

- Diversity Education Initiatives focuses on diversity and cultural competence education programs on campus and within the community. The office has partnered with UT Police Department for a number of years to provide diversity training to officers and 2-3 times a semester hosts a networking meeting for different staff members on campus who provide diversity training and education to their staff members.

Campus Climate Response Team is the team that collects reports of bias incidents on campus—whether related to race, cultural background, sexual orientation, gender or religion—from students, faculty and staff. The team follows up on reports and works to educate the campus community on these issues. The team comprises a diverse group of staff members that includes representatives from DDCE, Housing and Food Services, Student Affairs and UTPD.

The full-time equivalent of people employed in the diversity and equity office:

300

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.utexas.edu/diversity

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:
Gender and Sexuality Center is a resource and education center for women and the LGBTQ community. Multicultural Education Center is a center that provides academic, financial and social resources to students from diverse backgrounds and houses six different student agencies: Afrikan American Affairs, Latino Leadership Council, Longhorn Native American Council, Asian/Desi/Pacific Islander Collective, Queer Students of Color and Allies, and Students for Equity and Diversity.

The website URL where information about the cultural competence trainings is available:

http://www.utexas.edu/careersmart/txclass
Assessing Diversity and Equity

Responsible Party

Leslie Blair
Director of Communications
Division of Diversity and Community Engagement

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s):

The Division of Diversity and Community Engagement is involved in collecting information about diversity and equity on campus through its Campus Climate Response Team and through its work with individual colleges and schools. The Office of Information Management annually compiles information related to racial and cultural backgrounds of students, faculty and staff as well as breakdown by gender. The Office of the Provost assigned a task force with the collection of data relating gender equity in 2008.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):
The Division of Diversity and Community Engagement is involved in collecting information about diversity and equity on campus through its Campus Climate Response Team and through its work with individual colleges and schools. The Office of Information Management annually compiles information related to racial and cultural backgrounds of students, faculty and staff as well as breakdown by gender. The Office of the Provost assigned a task force with the collection of data relating gender equity in 2008.

**Has the institution assessed employee diversity and employment equity?:**
Yes

**A brief description of the employee diversity and employment equity assessment(s):**
See above.

**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://www.utexas.edu/diversity/
Support for Underrepresented Groups

Responsible Party
Leslie Blair
Director of Communications
Division of Diversity and Community Engagement

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:

Reference websites:
Multicultural Information Center
http://www.utexas.edu/student/mic/MIC/Welcome.html

Division of Housing and Food Service
http://www.utexas.edu/student/housing/index.php?site=6&scode=0&id=2619

Campus Resources (All)
http://www.utexas.edu/diversity/campus/index.php

Faculty Council
http://www.utexas.edu/faculty/council/

Staff Council
http://www.utexas.edu/staff/council/

Diversity Education Institute
http://www.utexas.edu/diversity/ddce/dei/campus_programming.php
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:

The primary outlet for enrolled student support is the Multicultural Information Center.

The purpose of the DDCE’s Multicultural Information Center (MIC) is to empower students to be agents of social change by providing diverse educational opportunities, leadership development, and support services. The MIC promotes awareness of issues related to culture and diversity and supports the retention and matriculation of all students at The University of Texas at Austin.

The MIC houses the following six student agencies:

- Afrikan American Affairs
- Asian/Desi/Pacific Islander American Collective
- Latino Leadership Council
- Longhorn American Indian Council
- Queer People of Color and Allies
- Students for Equity and Diversity

From the DDCE Impact Report 2009:


Another important undergraduate resource is the Gender and Sexuality Center.

Established in 2004, the mission of the Gender and Sexuality Center (GSC) is to provide safe spaces for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities through education, outreach, and advocacy. The center, now part of DDCE, is guided by a strategic plan developed by the center’s staff and members of the GSC’s Advisory and Working Group comprised of students, faculty, and staff, and community members who also provide feedback, conduct outreach, and evaluate programs and services. One of the center’s major goals is to contribute to the successful transition of first-year students to the UT community and ensure students’ graduation, as well as integrate women and LGBTQ students into campus life and improve the efficacy of LGBTQ and women student leaders.

From the DDCE Impact Report 2009.

For students in residence halls:

The Division of Housing and Food Service in Student Affairs (not DDCE) employs an Assistant Director for Diversity and offers several programs focused on students living in residence halls (nearly 8,000 of 30,000 undergraduates, and the majority of the freshman class every year).

For first-generation college attendees, the Gateway Program and Longhorn Link:
The Gateway Program was started at The University of Texas at Austin in the fall of 1994 to maximize the academic success and social connections of new first generation and underrepresented students at UT Austin. Gateway Scholars has expanded to include UTransition, a learning community for first generation and underrepresented transfer students, the Achieving College Excellence (ACE) Program, a service for students who seek additional academic assistance, and the Welcome Program, a diversity education program for incoming first-year students, and Longhorn Connection.

Pasted from <http://www.utexas.edu/diversity/ddce/lcae/gateway.php>

The Longhorn Link Program - Student Support Services - is a federally funded TRiO program. This program is funded under Title IV of the Higher Education Act of 1965. The University of Texas at Austin was awarded funding in the Fall of 2001. The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post secondary education. The goal of the Longhorn Link Program is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.utexas.edu/eos/

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:
The Office of Institutional Equity, which has a staff of six persons handles all reports of discrimination and harassment and oversees compliance related to affirmative action, veterans’ employment, Integrated Post-Secondary Education Data System. OIE provides toolkits for students, faculty, staff and administrators that include information needed about educational training around the issues of diversity, discrimination, harassment and disability as well as incident report forms, informative posters and links to university and external resources.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:
---

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
No
Support for Future Faculty Diversity

Responsible Party
Leslie Blair
Director of Communications
Division of Diversity and Community Engagement

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:
Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

Through the Division of Diversity and Community Engagement (DDCE), the university recruits diverse through the thematic faculty hiring initiative. The Vice President for Diversity and Community Engagement works with colleges and schools to identify gaps in scholarships and works to recruit and provide funding for faculty to fill those gaps. Quite often the gaps are in areas that diverse faculty are prominent. For example recent thematic hires included a professor of nursing whose research examines healthcare in Asian American populations and a professor of pharmacy who has been researching the smoking habits of African American college students. The DDCE also provides additional funding for 12-14 faculty members each year who are involved in research or service that supports underserved populations. For example, several of our faculty fellows are involved in projects that help ensure Pre-K-12 students of color advance through the education pipeline; another directs the Social Justice Institute; another engages diverse populations in scientific discussions around issues such as environmental equity, weather forecasting, global warming, space travel, primate behavior, etc.

DDCE also provides support for an average of 15 graduate students from diverse backgrounds. These students work as graduate research assistants and graduate assistants in a number of DDCE programs, ranging from the Longhorn Center for Academic Excellence which supports first-generation students to the division’s communications office. The majority are working on doctorates in higher education administration.

The website URL where more information about the faculty diversity program(s) is available:
Affordability and Access

Responsible Party

Karen Blaney
Program Coordinator
Facilities Services

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Web references:
Longhorn Link Program
http://www.utexas.edu/diversity/ddce/lcae/longhornlink.php
University Outreach Center
http://uoc.utexas.edu
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:
---

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:
---

A brief description of any programs to prepare students from low-income backgrounds for higher education:
Summer Scholars, Gateway Scholars’ Program; the Welcome Program; Longhorn Connection (all in the Longhorn Center for Academic Excellence in the Division of Diversity & Community Engagement).

A brief description of the institution's scholarships for low-income students:
---

A brief description of any programs to guide parents of low-income students through the higher education experience:
---

A brief description of any targeted outreach to recruit students from low-income backgrounds:
University Outreach Center:

http://uoc.utexas.edu/

Our mission is to assist underrepresented students in grades 8-12 to excel academically, take college entrance exams, graduate high school, complete college admissions and financial aid applications, and enroll at an institution of higher education. This is accomplished through a variety of interventions that are relevant to the needs of the target students. Five University Outreach Centers are located
ChemBridge is a web-based, dual-credit course that allows underrepresented high school students to earn six hours of college chemistry credit upon satisfactory completion of the course, while concurrently earning two semesters of high school credit for an advanced science class that serves as an Advanced Measure under the Texas Education Agency Distinguished Achievement Program.

http://www.utexas.edu/diversity/ddce/chembridge/about.php

SPURS: Students Partnering for Undergraduate Rhetoric Success
SPURS was developed in 2006 to offer college preparatory experiences to high schools that are underrepresented in postsecondary institutions by pairing lower-division writing courses at the University of Texas at Austin with 11th grade AP English III Language and Composition classes. SPURS is a collaborative partnership among participating Texas high schools, the Department of Rhetoric and Writing, and the Division of Diversity and Community Engagement at the University of Texas at Austin. SPURS provides high school students with instruction in writing and critical thinking skills that prepare them for college-level writing. Skills in communication and analysis are crucial for students in the workplace and in their contributions as responsible citizens. The curriculum is designed also to provide students with enhanced instruction and practice in the kinds of writing on which Advanced Placement and other standardized tests are based.

http://www.utexas.edu/diversity/ddce/spurs/about.php

---

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

---

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

---

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Achieving College Excellence is an academic support program for students requiring additional assistance to meet their educational goals. ACE provides academic support through tutorial services, academic workshops peer advising and graduate school preparation. The ACE Program staff is committed to guiding students to the campus resources that meet their needs and to encouraging students to reach their highest potential. Students from any of the nine schools or colleges at UT are eligible to apply to the ACE program. However, strong consideration is given to first generation college students and students who come from economically challenged backgrounds.

Does the institution have policies and programs in place to support non-traditional students?:...
No

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:

---

A brief description of other policies and programs to support non-traditional students:

---

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

---

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**

<table>
<thead>
<tr>
<th>Employee Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

John Moore
Director
Human Resource Services

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.
Submission Note:

The university offers 2 options for mandatory retirement programs for employees, Teacher Retirement System of Texas (TRS) and Optional Retirement Program (ORP). TRS is a defined benefit retirement plan governed by Internal Revenue Code Section 401(a). All eligible employees of The University of Texas at Austin are automatically enrolled in TRS on their first day of employment. Employee and employer contributions go into a large trust fund that's managed by knowledgeable professionals. Retirement benefits are based on legislatively determined formulas. You are vested after attaining five years of service credit with a right to a retirement benefit. There are also disability, death and survivor benefits available to TRS members.

ORP is a defined contribution plan governed by Internal Revenue Code Section 403(b). You choose the investments made and the benefits are based on their performance. You're vested after one year and one day of participation with a right to both your and your employer's contributions. ORP is more portable than TRS. But, federal tax law prohibits 403(b) plans from providing disability benefits like those provided by TRS.

The university is required to notify ORP participants of their responsibilities. An ORP participant is responsible for the selection and monitoring of ORP companies and investments. The university has no fiduciary responsibility for the market value of a participant’s ORP investments or for the financial stability of the ORP companies chosen by the participant.

There are also voluntary retirement programs employees may choose to participate in at their own discretion.

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

Number of employees:
14,146

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:
14,146

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:
No

Number of employees of contractors working on campus:
---

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:
---

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:
The University Budget Council reviews employee compensation policy annually, in light of budgetary and competitive considerations, to ensure equitable and competitive pay in accordance with the provisions of the compensation philosophy:

To fulfill its mission, the university must attract and retain outstanding staff members. To meet institutional staffing needs and priorities, the compensation system has the following objectives:

- Establish compensation levels for positions on the basis of their relative internal worth and external competitiveness within relevant labor markets
- Reward employees on the basis of work performance
- Administer pay equitably and consistently
- Establish a compensation policy that is consistent with the judicious expenditure of funds entrusted to the university
- Ensure accountability for compliance with The University of Texas System Board of Regents’ Rules and Regulations and statutory requirements

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

14,146

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

Minimum wages at the university have increased 45% over the past 11 years from $7.61/hour to $11.01/hour or $22,884/year. While we have made great gains in the minimum wage including a 9% increase in 2006 and a 10% increase in 2007, budget constraints prohibited further increases since. Our current picture is as follows:

University of Texas’s current minimum wage of $11.01/hour is comparable to that found at 6 of its peer institutions. The University of Texas’s minimum wage/livable wage ratio is about 9% higher than the average minimum wage/living wage ratio of the 6 peer colleges relative to each university’s respective geographic area.

University of Texas’s current minimum wage of $11.01/hour or $22,884/year is competitive with the market worth for comparable jobs in the area. The City of Austin and Travis County both also have minimum wages of $11.00 per hour.

Since University of Texas provides benefits which provide an additional 30% in in-direct compensation above the $11.01/hour rate (i.e., $14.30 or $29,744/year), the current university minimum wage level is well above federal poverty minimum for a single person ($11,490/year) as well as the current federal and state wage minimum ($7.25/hour or $15,080/year.)

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:**

We have a minimum wage of 11.01 / hour or $22,884 and no employees have an annualized salary rate below this. All employee types are treated equally in this regard.
part-time employees:

We have a minimum wage of 11.01 / hour or $22,884 and no employees have an annualized salary rate below this. All employee types are treated equally in this regard.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

We have a minimum wage of 11.01 / hour or $22,884 and no employees have an annualized salary rate below this. All employee types are treated equally in this regard.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

We have a minimum wage of 11.01 / hour or $22,884 and no employees have an annualized salary rate below this. All employee types are treated equally in this regard.

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 permissible student hourly rate is $7.26/hour for a non-academic position and $8.80 for an academic position. No student may be hired at below minimum wage.

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:

https://www.policies.utexas.edu/policies/category/human-resources/benefitscompensation
Assessing Employee Satisfaction

Responsible Party

John Moore
Director
Human Resource Services

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

The employee engagement survey was offered to the entire university through the Institute for Organizational Excellence. Not everyone chose to participate, and only about 38% of employees at the university were represented, particularly those in University Operations. This survey was conducted through the Institute for Organizational Excellence in the College of Social Work who would have more information about how this employee engagement survey was conducted. There is not, to this reporter's understanding, a unified mechanism to address the concerns raised from the employee engagement survey on a university level, although some work has been made departmentally to address these concerns in some areas.

"---" 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:

40.34

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

We used the Survey of Employee Engagement (SEE) which is used by government entities across the state of Texas to assess the climate of the workplace. This survey was conducted by the Institute for Organizational Excellence in the College of Social Work. Noel Landuyt, PhD was responsible for the survey instrument and tabulating the results.
A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

To this reporter's knowledge, there has not been a uniform or institutionalized method of dealing with the results of the employee engagement survey. Particular departments may be working on addressing concerns, but there is not a general effort by the university as a whole to address the survey results.

The year the employee satisfaction and engagement evaluation was last administered:

2012

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Claire Moore
Work-Life Balance and Wellness Manager
Human Resource Services

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:

Also see
http://www.utexas.edu/hr/eap/

"---" 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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

The HealthPoint Wellness Program is part of Human Resources. The overall goal of the HealthPoint Work-life Balance and Wellness Program is to improve the health and well-being of faculty and staff. We accomplish our mission through improving policies and the environment to make it easier to be healthy on campus. We also provide educational opportunities and wellness programs. By taking a holistic approach to wellness, HealthPoint expands beyond physical health to other dimensions of wellness, including emotional, spiritual, social, occupational, and environmental.
The website URL where information about the institution's wellness program(s) is available:
http://www.utexas.edu/hr/current/wellness/
Workplace Health and Safety

Responsible Party

Claire Moore
Work-Life Balance and Wellness Manager
Human Resource Services

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.

Submission Note:

Also see

http://www.utexas.edu/safety/ehs/

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

Please enter data in the table below::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>233</td>
<td>259</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>12,849</td>
<td>13,519</td>
</tr>
</tbody>
</table>
Start and end dates of the performance year and baseline year (or three-year periods):

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Aug. 1, 2009</td>
<td>Aug. 31, 2010</td>
</tr>
</tbody>
</table>

A brief description of when and why the workplace health and safety baseline was adopted:

Baseline year corresponds to the year that our on-campus occupational health program and clinic, HealthPoint OHP, opened.

A brief description of the institution’s workplace health and safety initiatives:

In partnership with the university community, EHS and OHP promote a safe and healthful environment to protect students, faculty, staff and visitors, and to ensure protection of the environment. We assess working conditions and advise on appropriate precautions through job and activity specific risk assessment. Programs include but are not limited to: biological and laboratory safety, chemical safety and waste management, occupational health and safety, radiation and laser safety, etc.

The website URL where information about the institution’s workplace health and safety initiatives is available:

http://www.utexas.edu/hr/current/services/ohp.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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:
Sustainable Investment

Responsible Party

Jim Walker
Director of Sustainability
University Operations

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).

- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.

- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)

- Uses its sustainable investment policy to select and guide investment managers

- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years

- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:
14,852,500,000 US/Canadian $

Value of holdings in each of the following categories::

<table>
<thead>
<tr>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria</td>
</tr>
<tr>
<td>specified in a sustainable investment policy)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

A brief description of the companies, funds, and/or institutions referenced above:
Without a transparent investment policy, the amount of investment (if any) in any of the categories above is unknown and must be assumed to be $0.

Does the institution have a publicly available sustainable investment policy?:
No
A copy of the sustainable investment policy:
---

The sustainable investment policy:
---

Does the institution use its sustainable investment policy to select and guide investment managers?:
No

A brief description of how the policy is applied, including recent examples:
---

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:
---

Approximate percentage of the endowment that the negative screens apply to:
---

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:
---

A brief description of how managers are adhering to proxy voting guidelines:
---

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:
Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

---

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

---
Investment Disclosure

Responsible Party

Jim Walker
Director of Sustainability
University Operations

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?:
Yes

The percentage of the total investment pool included in the snapshot of investment holdings:
100

A copy of the investment holdings snapshot:
---

The website URL where the holdings snapshot is publicly available:
http://www.utimco.org/
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
<td></td>
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<tr>
<td>Innovation 2</td>
<td></td>
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<tr>
<td>Innovation 3</td>
<td></td>
</tr>
<tr>
<td>Innovation 4</td>
<td></td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party

Juan Ontiveros
Director
Utilities and Energy Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Water Reclamation Program

A brief description of the innovative policy, practice, program, or outcome:
The University of Texas at Austin is presenting a Water Reclamation Program for innovation credits through the 2014 Sustainability Tracking, Assessment, and Ratings System managed by AASHE. The Water Reclamation Program involves using reclaimed water, water that is recycled from wastewater generated by homes and businesses in place of higher-quality domestic potable water for industrial cooling tower operations. The University of Texas commissioned reclaimed water as the primary source of industrial cooling tower makeup to one of many central chilling stations in April 2013. The Water Reclamation Program at The University of Texas demonstrates water conservation through water reuse, however other water conservation efforts to include reclaim and recycle originating at the wastewater plant has afforded the University with the reuse option. Together, these concerted practices will reduce standard treatment effluent of the wastewater plant and extend the limited, finite water resource – our domestic drinking water supply.

Through reclaimed water use, this program and practice will allow the University to replace several million gallons of potable drinking water a year, thereby saving thousands of gallons of water each day that would otherwise be withdrawn from the water reservoir. Over and above, replacing potable drinking water with reclaimed water in an industrial cooling tower application is sure to encompass savings to the city with respect to the energy required in the production of potable, treated municipal water. Likewise, although the practice of reclaimed water use is fairly new to the Austin area with recently provided service to the University, the forthcoming ability to adopt reclaimed water use campus wide will enable the city to concentrate greater efforts on innovative wastewater treatment plant retrofits. Increasing the availability of reclaimed water through reuse lines and infrastructure could, in all probability, shelve costly construction of a new drinking water treatment plant.

The University of Texas at Austin reclamation program is a win-win for the University and the environment. This practice has resulted in a net cost savings for the University, attributed to the reduced cost of the reclaimed water. Equally as important, this practice has reduced the pressure on the scarce fresh water resource and reduced the volume of treated effluent discharged to the Colorado River.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
As of March 7, 2014, we have used 68,200,000 gallons of reclaimed water.

A letter of affirmation from an individual with relevant expertise:
STARS_Innovation_Final-ChemCal_02.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
</tr>
<tr>
<td>Topic</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>No</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available :
---
Innovation 2

Criteria

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This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

Criteria

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Innovation 4

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