

# Texas Tech University

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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.

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

## 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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

# Student Sustainability Outreach Campaign

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

**Does the institution hold a campaign that meets the criteria for this credit? :**

Yes

**The name of the campaign(s) :**

Sustainability Competition

**A brief description of the campaign(s) :**

The Clean Up The Environment (CUTE) Club and the Residence Halls Association hosted a sustainability competition among the residence halls. The campaign focused on educating the residents on energy and water savings.

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

The utility costs for the residence halls during November 2011 were \$24,645 less than the costs in November 2010. That is almost an 8% decrease in utility costs from the previous year.

**The website URL where information about the sustainability outreach campaign(s) is available :**

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# Sustainability in New Student Orientation

## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

# Sustainability Outreach and Publications

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## 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
  - 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 strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - 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
- 

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

**Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts? :**

Yes

**A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts :**

The sustainability website posts events and news regarding local and national sustainability. The website is a networking tool for all departments and people at TTU to utilize in their sustainability efforts.

**The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :**

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



**Does the institution have a sustainability newsletter? :**

Yes

**A brief description of the sustainability newsletter :**

The sustainability newsletter was launched in March 2012. The newsletter is posted in all dining and hospitality locations.

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

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**Does the institution have a vehicle to publish and disseminate student research on sustainability? :**

No

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

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

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**Does the institution have building signage that highlights green building features? :**

No

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

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

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**Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :**

No

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

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

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**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :**

No

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :**

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**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :**

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**Does the institution have a sustainability walking map or tour? :**

No

**A brief description of the sustainability walking map or tour :**

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**The website URL of the sustainability walking map or tour :**

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**Does the institution have a guide for commuters about how to use alternative methods of transportation? :**

No

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

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

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**Does the institution have a guide for green living and incorporating sustainability into the residential experience? :**

No

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

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

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**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :**

No

**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 :**

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**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 :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (1st material)**

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Yes

**A brief description of this material :**

There is an informational brochure used during conferences and community events to educate the community on TTU's sustainable practices.

**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

## Does the institution have an active student group focused on sustainability? :

Yes

## The name and a brief description of each student group :

The Clean Up The Environment (CUTE) Club is part of the Residence Halls Association and promotes sustainability awareness on campus and in the residence halls.

## List up to 4 notable recent activities or accomplishments of student group(s) :

The CUTE Club reduced energy costs in November 2011 by 8% from the previous year. At the Southwest Affiliate of College and University Residence Halls, Texas Tech was the recipient of the regional "Commitment to Sustainability" award. The award was given due to the CUTE Club's November campaign.

## List other student groups that address sustainability :

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## The website URL where information about student group(s) is available :

<http://www.orgs.ttu.edu/tturesidencehallassociation/>

## Organic Garden

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

## Model Room in a Residence Hall

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



# Themed Housing

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

## Sustainable Enterprise

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

# Sustainability Events

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :**

Yes

**A brief description of the event(s) :**

The McDonald-Mehta Lecture Series is named after and funded with the endowment of Dr. Kishor C. Mehta and Dr. James R. McDonald, founding faculty members of the Wind Science and Engineering Research Center (WISE) at Texas Tech. The lecture series invites nationally-known scientists and experts in wind-related industries to speak about ongoing research around the world.

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

[http://www.depts.ttu.edu/weweb/includes/images/mmlecture\\_brochure\\_2012.PDF](http://www.depts.ttu.edu/weweb/includes/images/mmlecture_brochure_2012.PDF)

# Outdoors Program

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

## Themed Semester or Year

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

# 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.

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

# Sustainability Course Identification

## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

## Sustainability-Focused Courses

### Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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



## Sustainability-Related Courses

### Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

## Sustainability Courses by Department

### Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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

# Sustainability Learning Outcomes

## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

# Undergraduate Program in Sustainability

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

## Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

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

Bachelor of Science in Wind Energy

## The website URL for the program (1st program) :

<http://www.depts.ttu.edu/uc/bswe/>

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

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## The website URL for the program (2nd program) :

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

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## The website URL for the program (3rd program) :

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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# Graduate Program in Sustainability

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

## Does the institution offer a graduate degree program that meets the criteria for this credit? :

Yes

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

Ph. D. in Wind Science and Engineering

## The website URL for the program (1st program) :

<http://www.depts.ttu.edu/weweb/Academics/PhD.php>

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

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## The website URL for the program (2nd program) :

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

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## The website URL for the program (3rd program) :

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

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# Sustainability Immersive Experience

## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

---

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



# Sustainability Literacy Assessment

## Criteria

### *Part 1*

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### *Part 2*

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

## Incentives for Developing Sustainability Courses

### Criteria

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

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

# Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

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

## Faculty Engaged in Sustainability Research

### Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

## Departments Engaged in Sustainability Research

### Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

---

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

# Sustainability Research Incentives

## Criteria

### Part 1

Institution has 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.

### Part 2

Institution has 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.

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

# Interdisciplinary Research in Tenure and Promotion

## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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



# Operations

## 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

# Building Design and Construction

## Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

## Indoor Air Quality

### Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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.

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

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

# Greenhouse Gas Emissions Reduction

## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

## Air Travel Emissions

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



## Local Offsets Program

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

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**Tosha Foster**  
Unit Manager  
Hospitality Services

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

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

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

4.47

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

Hospitality Services strives to purchase sustainable as well as locally-sourced products wherever financially possible. We are primarily able to get these products through US Foods and Apple Country.

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

<http://www.depts.ttu.edu/hospitality/>

# Trayless Dining

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**Responsible Party**

**Tosha Foster**  
Unit Manager  
Hospitality Services

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

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?**

:

Yes

**A brief description of the trayless dining program :**

Trayless dining is available in two of the all-you-care-to-eat locations.

**List the year the program was started :**

Aug. 15, 2010

**The overall percentage of meals served on campus that are trayless :**

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**The percentage of meal plan meals served on campus that are trayless :**

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**The percentage of retail facility meals served on campus that are trayless :**

0

**The percentage of conference meals served on campus that are trayless :**

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**The website URL where information about the program is available :**

<http://www.depts.ttu.edu/hospitality/>

## Vegan Dining

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

# Trans-Fats

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## Responsible Party

**Tosha Foster**  
Unit Manager  
Hospitality Services

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice :**

All oils used are trans-fat free.

**The website URL where information about the program, policy, or practice is available :**

<http://www.depts.ttu.edu/hospitality/>

# Guidelines for Franchisees

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

## Pre-Consumer Food Waste Composting

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



## PostConsumer Food Waste Composting

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

# Food Donation

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**Responsible Party**

**Tosha Foster**  
Unit Manager  
Hospitality Services

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

**Does the institution donate leftover or surplus food? :**

Yes

**A brief description of the food donation program :**

Before a long break, we do donate produce and products with a short shelf-life to our local food bank. These products are typically dairy items, but also include any product that has a recommended use by date that expires before the unit reopens; these items may include cereals, canned goods, etc.

**The website URL where information about the food donation program is available :**

<http://www.depts.ttu.edu/hospitality/index.php>

## Recycled Content Napkins

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

## Reusable Container Discounts

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

# Reusable To-Go Containers

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

# 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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Doug Chowning**  
Director  
Physical Plant

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## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## Total building energy consumption, 2005 :

1284795 MMBtu

## Building space, 2005 :

7331453 Gross Square Feet

## Total building energy consumption, performance year :

1282136 MMBtu

## Building space, performance year :

7883275 Gross Square Feet

## List the start and end dates of the energy consumption performance year :

September 1, 2010 - August 31, 2011

# Clean and Renewable Energy

## Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU



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

# Timers for Temperature Control

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

## Lighting Sensors

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

## LED Lighting

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

# Vending Machine Sensors

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

# Energy Management System

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## Responsible Party

**Doug Chowning**

Director

Physical Plant

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

**Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? :**

Yes

**A brief description of the management system :**

Approximately 70% of the buildings on campus are tied to a central monitoring system that feeds back to the central utility plant. At the plant, an operator can monitor building temperatures, alarm conditions, and start/stop systems.

**The percentage of building space monitored with a centralized energy management system :**

70

**A description of what systems are shut down during unoccupied periods :**

During unoccupied periods, all lights are shut down except those needed for building safety and HVAC.

**The website URL where information about the institution's use of the technology is available :**

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# Energy Metering

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**Responsible Party**

**Doug Chowning**

Director

Physical Plant

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

**Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :**

Yes

**A brief description of the metering system :**

The Physical Plant meters the energy used in all Educational and General buildings

**The percentage of building space with energy metering :**

53

**The website URL where information about the metering system is available :**

---

# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting



# Integrated Pest Management

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## Responsible Party

**Matt Roe**

Environmental Protection Manager  
Environmental Health & Safety

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## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
  - 2) Monitor and identify pests
  - 3) Prevention
  - 4) Control
- 

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

## The size of the campus grounds :

473.48 Acres

## The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :

473.48 Acres

## A brief description of the IPM plan(s) :

The IPM plan is managed by Terminix

## The website URL where information about the IPM plan(s) is available :

<http://www.depts.ttu.edu/ehs/Web/Default.aspx>

## Native Plants

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**Responsible Party**

**Charles Leatherwood**

Senior Superintendent

Grounds Maintenance

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

**Does the institution prioritize the use of native plant species in landscaping? :**

Yes

**A brief description of the native plant program, policy, or practice :**

The Grounds Maintenance department uses plant material that has proven to survive in our dry climate.

**The website URL where information about the program, policy, or practice is available :**

<http://www.operations.ttu.edu/grounds/>

# Wildlife Habitat

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

**Responsible Party**

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

# Snow and Ice Removal

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## Responsible Party

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

## Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :

Yes

## A brief description of the snow and ice removal program, policy, or practice :

The goal of the Grounds Maintenance department is to keep all trees pruned correctly to reduce the damage associated with snow and ice. In the event of snow and ice, the department uses sand on the streets and sidewalks. Once the ice is melted, the department uses sodium chloride sparingly so as not to harm the landscape.

## The website URL where information about the program, policy, or practice is available :

<http://www.operations.ttu.edu/grounds/>

# Landscape Waste Composting

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## Responsible Party

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

### Does the institution compost or mulch waste from grounds keeping, including grass trimmings? :

Yes

### A brief description of the composting or mulching program :

All of the trees that are removed are taken to a site on campus to be made into mulch. Also, grass clippings, leaves, and discarded plants are added to the mulch. The compost is then distributed in the beds on campus.

### The percentage of landscape waste that is mulched or composted onsite :

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### The percentage of landscape waste that is mulched or composted off-site :

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### The website URL where information about the program, policy, or practice is available :

<http://www.operations.ttu.edu/grounds/>

# 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.

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

---

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



# Cleaning Products Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

---

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

# Office Paper Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

---

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

# Vendor Code of Conduct

## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

## Historically Underutilized Businesses

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### Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### **Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :**

Yes

### **A brief description of how the institution meets the criteria :**

Texas Tech makes a good faith effort to increase the award of goods, services, and construction contracts to HUB vendors in accordance with the Texas Procurement and Building Commission.

### **The website URL where information about the program, policy, or practice is available :**

<http://www.depts.ttu.edu/procurement/hub/about/>

## Local Businesses

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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

**Responsible Party**

**Allison Marble**  
Sustainability Coordinator  
Operations

---

**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

**Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**Plug-in hybrid vehicles in the institution's fleet :**

0

**100 percent electric vehicles in the institution's fleet :**

1

**Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :**

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

0

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

457



## Student Commute Modal Split

### Criteria

Institution's students commute to and from campus using more sustainable 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.

---

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

## Employee Commute Modal Split

### Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

## Bicycle Sharing

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

## Facilities for Bicyclists

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

# Bicycle and Pedestrian Plan

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### Has the institution developed a bicycle plan? :

Yes

### A brief description of the plan :

The Student Government Association has implemented a two phase plan to help make Texas Tech become more bike friendly. The plan includes adding bike lanes, additional bike racks, and road signage.

### The website URL where information about the plan is available :

<http://www.depts.ttu.edu/recsports/opc/biketech.php>

# Mass Transit Programs

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### **Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :**

Yes

### **A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :**

Texas Tech partners with Citibus to provide mass transportation to Texas Tech students. There are multiple bus routes that stop at apartments near campus.

### **The website URL where information about the program is available :**

[http://www.depts.ttu.edu/sga/Main\\_StudentServices\\_CitibusRoutes.php](http://www.depts.ttu.edu/sga/Main_StudentServices_CitibusRoutes.php)

# Condensed Work Week

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

# Telecommuting

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



# Carpool/Vanpool Matching

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

# Cash-out of Parking

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

# Carpool Discount

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

## Local Housing

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

## Prohibiting Idling

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

# Car Sharing

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

# 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.

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

### Weight of materials recycled, 2005 baseline year :

0 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

4016.80 Tons

### Weight of materials recycled, performance year :

385 Tons

### Weight of materials composted, performance year :

0 Tons

### Weight of materials disposed as garbage, performance year :

3477 Tons

### List the start and end dates of the waste reduction performance year :

September 1, 2010 - August 31, 2011

### On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine



6161

**Non-residential/commuter full-time students, faculty, and staff members, 2005 :**

22496

**Non-residential/commuter part-time students, faculty, and staff members, 2005 :**

5289

**On-campus residents, performance year :**

6462

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

25096

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

7645

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

September 1, 2010 - August 31, 2011

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

No

**A brief description of the plan of action to achieve waste reduction goals :**

---

**The website URL where information about the institution's waste reduction initiatives is available :**

---

# Waste Diversion

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

385 Tons

## Materials disposed in a solid waste landfill or incinerator :

3477 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

The Physical Plant has partnered with Housing Services & Hospitality Services to capture cardboard and plastic for recycling. Several other departments take their recycling to the dumpsters behind the housing building and the Physical Plant delivers it to the recycling center.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

## **Amount of construction and demolition materials recycled, donated, or otherwise recovered :**

2485 Tons

## **Amount of construction and demolition materials landfilled or incinerated :**

335 Tons

## **A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :**

When the Women's Gym was torn down, 88% of the material was diverted from the landfill, including 2370 tons of concrete taken to a recycling center.

# Electronic Waste Recycling Program

## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

# Hazardous Waste Management

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## Responsible Party

**Matt Roe**

Environmental Protection Manager  
Environmental Health & Safety

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## Criteria

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.

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*"---" 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 :**

Environmental Health & Safety encourages the limited use of hazardous chemicals in both research and support activities. These include training research faculty to limit purchases to just what chemicals are needed as well as assisting Grounds Maintenance and Physical Plant in the purchase and use of alternatives to “Hazardous Chemicals”.

Furthermore, the University employees a consultant to assist in all legal deactivation, neutralization and bulking to effectively reduce the total quantity of hazardous waste disposed of from our facility. This has resulted in a reduction of 30% of chemical waste by weight.

Environmental Health & Safety oversees contracts concerning the recycling of all fluorescent light bulbs, batteries, toner cartridges, waste oil and metal waste on campus eliminating a large quantity from disposal.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste :**

Environmental Health & Safety has a contract with an EPA licensed Transportation Disposal Storage Facility (TSDF) that is renewed annually. This contract provides for the TSDF personnel to pick up all hazardous wastes from a TTU central storage facility every 90 days and transport to appropriated disposal sites around the country. All disposal meets the requirements of EPA regulations under the Resource Conservation Recovery Act (RCRA).

**The website URL where information about hazardous materials management is available :**

<http://www.depts.ttu.edu/ehs/Web/Default.aspx>

# Materials Exchange

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### **Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

Yes

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

The Property Management and Surplus department provides inventory information to department personnel and assists in the disposal of university surplus. Surplus equipment carried on the inventory (valued at \$5,000 or more) may be transferred at no cost to any university department upon completion of the Request to Transfer Equipment between Departments form.

### **The website URL where information about the program is available :**

<http://www.depts.ttu.edu/procurement/inventory/>

## Limiting Printing

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### Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### Does the institution limit free printing for students in all computer labs and libraries? :

Yes

### A brief description of how printing is limited :

Students receive a \$2.50 credit to their RaiderCard account three times a year - once in the fall, once in the spring, and once in the summer. Printing costs \$0.05 per black and white page and \$0.50 per color page. Once the students use their \$2.50 credit, they must begin to pay for the printing.

### The website URL where information about the program, policy, or practice is available :

<http://library.ttu.edu/services/technology/spc.php>

**Responsible Party**

**Allison Marble**  
Sustainability Coordinator  
Operations

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

**A brief description of the practice :**

The Office of Official Publications makes all course catalogs available online.

**The website URL where information about the practice is available :**

<http://www.depts.ttu.edu/officialpublications/index.php>



# Chemical Reuse Inventory

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

## Move-In Waste Reduction

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### Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### Does the institution have a program to reduce residence hall move-in waste? :

Yes

### A brief description of the program :

Housing Services has volunteers during move in to break down the cardboard boxes and put them in the cardboard recycling dumpster. In August 2011, almost 18 tons of cardboard was recycled.

### The website URL where information about the program is available :

<http://www.housing.ttu.edu/>

## Move-Out Waste Reduction

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

# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Doug Chowning**

Director

Physical Plant

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

## Water consumption, 2005 baseline year :

373144000 Gallons

## Water consumption, performance year :

476567000 Gallons

## List the start and end dates of the water consumption performance year :

September 1, 2010 - August 31, 2011

## On-campus residents, 2005 :

6161

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

22496

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

5289

## On-campus residents, performance year :

6462

## Non-residential/commuter full-time students, faculty, and staff members, performance year :

25096

## Non-residential/commuter part-time students, faculty, and staff members, performance year :

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

September 1, 2010 - August 31, 2011

**Indication of whether institution has a stated commitment to water use reduction goals :**

No

**A brief description of the plan of action to achieve water use reduction goals :**

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**The website URL where information about the institution's water conservation initiatives is available :**

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# Stormwater Management

## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

## Waterless Urinals

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### Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### Does the institution use at least one waterless urinal? :

Yes

### A brief description of the technology employed :

The new Rawls College of Business Building has waterless urinals. Gravity pulls the urine through the urinal that has a floating liquid to seal off the sewage smell.

### The website URL where information about the technology is available :

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## Building Water Metering

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**Responsible Party**

**Doug Chowning**

Director

Physical Plant

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

**Does the institution have building-level water consumption meters for at least one building? :**

Yes

**A brief description of the water metering employed :**

Fifty-eight percent of the building space on campus has building level water consumption meters monitored by the Physical Plant.

**The percentage of building space with water metering :**

58

**The website URL where information about the practice is available :**

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## Non-Potable Water Usage

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### Responsible Party

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

**A brief description of the source of non-potable water and how it is used :**

A portion of the irrigation system's source of water comes from water wells on campus. It is used to water the campus.

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

15

**The percentage of building space using water from recovered, reclaimed or untreated sources :**

0

**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

75

**The website URL where information about the program, policy, or practice is available :**

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# Xeriscaping

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**Responsible Party**

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

**A brief description of the program or practice :**

The Grounds Maintenance department uses drought tolerable plants where applicable.

**The website URL where information about the program or practice is available :**

<http://www.operations.ttu.edu/grounds/>

# Weather-Informed Irrigation

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## Responsible Party

**Charles Leatherwood**  
Senior Superintendent  
Grounds Maintenance

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

## Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

Yes

## A brief description of how weather data or sensors are used :

Ninety percent of the main campus is irrigated automatically with a centralized irrigation system. The Grounds Maintenance department uses two weather stations that are located on opposite ends of campus that communicate with the central computer. The computer will shut down the irrigation system during rain, high wind, and freezing conditions. This system has the capability to adjust water usage by reading the evaptranspiration at the weather stations.

## The website URL where information about the practice is available :

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# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Auxiliary Sustainability committee meets to discuss and plan sustainability initiatives for the auxiliary departments. The committee coordinates events within their departments and promotes sustainability to the students, staff, and faculty. The committee members are the "green champions" in their departments.

## Members of the committee, including affiliations :

Melanie Tatum - Housing Services, Jackie Kimbler - Housing Services, Tosha Foster - Hospitality Services, Chance Dragich - Student Union Building, Kenneth Castillo - Student Union Building, Rusty Cooper - Rec Sports, Rodrick Thomas - University ID Office, Cindy Harper - United Spirit Arena, Allison Marble - Office of Sustainability

## The website URL where information about the sustainability committee is available :

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## Does the institution have a sustainability office? :

No

## A brief description of the sustainability office :

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**The number of people employed in the sustainability office :**

1

**The website URL where information about the sustainability office is available :**

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**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Allison Marble

**Sustainability coordinator's position title :**

Sustainability Coordinator

**A brief description of the sustainability coordinator's position :**

The Sustainability Coordinator facilitates networking within departments on the campus and runs sustainability marketing and social media campaigns.

**The website URL where information about the sustainability coordinator is available :**

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# Strategic Plan

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted :

2010

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

No

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability

:

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## Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

No

## A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

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## Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :

Yes



**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

There are five main priorities stated in the Strategic Plan. Priority 5 reads: Increase and Maximize Resources: We will increase funding for scholarships, professorships, and world-class facilities, and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

**The website URL where information about the strategic plan is available :**

<http://www.ttu.edu/stratplan/docs/Making-It-Possible-Strategic-Plan-2010-Texas-Tech-9-21-10pdf.pdf>

# Physical Campus Plan

## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

# Sustainability Plan

## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

# Climate Action Plan

## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

# Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

### Does the institution have a diversity and equity committee? :

No

### The charter or mission statement of the committee or a brief description of the committee's purview and activities :

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### Members of the committee, including job titles and affiliations :

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### The website URL where information about the diversity and equity committee is available :

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### Does the institution have a diversity and equity office? :

Yes

### A brief description of the diversity office :

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence.

### The number of people employed in the diversity office :

6

**The website URL where information about the diversity and equity office is available :**

<http://www.depts.ttu.edu/diversity/index.php>

**Does the institution have a diversity and equity coordinator? :**

Yes

**Diversity coordinator's name :**

Juan Munoz

**Diversity coordinator's position title :**

Vice President of Institutional Diversity, Equity, and Community Engagement

**A brief description of the diversity coordinator's position :**

The Division of Institutional Diversity is dedicated to create and support an environment that allows all members of the university community to be academically and professionally successful.

**The website URL where information about the diversity and equity coordinator is available :**

<http://www.depts.ttu.edu/diversity/index.php>

# Measuring Campus Diversity Culture

## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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



# Support Programs for Underrepresented Groups

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :**

The Institutional Diversity Scholarship is designated to be awarded to full-time, undergraduate students who have a record of academic excellence, and a demonstrable interest in issues of diversity, equity and community engagement. The scholarship award is \$500 for one year and may be awarded repeatedly for a total of two years. Recipients must serve as community ambassadors who represent the Division of Institutional Diversity, Equity & Community Engagement; promote a college-going culture that supports increased enrollment at Texas Tech University; and participate in efforts to recruit underrepresented, first-generation, or military/veteran students to Texas Tech University.

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

A Faculty Diversity Development Grant is awarded to tenure-track faculty. The grant is a research stipend to support selected junior faculty in the pre-tenure stage and provide up to \$2,000 in support for scholarship and creative activities necessary for promotion and tenure. The grant supports faculty who contribute to diversity at Texas Tech University through research, scholarship or creative activities.

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

Faculty and Staff Association Funding is available only to faculty and staff associations requesting assistance with programs and projects that help to develop and sustain an inclusive learning environment at Texas Tech University.

**The website URL where more information about the programs in each of the three categories is available :**

<http://www.depts.ttu.edu/diversity/index.php>

# Support Programs for Future Faculty

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## 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 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 programs 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 :

The university has increased recruiting efforts of faculty and staff that target selected minority institutions. Each academic department supports the recruitment of minority faculty members. For example, the College of Arts and Sciences has documented its diversity efforts in recruitment and retention. Ads have been placed in journals with a diverse audience, and specific letters have been sent by recruitment committees to schools and individuals listed in the Women and Minorities Directory; to individuals participating in their disciplinary Black Caucuses, Hispanic Caucuses, Women's Caucuses, and so on; and to historically Black and Hispanic serving institutions.

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

<http://www.depts.ttu.edu/diversity/initiatives/>

# Affordability and Access Programs

## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

# Gender Neutral Housing

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

## Employee Training Opportunities

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

## Student Training Opportunities

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

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan



# Sustainable Compensation

## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

# Employee Satisfaction Evaluation

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

**Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :**

Yes

**A brief description of the institution's methodology for evaluating employee satisfaction :**

Human Resources sends out an engagement survey to all staff members to evaluate employee engagement.

**The year the employee satisfaction evaluation was last administered :**

2012

**The website URL where information about the institution's employee satisfaction evaluation process is available :**

---

# Staff Professional Development in Sustainability

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

# Sustainability in New Employee Orientation

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

---

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

# Employee Sustainability Educators Program

## 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.

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

# Childcare

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

# Employee Wellness Program

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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

### **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

### **A brief description of the employee wellness program, policy, or practice :**

The Employee Assistance Program is a helping program that enhances a healthy work attitude by providing employers and their employees the opportunity to manage life's problems before they become serious and impair work performance. It provides employees the opportunity to seek treatment for specific problems such as depression, anxiety, and marital/family problems.

### **The website URL where information about the program, policy, or practice is available :**

<http://www.ttuhs.edu/centers/SWIAD/eap/>

## Socially Responsible Retirement Plan

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



# 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.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.

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

# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

---

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

# Positive Sustainability Investments

## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

---

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

## Student-Managed Sustainable Investment Fund

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

## Sustainable Investment Policy

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

## Investment Disclosure

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

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market



# Community Sustainability Partnerships

## Criteria

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

---

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

## Inter-Campus Collaboration on Sustainability

### Criteria

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

---

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

# Sustainability in Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

---

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

# Community Service Participation

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

---

## Criteria

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

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

---

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

**The number of students engaged in community service :**

3547

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

32327

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

---

# Community Service Hours

---

## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

---

## Criteria

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

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

---

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

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

3185

## Total number of students, which may exclude part-time, continuing education and/or non-credit students :

32327

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

---

# Sustainability Policy Advocacy

## Criteria

Institution advocates for federal, state, 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 was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

---

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

# Graduation Pledge

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



# Community Service on Transcripts

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

## Farmers' Market

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 2

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 3

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
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- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing



## New Student Orientation

### Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

## Food Education

### Criteria

Institution provides education about eco-positive food and gardening techniques.

---

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

# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

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

## Confinement-Free Food Purchases

### Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

## Hormone-Free Food Purchases

### Criteria

Institution provides details of its hormone-free animal product purchases.

---

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

## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

# Dishware

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## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

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## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

**Does the institution offer reusable dishware at its dining services locations? :**

No

**Does the institution offer plastic dishware at its dining services locations? :**

No

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

Yes

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

No

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

No

**Does the institution offer other types of dishware at its dining services locations? :**

---

**Provide a brief description. :**

---



# Energy Initiatives

## Criteria

Institution provides details about its energy initiatives.

---

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

## Energy Use by Type

### Criteria

Institution reports its energy use by type.

---

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

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

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### Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

---

### Criteria

Institution provides details about its water initiatives.

---

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

No

**The percentage of urinals on campus that are waterless :**

1

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

---

## Responsible Party

**Allison Marble**  
Sustainability Coordinator  
Operations

---

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

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

## The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

40

## FTE staff on payroll :

1

## FTE student intern/fellow :

0