University of Houston
STARS REPORT

Date Submitted: Nov. 23, 2015

Rating: Gold

Score: 65.35

Online Report: University of Houston

STARS Version: 2.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

Table of Contents

Summary of Results **5**

Institutional Characteristics **7**

Institutional Characteristics 7

Academics **16**

Curriculum 16

Research 40

Engagement **51**

Campus Engagement 51

Public Engagement 80

Operations **102**

Air & Climate 102

Buildings 112

Dining Services 122

Energy 130

Grounds 138

Purchasing 147

Transportation 160

Waste 172

Water 184

Planning & Administration **193**

Coordination, Planning & Governance 193

Diversity & Affordability 216

Health, Wellbeing & Work 233

Investment 244

Innovation **252**

Innovation 252

Summary of Results

Score 65.35

Rating: Gold

Institutional Characteristics		
Institutional Characteristics		0.00 / 0.00
	None	
Academics		
Curriculum		22.22 / 40.00
	None	
Research		16.00 / 18.00
	None	
Engagement		
Campus Engagement		17.00 / 20.00
	None	
Public Engagement		19.66 / 21.00
	None	
Operations		
Air & Climate		3.87 / 11.00
	None	
Buildings		1.46 / 8.00
	None	
Dining Services		1.66 / 7.00
	None	
Energy		3.10 / 10.00
	None	
Grounds		3.00 / 4.00
	None	
Purchasing		2.78 / 6.00
	None	
Transportation		3.49 / 7.00
	None	
Waste		4.67 / 10.00
	None	

Water	2.35 / 7.00
None	

Planning & Administration

Coordination, Planning & Governance	7.83 / 8.00
None	
Diversity & Affordability	8.72 / 10.00
None	
Health, Wellbeing & Work	4.38 / 7.00
None	
Investment	1.13 / 7.00
None	

Innovation

Innovation	4.00 / 4.00
None	

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

Institutional Characteristics

Points Claimed	0.00
Points Available	0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	Yes	Yes
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	No
Hospital	No	No

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Only the University of Houston - Main Campus is included in the report due to the policy that implemented STARS only covering this scope. Additionally, at this time, the infrastructure between the campuses is not developed enough to complete a system wide audit.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

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

Endowment size:

608,081,108 *US/Canadian $*

Total campus area:

967 *Acres*

IECC climate region:

Hot-Humid

Locale:

Large city

Gross floor area of building space:

12,730,708.82 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

937,263 *Square Feet*

Floor area of healthcare space:

7,838 *Square Feet*

Floor area of other energy intensive space:

19,070 *Square Feet*

Floor area of residential space:

774,066.89 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	37.20
Geothermal	0
Hydro	0.10
Natural gas	40.50
Nuclear	11.60
Solar photovoltaic	0
Wind	9.90
Other (please specify and explain below)	0.30

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

Energy used for heating buildings, by source::

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

Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

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

Number of academic divisions:

12

Number of academic departments (or the equivalent):

54

Full-time equivalent enrollment:

39,387

Full-time equivalent of employees:

4,944

Full-time equivalent of distance education students:

967

Total number of undergraduate students:

31,587

Total number of graduate students:

7,953

Number of degree-seeking students:

30,400

Number of non-credit students:

3,245

Number of employees:

7,206

Number of residential students:

5,783

Number of residential employees:

15

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 22.22

Points Available 40.00

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

Credit	Points
Academic Courses	7.22 / 14.00
Learning Outcomes	1.00 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
7.22 / 14.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,734	4,133
Number of sustainability courses offered	26	39
Number of courses offered that include sustainability	134	128

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

45

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

54

Number of years covered by the data:

Three

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

Final-Course-Inventory_8-17-15_STARS_1.xlsx

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

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

http://www.uh.edu/sustainability/academics/sustainability-courses/

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

The Office of Sustainability staff searched the institution's course catalog for possible courses that either include sustainability or were a sustainability course and compiled a list of possible courses (that meet the sustainability course parameters) for each college. Additionally, the research team included courses from sustainability-focused degrees and academic programs. Each college was contacted individually to review the possible sustainability course offerings that the research team identified. Specifically, the staff in the Office contacted the dean, department chairs and faculty engaged in sustainability research or curriculum.* Some of the colleges and departments identified a liaison to review the course list, sent back the confirmed courses and added any additional courses that the Office

staff missed. Other colleges and departments had individuals contact the team directly regarding their specific courses. After the data collection process was over, the Office of Sustainability staff compiled all of the feedback to create the complete sustainability course inventory for the university. If a specific course was not confirmed by the dean, department chair or faculty member, the Office of Sustainability staff reviewed the course again and decided whether or not the course was a sustainability course or a course that includes sustainability based off of the course description.

Finally, sustainability staff spoke with students from various degree programs about courses they've taken that could be considered sustainability courses. See the third sheet of the course inventory attachment for additional methodology.

*The sustainability research list was incorporated during this process to avoid multiple emails sent to the same stakeholders.

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

Each offering or section of a course was counted as an individual course

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

There were several special topics courses that included sustainability. Additionally, some undergraduate courses are also listed as graduate courses. Courses were counted as many times in the total count as they were in the sustainability course offerings.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Data source(s) and notes about the submission:

The total number of courses is the total number of courses in the university's academic catalog. Although we counted courses with multiple offerings in the total count, internships, practica, etc., those courses were not necessarily represented in the sustainability course inventory due to insufficient evidence demonstrating those courses' sustainability relevance. However, many selected topics courses were counted when course descriptions or syllabuses could provide proof of sustainability content in the curriculum.

Learning Outcomes

Score	Responsible Party
1.00 / 8.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

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

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

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

1,074

Total number of graduates from degree programs:

8,590

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

Learning_Outcomes_Inventory_7-23-15.xlsx

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

College of Architecture, All degrees conferred
College of Business, Energy and sustainability minor
College of Engineering, All undergraduate majors
College of Hotel & Restaurant Management, All undergraduate majors
College of Liberal Arts and Social Sciences, All anthropology degree types
Bachelor of Business Administration, Supply chain management
Master of Laws, Environmental and natural resource law
Master of Science in atmospheric science
Doctor of Philosophy in atmospheric science
Bachelor of Arts in earth science
Bachelor of Science in environmental science
Bachelor of Science in biotechnology

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

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

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Science in environmental sciences

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

In addition to completing a wide array of environmentally minded courses, students completing the Bachelor of Science in environmental sciences are required to complete many courses that are directly related to sustainability, including introduction to climate change, introduction to air pollution, and air pollution meteorology.

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

http://www.geosc.uh.edu/undergraduate/degree-programs/bs-environmental-science/

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

Bachelor of Science in industrial design

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

Across its over 50-year history, the Gerald D. Hines College of Architecture at the University of Houston has remained focused on design as the fundamental activity of the discipline. The college now houses Texas's first program in industrial design (product design). This degree program serves to further distinguish the college from competing programs and adds faculty expertise in areas important to the future, such as sustainability, advanced materials, human factors, advanced computing in design, and methods of industrialized production. The education model for the industrial design (ID) program focuses on addressing a new structure of learning by connecting and integrating design knowledge in new, useful and meaningful ways for the student. The ID program emphasizes the learner's generative and discovery-oriented learning, explained through the categories of integrated learning, collaborative learning, and project-oriented learning. The College of Architecture seeks applicants to their programs who possess mechanical inventiveness, aesthetic awareness, creativity, commitment, and initiative contributing to their potential to become leaders in architecture and industrial design.

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

http://www.uh.edu/academics/majors-minors/degree-search/program.php?program_id=/UH-Publications/UndergradCatalog-WebSite/colleges/arc/majors/inds/index

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

Bachelor of Science in environmental design

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

The Bachelor of Science in environmental design follows many of the degree plans of architecture degrees with less of an emphasis on professional practice and more on an emphasis on environmental factors. Students have the opportunity to take more electives, particularly related to sustainability, and in general are exposed to more interdisciplinary concepts than traditional architecture students. This includes a comprehensive survey of historical architecture strategies and a required elective in social and behavioral sciences.

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

http://www.uh.edu/architecture/programs/undergraduate-programs/environmental-design/

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

www.uh.edu/sustainability/academics/sustainability-courses/

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

Yes

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

Interdisciplinary minor in energy and sustainability

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

The energy and sustainability minor provides students from all majors an interdisciplinary approach to broad issues at the cross-section of energy and sustainability. The minor includes two courses developed specifically for the program: an energy and sustainability introductory course and a case studies course. To graduate with the minor, students also take energy and sustainability electives of their choosing. Course concepts include existing, transitional, alternative and renewable energy sources; conservation and consumption; and energy and sustainability from the perspectives of economics and business, architecture and design, public policy, and education.

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

http://catalog.uh.edu/preview_program.php?catoid=8&poid=2221&returnto=1357

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

Minor in atmospheric science

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

This minor offers a scientific complement to other sustainability-related majors. Students complete courses in: global climate change, atmospheric chemistry, and air pollution.

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

http://catalog.uh.edu/preview_program.php?catoid=8&poid=2122&returnto=1357

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

Minor in world cities

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

Housed in the Gerald D. Hines College of Architecture, this interdisciplinary and interdepartmental minor encourages students to critically explore cities of the world from different geographical, chronological and disciplinary perspectives in an effort to help them develop analytical tools for understanding complex urban phenomena. Sustainability is a major emphasis for the college as a whole and this minor specifically addresses the urban aspect of global sustainability challenges and solutions.

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

http://catalog.uh.edu/preview_program.php?catoid=8&poid=1964&returnto=1357

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

www.uh.edu/sustainability/academics/sustainability-courses/

Graduate Program

Score	Responsible Party
3.00 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Doctor of Philosophy in environmental engineering

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

The University of Houston environmental engineering program offers the degrees of Master of Science, with thesis and non-thesis options, and the Doctor of Philosophy. The emphasis of study and research is placed on municipal and industrial water and wastewater treatment, water reuse, hazardous-waste management, and groundwater restoration. Elective courses are offered in air pollution modeling, measurement and control, engineering management, business and public policy, environmental law, water resources engineering, chemical engineering, chemistry, biochemistry, and geosciences.

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

http://www.cive.uh.edu/programs/environmental-graduate

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

Master of Science in foresight

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

The UH College of Technology offers a Master of Science in foresight, a graduate certificate in foresight, and a professional certificate in foresight. The Foresight Program at UH addresses organizational concerns by focusing on forecasting and planning discontinuous and transformational change, by analyzing rapid alterations in external environments, and by using systems thinking to increase the chances of achieving preferred futures.

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

http://www.uh.edu/technology/departments/hdcs/graduate/fore/

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

Doctor of Philosophy in atmospheric sciences

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

The College of Natural Sciences and Mathematics offers a Master of Science and Doctor of Philosophy in atmospheric sciences. Students seeking M.S. and Ph.D. degrees in atmospheric sciences are required to take at least one course from the three atmospheric sciences graduate core categories: 1) atmospheric dynamics and physics, 2) atmospheric chemistry, and 3) atmospheric measurement and modeling. Students of both programs have access to many resources that involve sustainability such as interdisciplinary research centers and highly active field sites for applied study.

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

http://www.geosc.uh.edu/graduate/EAS_grad_deg_req.pdf

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

http://www.uh.edu/sustainability/academics/sustainability-courses/

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

Yes

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

Master of Laws in energy, environment, and natural resources law

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

The UH Law Center's Master of Laws program in energy, environment, and natural resources law trains future lawyers to handle the complex legal and policy issues that surround three areas: energy production, transportation, and use; pollution prevention and biodiversity protection; and natural resources exploitation and conservation. Students can focus on one of the three areas or pursue broader studies of the interrelationship between energy development and policies to protect the environment.

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

http://www.law.uh.edu/llm/eenr.asp

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

Doctor of Philosophy in biology - ecology and evolution track

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

The UH College of Natural Sciences and Mathematics offers a Master of Science and Doctor of Philosophy in biology with a track in ecology and evolution. Graduate students in the ecology and evolution track have a diverse set of research interests ranging from bioinformatics and molecular evolution to behavioral and community ecology; most which include sustainability themes. Graduate students participate in cross-division and cross-departmental initiatives focusing on behavior and networks, including work with neighboring universities and the UH Coastal Center.

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

http://www.bchs.uh.edu/graduate/current-students/ee-degree-requirements/index.php

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

Upstream energy safety graduate certificate

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

The graduate certificate program in upstream energy safety is a multi-disciplinary program focused on health, safety, and environment (HSE) in the upstream sector. The goals of the graduate certificate program in upstream energy safety are to help companies build the right HSE culture and attitudes, to broaden petroleum industry training, and to deepen understanding of industry HSE standards and government regulations by providing a vital foundation for career enhancement to energy industry professionals.

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

http://www.uh.edu/uh-energy/educational-programs/upstream/upstreamsafety/courses/

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

Additional UH graduate certification programs can be viewed at:

http://www.uh.edu/graduate-school/prospective-students/programs/certificate-programs/

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

  And/or

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

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

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

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

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

Yes

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

The Summer of Apps is a 10-week, full-time summer research experience in which students learn how to design sustainability-related mobile applications. Past apps include: a plant selection app for local gardeners and naturalists, a healthy homes app (focused on indoor air quality and child health), a farmers market app for Urban Harvest (local non-profit), a campus art app (UH public art collection), and a volunteer management app (for non-profits to manage volunteers). The summer fellows are exposed to new approaches in business, computer science, and design while also connecting to their community and local non-profit organizations.

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

http://www.uh.edu/honors/undergraduate-research/uh-research/specific-research-opportunities/summer-of-apps1/index.php

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Part of the UH Energy Initiative strategic focus is a dedication to the development of new courses relating to sustainability, alternative energy sources, and grid power. The Energy Initiative is an integrative system-wide effort, offering support to participating faculty through various means. For example, Dr. Kairn Klieman is presently developing the graduate certificate in global energy development and sustainability as part of this initiative. As a co-director of the program, she is offered direct support to develop courses including departmental leave, summer pay for curriculum development, and compensation; she is also fostering further course development across the campus.

Dr. Klieman is given an extra stipend by the institution to hold a reading group focused on energy and society. Ten faculty members from the College of Liberal Arts and Social Sciences are given a $250 monthly stipend and free books as incentives to take part. As a result, new courses are soon to be developed with the mission to foster more collaboration between traditional energy disciplines and the humanities. One course presently in development is "Women and Energy", which examines how women are affected by the energy sector in the Middle East.

An example of already implemented curriculum as a result of the Energy Initiative can be found in the Undergraduate Program section of STARS under energy and sustainability minor.

Additionally, the University of Houston department of Faculty and Departmental Instructional Support (FDIS) has an ongoing grant award process known as the Teaching Innovation Program (TIP) geared specifically to foster innovative approaches to teaching, course development, and course sustainability. Guided by the FDIS commitment to innovative practices, the majority of awards go to courses that foster interdisciplinary collaboration, new technology to allow for better and more accessible distance education, and the flipped

course model.

New courses, and even minors, have already grown from the awards granted by TIP. Examples of awards relating to sustainability include: the innovative flipped courses for the interdisciplinary food and society minor, iPad curriculum equipping students for success in the new media environment (paperless course), flipped STEM coursework with ICS videos, and art history hybrid courses through app and web development (developing a free visual database of humanity-related art).

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

Funds for online teaching equipment: computers, projectors, iPads, etc.
Summer pay for curriculum development
Stipends to organize sustainability reading groups
Stipends to take part in sustainability reading groups
Budgeted pay to hire and train co-directors of new programs
Leave from department duties to develop new course materials
Positive priority press coverage of new courses and programs

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

http://www.uh.edu/uh-energy/

Data source(s) and notes about the submission:

UH Energy Initiative Magazine:
http://www.uh.edu/uh-energy/files/ENERGY_Fall%20Magazine.pdf

FDIS Innovation Grants:
http://www.uh.edu/fdis/innovation/

Energy and Sustainability Minor:
http://www.uh.edu/uh-energy/educational-programs/undergraduate/energy-sustainability-minor/

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

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

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

A student team in the energy and sustainability minor estimated a greenhouse gas inventory for the University of Houston under the instruction of Dr. Barry Lefer in the department of Earth and Atmospheric Sciences. The data was continually disseminated via blog posts and website developed by the student team:

http://uhcarbonfootprint.wix.com/uhcfp

.

The final inventory data was incorporated in the current UH STARS report for the air and climate section and included on the UH sustainability website.
The team worked with senators in the Administration and Finance Senate Committee to draft a university bill that requested the university be accountable for an annual inventory and mitigating its greenhouse gases. Simultaneously, members of the group worked closely with the stakeholders that would be affected by this policy change to ensure that the future gathering of data would go smoothly.

The final draft of the university bill was presented to the Senate Floor at a Student Governance Association meeting held on April 23, 2014. Once it was introduced, the senate passed the measure unanimously. The bill has now been signed by the student body president and will soon be considered and potentially approved by the University of Houston president.

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

A team of students is working with Facilities Management staff to document and describe the various contexts of campus buildings. The purpose of this effort is to create algorithms to control each building's HVAC with student and faculty input, which will improve heating and cooling efficiency at UH.

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

Each semester the College of Hotel and Restaurant Management opens Barron's, a restaurant run by students under the management of Dr. Kristi Baker. The students order cook, serve, and run the establishment during a lab course from 11:30 a.m. to 1 p.m. Monday through Friday. Restaurant sustainability practices include ordering their products seasonally and incorporating sustainability in the curriculum. Additionally, all plasticware is eco-craft bioplastic. Positive outcomes include alumni of the Barron's lab practicing similar sustainability practices in their own restaurants, reducing waste at the university by recycling, and providing a sustainable learning environment.

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

A student team is working with Facilities Management to explore possibilities of reclaiming the energy of the cooling tower airflows to create secondary energy for the University's Central Plant office areas. This will greatly improve energy efficiency for the university by adding cleaner secondary energy capture. A student team has constructed an Archimedes spiral blade, which is installed outside of the cooling tower and being used for wind energy.

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

Students under the instruction of Office of Sustainability staff are actively reclaiming mulch that's produced by Grounds on campus to be used for an ongoing composting project in partnership with the community garden. This generates a necessary resource used in the campus garden and reduces waste generated by UH Grounds.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive

outcomes associated with the work:

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

Under the supervision of Office of Sustainability staff, a student developed a campus bike survey, which has been filled out by 1788 students, faculty, and staff. The data from this survey will be used to construct a bike survey evaluation and recommendations. This survey assessed the campus climate for bikers, including recommendations and challenges. The completion of the final report will actuate campus biking improvements for the institution and surrounding community. Current positive outcomes are a continually expanding climate of bike awareness and participation.

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

Facilities Management installed 68 water bottle filling stations in 2013. Presently students are involved in a project to create a raspberry pi solution to wirelessly track bottle fill data. Reduced plastic waste is a major positive outcome already evident from this project.

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

A separate team of students is also working under the guidance of Facilities Management to explore a fuel cell solution to eliminate one boiler in the Central Plant and replace it with a fuel cell sized to overcome the steam load while providing 480 volt power to the Central Plant grid. This will reduce the university's water use in the removal of the boiler and increase energy efficiency.

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

The Sustainability Task Force, established in 2009, is a collection of university staff, faculty, and students that are actively engaged in coordination, planning and governance. The task force is charged with developing and implementing campus sustainability strategies and policies, instituting monitoring mechanisms for sustainable practices. Positive outcomes from this task force include the completion of this report, and the facilitation of many of the other living labs outlined in this section.

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

The Center for Diversity and Inclusion (CDI) Ambassador program promotes the University's commitment to diversity and the creation of a global learning community. They help bring individuals and groups of students together to engage with and learn from one another. Ambassadors have multiple opportunities to develop foundational leadership skills and refine personal and professional strengths. After attending a three-hour learning intensive orientation, ambassadors are fully prepared to represent the CDI mission of diversity and understanding. A year long appointment, ambassador job responsibilities include attending CDI meetings, representing CDI at other departmental meetings, creating and maintaining a positive and educational social media presence, and educating the campus about diversity and inclusion values.

Positive outcomes include general office and intercultural experience training for CDI ambassadors, campus networking, and increased intercultural competence for the campus as a whole.

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

In 2012, a doctoral candidate in the college of education studied female UH students to assess family factors in body weight, eating disorders, and healthy behaviors. This study was able to assess cultural factors that can lead to eating disorder symptoms in college women. Positive outcomes from this study include a improved literature on the cultural health disparities and a better understanding of UH women in particular.

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

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

In the Office of Sustainability, students under the supervision of the program manager actively engage the public through social media, outreach, the attending of meetings and events, and partner with local organizations. Positive outcomes are manifold including donating produce to food pantries located in food deserts, a sustainability blog, a monthly sustainability newsletter, and project collaborations with Houston sustainability organizations.

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

Facilities Management is working with several faculty members and student teams in the areas of Central Plant optimization, big data, building optimization systems, portable building control apps, and raspberry pi applications.

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

Research

Points Claimed	16.00
Points Available	18.00

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

Credit	Points
Academic Research	12.00 / 12.00
Support for Research	4.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

Score	Responsible Party
12.00 / 12.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

246

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

970

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

41.20

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

54

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

Final-research-inventory-91815_STARS.xlsx

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

See research inventory spreadsheet.

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

The Office of Sustainability staff started the inventory by using the existing sustainability research list, which was created by the student social media coordinator in the office because she was posting research projects regularly on social media. Then, the office staff searched the institution's website for additional sustainability research projects and compiled a list of possible projects for each college (based off of what was found on each department's webpage and the existing list).

Each college was contacted individually to review the possible sustainability research projects that the team identified. Specifically, the staff in the Office contacted the dean, department chairs and the already identified faculty engaged in sustainability research or curriculum. Some colleges and departments appointed a liaison to review the research list, sent back the confirmed projects and added any additional projects that the Office staff missed. Other colleges and departments had individuals contact the Office staff directly regarding their specific sustainability research projects. (Departments were also contacted about sustainability courses during this process to avoid overlap since many faculty who teach in sustainability also conduct sustainability research.)

After receiving responses from the colleges and departments, the Office of Sustainability staff compiled all of the feedback to create the complete sustainability research inventory. If a specific project was not confirmed by the dean, department chair or faculty member, the Office of Sustainability staff reviewed the project again and decided whether or not the research project could be considered sustainability research based off of the project description.

The Office staff then met with the Division of Research and decided to only include ranked faculty (rather than also including lecturers, adjunct faculty and staff) for the total researchers count. A complete list of university researchers is not readily available and almost all ranked faculty are required to conduct research. Finally, the Division of Research pulled a list of grants from the university's research database based off of a list of sustainability keywords that the Office staff suggested. All of this information was compiled to produce the final research inventory.

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

The website URL where information about sustainability research is available:

http://www.uh.edu/sustainability/research/

Data source(s) and notes about the submission:

The number used for all researchers include all ranked faculty (Professor, Associate Professor, Assistant Professor). The average faculty headcount for the three years covered is 970.

Support for Research

Score	Responsible Party
4.00 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

Yes

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

Given UH's particular research climate, many of the student research opportunities currently being offered by the Office of Undergraduate Research and through faculty projects are directly related to (or focus specifically on) sustainability. The University of Houston Office of Undergraduate Research acts as an interdepartmental hub for research opportunities open to undergraduate students. Most graduate students have specific research requirements to meet and are given ample advisement from faculty on their research projects.

Faculty researchers are encouraged to offer research opportunities to students, and nearly all of the UH sustainability faculty researchers have student (graduate and undergraduate) researchers on their team. Research opportunities in sustainability include media coverage of sustainability and the media's role in forming audience opinions; air quality monitoring and data analytics; community health assessments and information distribution; community ecology; natural pharmaceuticals; culture, health and resilience; health disparities; poverty, public resources and the environment; conservation; regional sustainability and resilience planning; placemaking and community development; and solar cell and smart grid energy storage, among many others.

Several sustainability-focused departments (engineering, technology, architecture, etc.) have on-going sustainability focused research projects included as capstones for students and through opportunities with departmental research projects.

For example, the Atmospheric Sciences Program incorporates measurements and numerical modeling on regional to global scales. Real-time data collected through HNet (

www.hnet.uh.edu

) allows them to study urban emissions, a diverse suite of industrial emissions, and the complex chemistry involving these mixtures mingling with natural terrestrial and marine emissions. This program operates a suite of remote sensing instruments situated on campus atop Moody Tower residence hall and some from mobile platforms surveying the local area. Together the faculty, postdoctoral fellows, graduate and undergraduate students form a solid team with diverse experience and knowledge to study important issues impacting planet Earth on various scales.

Other examples of positive outcomes are through senior design projects and classes. Many of these projects are showcased at Earth Day Houston, and a listing of some projects can be found here:

www.uh.edu/uh-energy/_files/post-event-recap-web.pdf

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

http://www.uh.edu/honors/undergraduate-research/uh-research/specific-research-opportunities/

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

Yes

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

As demonstrated above, there are a number of ongoing research institutes that support sustainability research for students as well as faculty. The Institute for Climate Change and Atmospheric Science receives grants aimed at air quality sustainability research from the EPA, NASA, and NSA. Furthermore, the Texas Center for Superconductivity at UH has ongoing research devoted to more sustainable energy sources and conveyance. The facilities and funded projects greatly assist faculty sustainability research in clean energy.

Most recently, the University launched the Center for Sustainability and Resilience, which is charged with facilitating and supporting interdisciplinary sustainability and resilience research and has already begun forming new research teams to address burgeoning sustainability challenges.

Finally, UH Energy is in the process of developing a Center for Energy and the Environment, which will add additional opportunities for faculty and students to conduct sustainability research on campus.

All faculty receive regular communications from the Division of Research that include opportunities to collaborate on sustainability research either through the Division of Research directly or sustainability-focused centers at the University.

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

http://www.uh.edu/research

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

Yes

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

The University of Houston's research clusters are multidisciplinary, challenge-based groups of investigators that include and draw on the strengths of existing research centers, institutes and laboratories within multiple academic departments and colleges.

The University has adopted the concept of research clusters to take advantage of the interrelationship of research areas and capitalize on six areas in which the University and region have strategic advantages.

Clusters are faculty-driven, multi-level frameworks that connect researchers with expertise in various disciplines in a multi-campus system. They provide an inclusive foundation for collective scholarly activity and foster the sharing of ideas.

Each cluster is to develop a strategic plan, which will include cluster hiring and investment in core facilities that will further enliven the research enterprise and ultimately, enrich the student experience. The overarching goal of clusters and the cluster-hiring strategy is to develop a critical mass of skills within the UH System for national leadership in defined areas of strategic growth.

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

http://www.uh.edu/research/about/clusters

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

Yes

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

The Energy and Sustainability Research Guide (

http://guides.lib.uh.edu/renewable

) includes information in alternative & renewable fuels, corporate social responsibility, energy, environmental issues and sustainable development. This resource is managed by the librarian who oversees business and technology. Additionally, the University librarians manage an environmental engineering research guide (

http://guides.lib.uh.edu/environmental

) and earth and atmospheric sciences research guide (

http://guides.lib.uh.edu/geo

).

The College of Architecture has a Materials Research Collaborative which is a resource not only for UH students, faculty and staff but the Houston community as well. The MRC manages a sustainable materials database (

http://uh.edu/archmrc

) and library with samples of the materials. MRC staff also created and manage the ReUse in Houston Database (

http://reuse.uhmrc.com/reuse/

) and Made in Houston (

http://madeinhouston.uhmrc.com/

) database.

From the Reuse Houston database websites: "Currently 38% of the City of Houston waste stream comes from construction and demolition waste. There are many resources in Houston that reuse or recycle construction waste, but often these resources are difficult to find. The Materials Research Collaborative (MRC) at the University of Houston has developed this site for the Houston professional community, local businesses and non-profit groups to help reuse or recycle building materials. This database lists the local companies and organizations along with the types of services they offer and the building materials they house."

Made in Houston database: "This website is a resource for all designers, architects, students, and faculty in the Houston area to help them find the right fabricator and collaborator for their special projects. The database lists fabricators by materials with which they work (wood, metal, ceramics, polymers, coatings, and hybrids) + their specific capabilities (casting, molding, forming, bending, 2D or 3D cutting/CNC, sculpting, carving) in the hope of connecting local designers with local makers."

The UH Law Center library provides access to several sustainability focused databases including GreenWire, Environmental Law Reporter, and Energy and Environment Daily:

www.law.uh.edu/libraries

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

http://guides.lib.uh.edu/renewable

Access to Research

Score	Responsible Party
0.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

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

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

Theses and dissertations from all colleges are required to be submitted both digitally and physically to UH Libraries' Vireo Repository for open access (see below in "Library Support" for further detail). Additionally, any publications resulting from these theses and dissertations are required to cite the original document and be included in the Vireo Repository. This policy was amended to include all colleges November 2014.

Since 2011, UH has also participated in ProQuest's submission service for thesis and dissertation submission. This allows for the works to reach an even broader audience that ProQuest serves. However, faculty works are not covered by this policy.

A copy of the open access policy:

Open Access Policy.pdf

The open access policy:

Preparation of Thesis or Dissertation
The University of Houston uses an electronic thesis/dissertation submission process. Please check with your specific department for details regarding the college’s steps for submitting an electronic dissertation.

Approval of Thesis or Dissertation Proposal
Students must receive approval of their thesis or dissertation proposal from their thesis or dissertation committee. The committee is appointed by the dean of the college upon the advice of the appropriate department chair.

In some departments, students may not begin research prior to admission to candidacy without the approval of an advisor. The thesis or dissertation must present evidence of a mastery of the literature in an area of study, a significant contribution to knowledge, and the ability to conduct independent research.

Every thesis, dissertation or other research project involving the use of Human subjects must be approved by the Committee for the Protection of Human Subjects before research is started. Students should consult their faculty advisors for information. For additional information or an application form, contact the Office of Research Policies, Compliance and Committees, 316 Ezekiel W. Cullen Building, (713) 743-9204.

The final draft of the thesis or dissertation must be completed and submitted to the advisory committee as early as stipulated by the committee, but no later than the deadlines specified in the academic calendar.

Suggested Form for Thesis or Dissertation
As a general rule, the format and style of presentation should conform to the most acceptable standards of scientific and scholarly writing in the discipline. For instances in which this general rule is an inadequate guide, reference should be made to a style manual approved by the college or department.

Before preparing the thesis or dissertation, the student should obtain a copy of the guide for the preparation and submission of theses and dissertations from the appropriate college office.

Electronic Submission of Thesis or Dissertation
Students and faculty will use Vireo or UMI/ProQuest per the instructions found on

http://www.uh.edu/graduate-school/current-students/thesis/

for processing thesis or dissertation material. Documentation will be submitted as a Portable Document Format (PDF) per the guidelines on the web site, and all program/department/college specific requirements must be followed by the student. Bound copies may be requested by the student, but will not be specifically maintained by the program/department/college/library.

Previous Publication of Materials
Students who have previously published portions of their electronic thesis or dissertation (ETD) in professional journals or in books must demonstrate who ultimately retains the copyright to the published works before material can be made publicly available in UH Libraries' Vireo repository. It is the student's responsibility to determine copyright ownership; he/she should consult the contracts signed between the student and the publisher to determine the copyright holder.

Future Publication of Materials
Any future publication (article or book) should include a note indicating that the material is, or is based upon, a thesis or dissertation submitted in partial fulfillment of the requirements for the designated degree at the University of Houston.

ProQuest Open Access Publishing
In addition to the rights granted under Section I of this UMI® Publishing Agreement, ProQuest/UMI may reproduce, distribute, display and transmit the Work in electronic format in the ProQuest Dissertations and Theses Open database (PQDT Open) or successor database(s), where it will be made available for free download. PQDT Open may be accessed by the academic community as well as through major search engines and open access harvesters. ProQuest/UMI may also provide an electronic copy of the Work to Author's degree-granting institution where it may also be posted for free open access.

See "Library Support" for professor publication specifics.

The website URL where the open access repository is available:

http://catalog.uh.edu/content.php?catoid=1&navoid=141

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

UH (main campus) alumni and visitors are welcome to use the UH Libraries' electronic resources (with the exception of SciFinder Scholar) from within the M.D. Anderson Library or any of its branches. This provides access to the digital repositories of many peer-reviewed journals and publications. Many UH professors also individually provide open access to their research that can easily be accessed by these computers as well. Additionally, as outlined above, all thesis and dissertations bound by UH are uploaded to digital repositories and accessible through the same means described in this response.

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

http://guides.lib.uh.edu/content.php?pid=373567

Data source(s) and notes about the submission:

No UH division or college has complete open access to all research it produces, particularly for faculty research, because of the expense, but all UH theses and dissertations are open access.

http://info.lib.uh.edu/policies/electronic-resource-access-alumni-and-visitors

http://www.uh.edu/class/_docs/students/PaperAgreementForm.pdf

http://info.lib.uh.edu/edbs/information/.b48102702

Engagement

Campus Engagement

Points Claimed 17.00

Points Available 20.00

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

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

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

39,974

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

Student sustainability team

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

39,974

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

The student sustainability team is the heart of the office of sustainability. They represent diverse backgrounds both academically and culturally. The students are paid and work part time to educate campus members and improve campus sustainability. Current positions on the team include graduate assistant, office and team lead, communications assistant, outreach assistant, garden assistant, bike program assistant and waste diversion assistant. All student leaders, no matter their specific projects, perform outreach duties and are involved in the decision-making process for outreach activities. Outreach efforts include social media and digital engagement, garden tours, organic gardening education programs, volunteer programs, movies and seminars, blog writing, monthly newsletters, large-scale events like Sustainability Fest, Earth Week, Cleanup Day, Bike to UH Day, and more. Student leaders coordinate additional projects like data collection, report creation and plan development.

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

Students are chosen through an application and interview process typical to what they will experience upon graduation. The selection process is meant to serve as a professional development opportunity and helps to ensure that the student leaders are dedicated, willing to grow, and passionate about or show interest in sustainability.

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

The members of the student sustainability team receive constant hands-on training while working on projects. Skills learned depend on the specific team roles and include graphic design, news writing, event planning, engagement and planning strategies, data collection and measurement, web and social media tactics, sustainability-themed training, webinars, seminars, and more. Student staff receive individual training upon starting on the student team, which is coordinated by prior students in their roles or by full-time staff. Formal semester-based sustainability training has included professional development and professional communications training. Other formal training is currently in development and will be conducted by the office and team lead. The team also holds weekly meetings to plan, give updates, and make team decisions.

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

The student sustainability team's wages are funded through Auxiliary Services. The programs that they coordinate are funded through a small operating budget for the Office of Sustainability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

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

100

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

The Office of Sustainability attends resource fairs and presents sustainability information at all new student orientations, transfer student orientations, the graduate student and professional fair. and the law center student orientation, among other orientation fairs directed to employees and faculty. In addition, the Office of Sustainability is prominently featured at the new student orientation conferences by hosting an interactive presentation to all new students. In 2014, a general sustainability video was shown at this conference, which defined sustainability, highlighted on-campus sustainability initiatives like academics, research, recycling, gardening, volunteer opportunities, renewable energy and more. In 2015, the Sustainability Program Manager introduced a new, engaging format to spark behavior change and student interest in sustainability.

Sustainable items are given to new students like reusable totes, drawstring bags, bottles and more.

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

http://www.uh.edu/sustainability/outreach-and-events/

Student Life

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No

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

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

The U.S. Green Building Council UH student chapter encourages emerging professionals from all majors to understand and establish sustainable practices, to ensure that the University of Houston is a sustainable campus, and to encourage green building in surrounding communities.

Energy and Environmental Law Society is a student-run organization seeking to further the academic and legal discussion of energy, environmental, and natural resources law.

Enactus is a worldwide organization that brings together the top leaders of today and tomorrow to create a better, more sustainable world through the power of business. The Enactus chapter at the University of Houston is trying to do just that. They aim to better Houston by creating projects that empower the community to have a better lifestyle. Their goal is to help the community through a three-pronged sustainability approach: environmentally, socially, and financially. The UH Enactus Chapter accepts all majors at both the undergraduate and graduate level.

The Clean Energy Initiative mission is "to develop our members into young professionals in the sector of energy by educating our community on the matters of alternative/renewable energy, career building events, and participation in clean energy prize competitions."

The Horticulture Society: Interested students can grow plants in a ventilated and temperature controlled greenhouse on campus, from tropical plants to vegetables, herbs, and fruit. The Horticulture Society also provides seedlings for the UH Campus Community garden and helps maintain the campus green roof.

Metropolitan Volunteer Program is a student, fee-funded organization at the University of Houston that creates and provides service opportunities for students by collaborating with campus and community partners. Volunteering with MVP not only provides students with the opportunity to make a positive impact on our campus and community but also to gain leadership skills, build relationships with fellow students, and gain experience in their field of interest. Partners and projects are almost exclusively sustainability focused. MVP partners with the Office of Sustainability to maintain the campus garden, on sustainabily-focused campus service projects, and during UH Earth Week.

The website URL where information about student groups is available:

https://uh.collegiatelink.net/

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

The Campus Community Garden is approximately 600 square feet of university land devoted to growing organic produce and educating campus and community members about healthy living. All produce is donated directly to local food pantries and facilities serving low-income families and individuals. Campus and community members volunteer in the garden.

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

http://www.uh.edu/garden

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

REEcycle, a four person student team from the University of Houston, developed a profitable way to reclaim rare earth elements from magnets in electronics. Rare earth elements are critical to manufacturing clean energy technologies, including wind turbines, energy-efficient lights, thin-film solar cells, and motors and batteries for electric vehicles. The company acquires used electronics and

extracts rare earth elements using a method developed by a UH researcher.

As the winner of the U.S. Energy Department's National Clean Energy Business Plan Competition, REEcycle will receive technical, legal and other assistance from competition sponsors to help grow their business and commercialize their clean energy technology. They will launch their start-up with the prize money and receive incubator space at the UH's Energy Research Park.

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

http://www.uh.edu/news-events/stories/2014/June/0613REEcycleWins

A brief description of the sustainable investment or finance initiatives:

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

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

UH Energy hosts a symposium series focusing on issues in energy and sustainability. Last year topics included climate change, renewable energy, and fracking. Speakers represent both sides of each energy or sustainability issue. Students are the intended audience; however, UH faculty, staff, alumni and the community are also encouraged to attend.

The Office of Sustainability recently launched a Sustainability Meetup program intended to provide a setting for students to learn about specific topics in sustainability and connect with others who share similar interests. The first two topics were resilience and sustainable architecture. The main audience is students but faculty, staff, alumni and community members are also invited to attend.

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

http://www.uh.edu/uh-energy/features/symposium-series

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

The College of Architecture and Arts department regularly creates and publicizes installations related to sustainability. A recent project was Re/Cycle Hub, which was comprised of four adult-sized tricycles that will transform into an activity center promoting sustainable habits. Student teams worked to construct and design trikes with infographics and interactive demonstrations. Trikes are made from recycled bicycles and have specific themes: sound, light, wind and art making. A canopy made from a recycled billboard will cover the Hub. Students can ride the trikes independently then connect them to form the Re/Cycle Hub.

Another installation created by student leaders in the College of Architecture is an annual project to transform a parking spot into a parklet:

www.facebook.com/UHSustain/posts/10152456033184930

www.uh.edu/news-events/stories/2014/September/0915Parking

The Re/Cycle Hub installation was presented at various events in the Houston area with surrounding community members as the intended audience; however, the installation was marketed specifically to UH students as a major part of the intended audience. The UH Park(ing) Day installation was intended for UH students.

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

http://www.uh.edu/news-events/stories/2014/April/0408ReCycleHub.php

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

UH Outdoor Adventure offers wilderness trips, indoor rock climbing, team building and classes. All outdoor trips incorporate leave no trace principles. Trip goers receive leave no trace training before and during the trips. Outdoor Adventure also attends events hosted by the Office of Sustainability to teach leave no trace.

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

http://www.uh.edu/recreation/outdoor_adventure

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

The UH Office of Sustainability hires paid student workers who are tasked with specific sustainability-related projects on campus. The student staff are directed by full-time staff. Each student worker has their own title and role, including a graduate assistant, office and team lead, outreach assistant, garden assistant, communications assistant, waste diversion assistant, and bike program assistant. Additional positions will be created as new projects arise.

Current staff members can be found online:

http://www.uh.edu/af-auxiliary-services/sustainability/about-us/staff/

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

http://www.uh.edu/sustainability/about-us/student-job-openings/

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

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

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

Sustainability Fest is hosted every Fall semester and encourages students, faculty and staff to rethink how they live and practice sustainable behavior. Programming includes weather balloon launches, sustainable trivia, crafts using reused materials and more. Departments on campus and community organizations host booths to teach attendees about their specific sustainability initiatives and how they can get involved.

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

http://www.uh.edu/sustainfest

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The sustainability website is managed by Office of Sustainability staff and includes information about the staff, campus initiatives, relevant news, academics, research, and more. The home page banners are updated regularly with upcoming events.

The website URL for the central sustainability website:

http://www.uh.edu/sustainability

A brief description of the sustainability newsletter:

The UH sustainability newsletter, called the Sustainable Coog, was relaunched in Fall 2014 as a monthly online publication and is sent to faculty, staff, students, alumni and others interested in sustainability at UH and in general.

The website URL for the sustainability newsletter:

http://www.uh.edu/sustainablecoog

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

The University of Houston Office of Sustainability manages several social media platforms to encourage sustainable behavior, publish UH sustainability successes, promote local and campus events, and posts relevant sustainability news (local, regional and global). Social media sites include Facebook, Twitter, Instagram, Pinterest and YouTube.

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

http://www.facebook.com/uhsustain

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

Student research projects are included on social media, the sustainability newsletter and blog.

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

http://uhsustain.wordpress.com/

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

The Cougar Woods dining hall is LEED Silver certified. Digital screens in the facility highlight the green building features.

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

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

Sustainable food system information is included in both campus dining halls on digital screens and printed handouts. Examples of sustainable food system information that's incorporated in the dining halls can be found on the UH dining sustainability web page.

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

http://univofhouston.campusdish.com/Sustainability.aspx

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

The University of Houston parking website includes a webpage with all of the alternative methods of transportation to access the university (with the exception of university organized carpools and biking information).

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

http://www.uh.edu/parking/transportation-options/

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

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

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

The Office of Sustainability hosts a page on the sustainability website specifically for sustainable living. This website is marketed to everyone on campus, not just UH residents, so they can incorporate these practices wherever they live. Additionally, the information listed on the sustainable living website is incorporated in the standard presentation given to groups on campus. A printed guide was initially planned but the office decided to print a bookmark instead to practice what we preach. The bookmark listed 5 sustainable living tips and included the link for more information.

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

http://www.uh.edu/sustainability/sustainable-living/

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:

Sustainability is consistently covered in the Cougar, UH's student-run newspaper. However, there is not a regular column or reporter assigned a sustainability beat. Instead, sustainability is included regularly in several columns and by several reporters.

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

http://thedailycougar.com/?s=sustainability

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

The Office of Sustainability also manages a biweekly blog that is targeted to students and green living. Office of Sustainability student staff use the blog to target campus members by writing with their unique voice rather than the typical news writing voice that's found in other sustainability publications on campus.

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

http://uhsustain.wordpress.com/

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

Yes

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

The Office of Sustainability created a video to highlight sustainability initiatives on campus. The video was shown at New Student Orientations in 2014.

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

http://www.uh.edu/sustainability/outreach-and-events/videos/

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

Yes

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

The Office of Sustainability has a general flyer that highlights sustainability initiatives and the mission of the office.

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

http://www.uh.edu/sustainability/_docs/sustainability-general-flyer-sml.pdf

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

Yes

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

The Office of Sustainability and Facilities Management created a map of all water bottle filling stations on campus.

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

http://www.uh.edu/sustainability/_docs/water-bottle-refill-stations-map.pdf

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

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

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

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

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

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

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

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

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

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

material):

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

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

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Cougar First Impressions

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

Cougar First Impressions (CFI) is sponsored by Staff Council and offers students a chance to receive campus maps, directions to class, and reusable water pouches from UH staff members stationed across campus during the first two days of the Fall semester. Though the event is targeted to students, it's an important event for employees to serve as leaders.

In Fall 2014, Cougar First Impressions stopped handing out single-use water bottles to students and instead gave out reusable BPA-free collapsible water bottles. Employees were also directly impacted by the new efforts to eliminate plastic water bottles. All staff volunteers also used reusable bottles and faculty and staff stopped by the tents as well for water.

In Fall 2015, the Office of Sustainability hosted a social engagement competition that coincided with CFI called #BYOBottle. Faculty, staff and students were encouraged to bring their reusable bottles to campus, take a photo, and post it to Twitter or Instagram with #BYOBottle.

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

In 2014, 15,000 reusable water bottles were given to staff volunteers and students.

In 2015, over 50 people participated in the #BYOBottle social media campaign and posted photos with their reusable bottles. This campaign led to another campaign spearheaded by student government to partner with TDECU stadium management. As a result of their efforts, the stadium now allows reusable water bottles and additional water pouches left over CFI will be given away at the games to reduce waste.

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

http://www.uh.edu/news/articles/2015/August/08242015BYOBottle.php

The name of the campaign (2nd campaign):

RecycleMania

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

Every Spring, the University of Houston participates in RecycleMania to encourage sustainable behavior, increase recycling rates on campus and reduce consumption of single use products. Students, faculty and staff participate in team competitions; past on-campus competitions have included actual weight recycled, awareness campaigns and outreach events. The full engagement efforts are listed at uh.edu/recyclemania.

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

In 2013, UH topped Texas in the gorilla category, which recognizes schools that recycle the highest combined gross tonnage of recycling collecting over 471,300 pounds of material. The overall recycling rate was 31% higher than any previous year for the University of Houston.

In 2015, UH received recognition from InnerView for their engagement efforts during RecycleMania. Competitions were hosted and the Office of Sustainability is currently working with the competition winners in the College of Optometry to improve waste minimization.

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

http://www.uh.edu/af/news/May2013/sustain1.htm

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

Cleanup Day is a high-impact, low-cost volunteer event that brings the entire UH community together to refresh and renew our campus before the start of the fall semester. UH faculty, staff, students and alumni help Facilities Management and the Office of Sustainability beautify the campus.

http://www.uh.edu/af-auxiliary-services/sustainability/news/articles/2014/august/08142014-clean

upday.php

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

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

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

No

Total number of employees:

7,206

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Data source(s) and notes about the submission:
The University of Houston Office of Sustainability is currently developing a Sustainability Office Certification program intended for UH employees as well as making trainings available to interested departments.

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

100

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

All new hires to the University of Houston attend orientation on their first day. At new hire orientation, the Auxiliary Services marketing coordinator presents about a multitude of topics including sustainability.

The sustainability presentation defines sustainability, lists the top things you can do to make an impact, lists contact information (website, social media, email, etc.), and informs new employees about campus sustainability initiatives.

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

Staff Professional Development

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

All University of Houston faculty and staff have access to Skillport for professional development resources. There are over 1500 materials covering sustainability in Skillport.

Sustainability training and professional development is offered to staff in Facilities Management through the International Facilities Management Association and its Sustainability Facilities Professional certification. UH Facilities Management also conducts its own sustainability training for staff.

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

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

Data source(s) and notes about the submission:

While a link to Skillport could be included, only university employees may access the link.

Public Engagement

Points Claimed 19.66

Points Available 21.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	5.00 / 5.00
Community Service	3.66 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

Yes

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

Over the past few years, the University of Houston has served as zone leader for the sustainability zone at Earth Day Houston. Other zones are focused on topics such as land, air, water, healthy living, wildlife and habitat. Earth Day Houston also features green expos with vendors, a local fare market, live music, a beer garden, food trucks and an eco-artist's village. Approximately 15,000 people from the surrounding community visit the annual festival, featuring over 100 exhibitors. UH's zones have been continually praised by festival goers as the most engaging and and educating aspect of the festival.

The University of Houston zone leader tent is coordinated by UH Energy and the UH Office of Sustainability. Supportive efforts by the University of Houston zone leader tent includes a variety of university groups who offer their unique expertise in the sustainability zone. The Department of Earth and Atmospheric Science launched a weather balloon to educate the community about atmospheric monitoring. The UH Center for Advanced Materials (CAM) provided hands on solar cell activities and quizzes for kids; including demos on solar-powered toy cars, grasshoppers, fans and light bulbs. CAM also provided informational posters and handouts about their research and outreach activities. The UH Turbine Team displayed components of their partially built turbine to show the mechanics of wind energy. Other university groups include Dining Services, the College of Architecture, the Smart HVAC team, the Air to Aqua team, Enactus, the Energy Association and the Energy and Sustainability Initiative.

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

Yes

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

The University of Houston Office of Sustainability has a formal, ongoing partnership with the local non-profit organization Urban Harvest. As part of this collaboration, UH provides classroom space to Urban Harvest for their classes. In return, Urban Harvest provides professional advice on organic growing principles in the campus community garden, which has proved invaluable to its success. As part of the partnership, Urban Harvest also works with other university groups like the UH Bonner Leaders, the Gulf Coast Food project, and Health & Human Performance students and faculty.

While the garden is run primarily by two paid student workers in the office of sustainability, campus and community members volunteer in the garden to weed, harvest, plant, fill beds, and compost, strengthening ties between the university and the surrounding community. The garden is financially supported through the Office of Sustainability's budget and fruit, herbs and vegetables are donated to food pantries in Houston's Third Ward. The University of Houston is located within the Third Ward where many residents are low-income and almost the whole ward is considered a food desert.

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

Yes

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

In November 2011, University of Houston Research Professor Carroll Parrott Blue received a grant from the National Endowment for the Arts (NEA) Our Town Initiative. With this grant, she began developing relationships with both community and University stakeholders to generate a needs assessment originally focused on developing a SMART Park.

Since then, the program's scope has grown to encompass other community projects such as "Bayou Voices", the Jack Yates Middle School Photography Program, the Park at Palm Center, and more. It was Blue's intention to identify a team of stakeholders that would eventually takeover her efforts so that the community could continue these efforts of improvement beyond the initial grant's duration, which was realized through the formation of the Southeast Houston Transformation Alliance.

In order to address the concerns raised from the results from Our Town's initial work, SEHTA was formed in October 2012 and received its 501(c)(3) non-profit status in March 2013. The Southeast Houston Transformation Alliance (SEHTA) was formally established by stakeholders from Blue's team. SEHTA is a collaborative effort that brings together residents and key stakeholders to transform Southeast Houston area into a healthy, vibrant, and economically stable community.

Three guiding principles emerged from the community's input and participation in Our Town's activities, plans, historic research and arts as supported by this grant:

• Personal and environmental health, wellness, and nutrition
• Urban connectivity
• Community empowerment and organization

GO Neighborhood: In January 2013, OST/South Union was designated a GO Neighborhood by Local Initiatives Support Corporation (LISC). SEHTA serves as the Steering Committee in conjunction with Neighborhood Recovery Community Development Corporation

(NRCDC) as the Convening Agency. GO Neighborhoods is a multi-year comprehensive initiative for revitalizing Houston communities by addressing the many aspects of developing a sustainable community – a good place to work, live, and raise a family. Additional technical assistance came in January 2013 from Blue's National Park Service's Rivers, Trails and Conservation Assistance Program award.

Most recently SEHTA produced a mobility report for the region, detailing aspects of transportation in the community and its impact on health. For example, the report highlighted the need for better public transportation to get out of "food deserts" and the health benefits of walking and biking.

While Blue's involvement in SEHTA is scaling back, the University of Houston continues to support SEHTA with funding and faculty/staff collaboration to continue this truly transformative effort. The program's impacts, including the needs assessment, can be found in the links in the notes section below.

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

The website URL where information about sustainability partnerships is available:

http://www.uh.edu/sustainability

Data source(s) and notes about the submission:

Earth Day Houston Landing Page:
http://www.uh.edu/af/earthday-2014/

More details and some feedback on UH Earth Day Participation:
http://www.phys.uh.edu/news-events/stories/2012/0419_earthDay.php

SMART Park details:
http://www.uh.edu/news-events/stories/2011articles/July2011/0712CarrollParrotBlue.php

Southeast Houston Arts Alliance (Needs Assessment and other documents):
http://arts.gov/exploring-our-town/southeast-houston-arts-initiative

SEHTA main page:
http://sehta.org/

SEHTA Mobility Report 2014:
http://www.bayouvoices.org/wp-content/uploads/2015/06/Mobility-Report_rev-15jun15.pdf

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

Yes

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

In March 2014, Maria Honey and Sarah Kelly presented about UH sustainability co-curricular and curricular successes, failures, and on-going projects at the Southwest Academy of Management session called, "Leveraging sustainability in academia." The panelists represented several Texas universities.

UH Facilities Management leadership has also presented at numerous conferences in the past three years, highlighting operational changes to the campus and overall sustainability improvements to the Central Plant and other facilities.

In March 2015, Sarah Kelly partnered with Texas A&M University to present best practices, strategies and challenges of the AASHE STARS reporting process during the Texas Regional Alliance for Campus Sustainability (TRACS) Annual Summit.

In May 2015, Kelly presented at an International Facilities Management Association (IFMA) Roundtable covering sustainability progress at UH, along with representatives from Lone Star College and San Jacinto College.

In 2015, Kelly coordinated the TRACS Networking Session at the AASHE conference.

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

The University of Houston became a member of the Texas Regional Alliance for Campus Sustainability (TRACS) in 2014. (The TRACS website doesn't currently have the updated list of active campuses online). The University of Houston is also a member of the Association for the Advancement of Sustainability in Higher Education. In 2014 and 2015, Sarah Kelly attended the AASHE conference as the first

UH staff member to ever attend.

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

Sarah Kelly, UH sustainability program manager, was a member of the 2015 (TRACS) Summit planning committee, and beginning in Fall 2015, serves on the TRACS communications committee.

Beyond the formal participation in TRACS, the office of sustainability is in frequent communication with sustainability professionals at other Texas campuses. Locally, Rice University has been a consistent resource for UH sustainability as the UH program relaunched under new leadership, and UH has participated in roundtables hosted in Houston for sustainability institutions to share best practices.

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

http://texascampussustainability.wordpress.com/

Continuing Education

Score	Responsible Party
5.00 / 5.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

22

Total number of continuing education courses offered:

198

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

Continuing Education Final List.xlsx

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

See attached list

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

Yes

A brief description of the certificate program:

The Senior Certified Sustainability Professional Online Training Program is designed to prepare students for an exciting career as a leader in the green-collar economy. As a certified sustainability professional, graduates will be responsible for setting the course and coordinating an enterprise's sustainability strategy.

Millions of new jobs in this rapidly growing sector will be available to people who set themselves apart from the crowd by earning the professional credentials and skills they need to lead sustainable business practices. Learning objectives of the course include:

- Establish and maintain a green procurement strategy
- Apply the principles of environmentally preferred purchasing, design for environment, eco-control systems, and sustainable business practices
- Identify corporate social responsibility strategies to meet organizational needs
- Develop and use Environmental Management System (EMS) practices
- Select and effectively use a variety of environmental accounting methods
- Improve product positioning using the green marketing-mix principles
- Organize and sequence carbon strategies using the World Resource Institute protocol
- Improve operational sustainability through greening the logistics and supply chain
- Plan continued organizational sustainability strategies as an internal or external consultant

Other certifications include:
The Biofuel Production Operations Online Training Program
The Building Analyst Quick Start online program
The Certified Green Supply Chain Professional Online Training Program
The Certified Indoor Air Quality Manager Program
The Certified Indoor Environmentalist Program
The Natural Gas Plant Operations Online Training Program
The Performing Comprehensive Building Assessments (PCBA) Online Training Program
The Principles of Green Buildings (PGB) program
The Solar Power Professional Program

Year the certificate program was created:

2,013

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

http://careertraining.ed2go.com/houston_univ/sustainable-energy-green-programs

Data source(s) and notes about the submission:

Sustainability Certificate Link:
http://careertraining.ed2go.com/houston_univ/training-programs/sustainability-professional?Cate

gory=sustainable-energy-green

Community Service

Score	Responsible Party
3.66 / 5.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

21,953

Total number of students :

39,599

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

Yes

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

2,000,000

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

No

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

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

Yes

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

Service to the Community or Public is part of the tenure process. The Faculty Handbook states that tenure seeking faculty are encouraged to: "Document public involvement that is related to the candidate's area of expertise, including speeches, expert advice to community organizations, donations of creative or scholarly efforts to public institutions, consultations with private organizations, etc." Among many examples is "Other Evidence of Teaching, Student Learning, and the Scholarship of Teaching: Candidates may submit evidence that they have facilitated students' success. Examples may include contributions to students who have won awards, letters from community members who have benefited from student projects or internships, and other evidence that the candidate contributed to student learning." The Community Advancement (community service) benchmark on the UH Progress Card also shows a campus-wide assessment of community service. UH faculty and staff awards increased their funded community-service oriented activities over the last five years. In 2014-2015 there were 217 funded research awards with "community emphasis."

Three among the 600 outreach programs in the UH System stand out as signature programs that represent our progress are the Center for Mexican American Studies, Mobile Eye Institute, and the Leadership Academy. These represent how we sustained, expanded and added new programs in response to the 2008 recession. Each is led with the expertise of faculty and staff with the outstanding support of our student body.

The Academic Achievers Program (AAP) is sponsored by the Center for Mexican American Studies and the Office of the President. It was established in the fall of 1994 and is designed to retain and propel more students to graduation. The mission of the AAP at the University of Houston is to recruit underrepresented students. About 300 students from one high school alone participated in the program in 2012-2013. Ninety-five percent graduated from high school and 90% enrolled in college, most choosing to attend UH. AAP students are significantly more likely to graduate in six years compared with other Hispanic students who enroll at UH at the same time. This program has helped UH to obtain the Department of Education's designation as a Hispanic-Serving Institution in 2012 because 25% of undergraduate enrollment is Latino. Only three institutions in the country had the Tier One and Hispanic Serving Institution classification.

The Mobile Eye Institute (MEI) provides outreach and training opportunities for 500 students every year and 75 4th year optometry students. Service populations whose lack of mobility denies them access to eye care have been targeted since 2006. This program has expanded significantly after 2008. In 2012-2013 services were provided to over 50 schools, 10 juvenile detention facilities, FQHCs and other agencies including women and homeless shelters. Since 2008, MEI has provided 458 excursions by bringing quality eye care training opportunities out of the clinic walls and into streets. Over 8000 exams have generated over 5000 eye glass prescriptions.

The UH Leadership Academy is a new program for our NCAA Student-Athletes and the community, which started in 2008. The Leadership Academy "develops, challenges, and supports student-athletes and coaches in their continual quest to become world-class leaders in athletics, academics, and life; the Academy functions to equip participants at every level with skillset necessary to be a confident, cooperative, critical decision maker and ethical contributor in a competitive and ever-changing world. "This mission is executed in part by community outreach activities. Approximately 400 athletes now participate in outreach as coordinated through the Leadership Academy. Special Olympics, community beautification, visits to children's hospitals are now organized through the Leadership Academy. In 2012-2013 the Intercollegiate Athletics, American Red Cross, Houston Fire Department, and HOPE worldwide partnered to scale up fire prevention efforts for the CNCS MLK and September 11th Days of Service and Remembrance. To date, over 50,000 people have benefited from the door-to-door canvassing and fire prevention message to Houston's most vulnerable populations. At one event, the entire men's basketball team, including staff and coaches partnered with the stakeholders in the largest door-to-door fire prevention and smoke alarm distribution campaign in Houston.

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

http://www.uh.edu/about/community/

Data source(s) and notes about the submission:

For the second year in a row, UH was named to the President's Higher Education Community Service Honor Roll:
http://www.uh.edu/news-events/stories/2015/March/0318CommunityServiceHonorRoll.php
.

Employee Incentives:
http://issuu.com/uhmagazine/docs/uhs_performancereport2014/1

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

And

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

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

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

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

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

Yes

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

A pillar of the University of Houston's mission statement is to "identify and respond to the economic, social and cultural challenges affecting the quality of life in the city of Houston, the state of Texas and the world through its education, research and service." This pillar is actuated by UH's many community projects, partnerships, camps, and other efforts detailed in the following sections. Furthermore, The University of Houston System Office of Governmental Relations coordinates the efforts of the four UHS universities to work with elected officials, administrative agencies and community organizations to advance both the priorities of the system and the surrounding community. Emphasizing an engaged and comprehensive approach, the office focuses on establishing collaborative partnerships within the community, implementing a proactive external affairs program and maintaining mutually productive relationships with community stakeholders.

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

In the past, the University of Houston engaged the community at large through a "needs based" strategy. Partnering with Houston City government and even having a permanent Government Relations Office in the state capital, university representatives have served as an "ear to the ground" during house sessions and other political events to learn how to best serve their community. This strategy resulted in university community engagement occurring all over Houston and even the state. However, in recent years, the University of Houston has adopted a commitment to to serve our immediate surrounding community (7- to 8-mile radius). This radius encompasses the Greater Third Ward, an area of high poverty, mostly populated by underrepresented groups; some reports listing a 99% poverty level demographic. Given the high need for community support, UH students, faculty and staff conduct various projects and camps to help serve the community. A detailed list of these projects and their outcomes can be found in the below linked "Year in Review", an annual community service report published by the Director of Community Relations, and the article link for UH's Community Service Honor Roll.

List of identified community stakeholders:

Alief ISD
Aldine ISD
Bayou Voices
BOUNCE Healthy Lifestyle Program
Councilman Dwight Boykins (UH alum)
East End Chamber of Commerce
Black Shear Elementary School
Center for Houston’s Future
Children at Risk
City of Houston
Coalition for the Homeless of Houston
Fort Bend ISD
Global Unisource
Gulf Coast Community Services Association
Habitat for Humanity
Harris County Clerk’s Office
HISD, Fifth Ward Redevelopment Corporation
Houston Area Teacher Center
Houston Food Bank
Houston GLBT Community Center
Houston Independent School District
Houston Public Media
Interfaith Ministries of Greater Houston
League of Women Voters
Manna House Food Pantry
Mayor's Office of Neighborhoods
March of Dimes
Mi Familia Vota
Pride Houston
Rice University

Spring Branch ISD
Star of Hope
Swinging for Seniors
Texans Together
Texas Legislature
Third Ward Community Cloth
United States Congress
United Way

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

The Third Annal Mayor's Back to School Fest impacted 13,000 students and their families by supplying school supplies, backpacks, city information, health screenings, immunizations, and social service resources.

Once again working in conjunction with the City of Houston, the University of Houston participated in several citywide as well as on-campus events helping support the city's Citizenship Month initiative. Citizenship Month is a series of community driven events and programs designed to raise awareness of the diversity, cultural experience and citizenry of Houston. The Office of Community and Government Relations took on the role as direct liaison with city officials and attended city-wide events including the luncheon to help launch this year's initiative. We also worked together with our Student Affairs Division to confirm our student events on campus were recognized as part Citizenship Month and were able to secure an interview for the Daily Cougar with Houston's First Lady Kathy Hubbard who chairs this cause.

The Office of Community and Government Relations spearheaded a UH Day of Giving at the Houston Food Bank. The goal of this project was to offer UH faculty, staff and students a unified opportunity to volunteer their time for a worthy cause. Our goal was to bring together as many UH volunteers as possible in one location. Initially our goal was to host 100 volunteers, but the momentum surrounding this event turned into over 200 of our own representing our Cougar pride in the community.

For the 2014 March of Dimes March for Babies campaign, the office of Governmental and Community Relations officially took over the role as UH administrator and liaison with the March of Dimes Houston Chapter, a role previously held by the Division of Student Affairs. During this time our office worked closely with March of Dimes officials as well as on campus personnel such as parking and police overseeing logistics for hosting this event on campus. As part of the official university liaison, our offices took on the responsibility of attending a number of city-wide events and meetings related to the March of Dimes. Houston hosts the largest March of Dimes walk in the nation. Hosting this event on our campus brings together a number of corporate sponsors, community stakeholders vested in the March of Dimes cause.

In addition to working closely with March of Dimes organizers, our offices also spearheaded the University of Houston fundraising campaign for the March for Babies. Through our offices we worked closely with department team captains ensuring they have all fundraising details and materials readily available. The campaign runs from January through June and leadership and direction for our efforts are managed through our office during this entire time. In preparation for this campaign our offices hosted a kick-off luncheon specifically for our UH team captains as a way to rally their efforts and help prepare them for the campaign ahead. Our office also maintains direct communication with team captains and the University as a whole to encourage walkers and participation in the walk.

This year we added a new element to our tent by welcoming the UH College of Pharmacy who provided over 450 glucose and blood pressure screenings to walkers. This resource allowed participants a quick and easy health screening opportunity as well as a means to showcase the work of our students. UH Pharmacy students also included the use of the "Mega Heart," an inflatable educational exhibit that allows guest to walk through and learn about the different components of the human heart. The "Mega Heart" was visited by over 3,000 patrons at the March of Dimes Walk. This is a component we will welcome back for next year's event. Pharmacy students benefit by helping serve the community as part of their field of study and to help prepare them for their career ahead.

In celebration of the life of work of activist Cesar Chavez, the Houston Tejano Preservation Society hosted the Cesar Chavez Parade in Houston's Historic East End. Our office partnered up with a proud alum and owner of a spirited UH van that was used as an entry in the parade. The festive four-wheeler machine provided a spectacular presence of Cougar pride and support to our neighbors in the East End.

Working in conjunction with the UH LGBT Resource Center, our offices participated in the 34th Annual Pride Parade, showcasing our Cougar support to the over 70,000 people in attendance at this year's parade. Pride Houston is one of the city's largest parades that includes over 160 individual entries consisting of large corporations such as Chase Bank, Shell Oil and Center Point Energy just to name a few. Other entries include non-profit organizations, various elected officials and a number of higher education institutions within the city including Rice University, Houston Community College and Lone Star Community College. Members from the UH LGBT alumni group as well as current students participated in this event. Having our float provided a increased UH representation in a celebrated Houston event.

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

http://www.uh.edu/about/community/

Data source(s) and notes about the submission:

List of CLASS Community Partnerships:
http://www.uh.edu/class/about-us/community-partnerships/

Year in Review:
https://drive.google.com/open?id=0B1q3Vzrf-prXNVk2TkJfSXVFa0k

http://www.uh.edu/news-events/stories/2015/March/0318CommunityServiceHonorRoll.php

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

Yes

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

The University of Houston System Office of Governmental Relations coordinates the efforts of the four UHS universities to advance the priorities of the system and its individual institutions through collaborations with elected officials, administrative agencies and community organizations. The UH Office of Governmental Relations has a permanent Austin Office, fully staffed during legislative sessions, to serve as the University's "ear to the ground" during legislative decisions. The information collected by this office greatly affects the universities internal reactions to external policy. Emphasizing an engaged and comprehensive approach, the office focuses on establishing collaborative partnerships within the community, implementing a proactive external affairs program and maintaining mutually productive relationships with government entities.

On the federal level, the University of Houston hires the lobby group Akin Gump to lobby for the support of Education and Energy at the U.S. Senate, House of Representatives, Department of Energy, and Department of the Interior. Further governmental support for bills relating to these positions is vital for sustainability; in higher education particularly. Furthermore, Akin Gump has active corporate social responsibility and sustainability components (

www.akingump.com/en/our-firm/sustainability.html

).

Faculty and staff also engage in governmental committees and offer expert testimony, particularly on education and the energy industry. Detailed examples are given below.

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

As a public institution, the University of Houston maintains a nonpartisan position but engages in the political process by means of advocacy and expert testimony.

A recent example on the federal level, Dr. Ramanan Krishnamoorti, acting vice president/vice chancellor for research and technology transfer at the University of Houston, gave testimony before Congress about an innovative workforce training program developed for the energy industry. Krishnamoorti, who also is chief energy officer at UH, also addressed the Energy and Power subcommittee of the House Committee on Energy and Commerce.

Dr. Krishnamoorti was asked to testify about the new program at a hearing that focused on the 21st century energy workforce, in conjunction with legislation proposed by subcommittee member U.S. Rep. Bobby Rush of Illinois. Rush has proposed a bill to improve training for energy-related jobs, with an emphasis on increasing the number of skilled minorities and women in the industry. Krishnamoorti even made clear that the program developed by UH, working with area community colleges and members of industry, can be replicated by other higher education institutions once it has been demonstrated and assessed here.

In regards to city governance, throughout 2014, Dr. Barry Lefer (former Associate Department Chair and Associate Professor of Atmospheric Sciences at UH) served as a member for the "One Bin for All" Mayor's Advisory committee. Primarily an effort to have all city trash and recycling processed in a single stream fashion, the panel also provided expertise to the City regarding financing, air quality, greenhouse gas emissions, environmental justice and outreach and education issues as part of the City's efforts to significantly increase its waste diversion.

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

As a public institution, the University of Houston does not make political donations. However, University of Houston affiliates support lobbying for the advancement of education and energy policy; described above.

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

http://www.uhsystem.edu/chancellor/governmental-relations/

Data source(s) and notes about the submission:

Press Release on UH faculty in US Congress:
http://www.uh.edu/news-events/stories/2015/April/0422KrishnamoortiCongress.php

Press Release on UH Faculty Apointment to Mayors Waste Innovation Advisory Committee:
http://www.houstontx.gov/onebinforall/rfp2014.html

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

Yes

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

No

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

No

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

http://www.workersrights.org/about/as.asp

Hospital Network

Responsible Party

Sarah Kelly
Sustainability Program Manager
Office of Sustainability

Criteria

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

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

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

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

Operations

Air & Climate

Points Claimed 3.87

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	3.37 / 10.00
Outdoor Air Quality	0.50 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
3.37 / 10.00	**Michael Nguyen** Student Logistics Coordinator Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Our campus uses the Campus Carbon Calculator v6.9 from Clean Air-Cool Planet. A student group in the Energy and Sustainability minor collected data to input into the calculator for emissions analysis.

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

Yes

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

Throughout the greenhouse gas data collection process, the student team received guidance from Barry Lefer, a former associate professor within the Earth and Atmospheric Sciences department who previously conducted the GHG inventory.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	27,896.80 *Metric Tons of CO2 Equivalent*	20,138.40 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,632.10 *Metric Tons of CO2 Equivalent*	3,438.70 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	136,028 *Metric Tons of CO2 Equivalent*	108,540.30 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

n/a

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

n/a

A brief description of the composting and carbon storage program:

There is a small composting program in the UH Campus Community Garden. A few coffee shops on campus contribute spent grounds, but most of the feedstocks come from the garden itself as well as Office of Sustainability events and meetings.

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

n/a

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,783	4,950
Number of residential employees	15	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	29,182	29,630
Full-time equivalent of employees	3,558	4,623
Full-time equivalent of distance education students	967	893

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2008	Aug. 31, 2009

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

We chose fiscal year 2009 as our baseline year as this was our most accurately assessed analysis of the university's greenhouse gas emissions prior to the performance year.

Gross floor area of building space, performance year:

12,500,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	937,263 *Square Feet*
Healthcare space	7,838 *Square Feet*
Other energy intensive space	19,070 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	5,002.90 *Metric Tons of CO2 Equivalent*
Commuting	78,375.90 *Metric Tons of CO2 Equivalent*
Purchased goods and services	678.50 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	1,156.10 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	16,449.30 *Metric Tons of CO2 Equivalent*

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

These other category emissions in Scope 3 include: Other Directly Financed Travel; Study Abroad Air Travel; Scope 2 T&D Losses based on the Clean Air-Cool Planet Carbon Calculator categories.

A copy of the most recent GHG emissions inventory:

GHG Calculator 2014.xlsm

The website URL where the GHG emissions inventory is posted:

http://uhcarbonfootprint.wix.com/uhcfp

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

Though a clear climate action plan has not been developed, initiatives such as expanded bike offerings and improved waste diversion are currently in development. The Auto & Fleet department is transitioning all carts to electric, and we're exploring ways to purchase or generate more renewable energy on campus. Additionally the building sub-metering program is expanding, and once all building data is captured, baselines can be used to improve water conservation and energy efficiency over time.

Finally, the University is in the process of becoming Tree Campus USA certified and establishing pocket prairies on campus. Central Plant optimization projects will also continue and help to reduce GHG emissions.

Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

n/a

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

Yes

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

Currently, the University of Houston is considered a minor source per the Texas Commission on Environmental Equality air emission rules. UH Environmental Health and Life Safety conducts annual internal emission inventories to document the university's air quality status. The University has two specific air permits that have been granted by the TCEQ. One permit is for the steam generating boilers in

the Central Plant and the other is for a pathological incinerator. The University also claims several types of general air emission sources that are allowed by the TCEQ without the need for a specific permit. These are called permits by rule (PBRs) and our most common PBR emission source is emergency power generators found throughout the campus. EHLS tracks the use of emergency generators on a 12-month rolling period. The emergency electric generators are operated under permit by rule authorization 106.511. Another common source of air emissions are asphalt or urethane roofing projects or asphalt-paving projects. EHLS requests that an Air Emissions Estimate Worksheet be submitted to EHLS before any such project starts.

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

	Weight of Emissions
Nitrogen oxides (NOx)	2.10 *Tons*
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

The TCEQ monitors current ozone levels in the area and these levels are available for public view on the web. Currently the Harris-Galveston-Brazoria-County (HGB) nonattainment area is facing pressure from EPA to reduce emissions of nitrogen oxides and volatile organic compounds to the ambient air. The current consensus is that the presence of nitrogen oxides and/or volatile organic compounds, along with the intense strong sunlight of the region, promote the formation of the undesirable ozone. The TCEQ is required to submit a State Implementation Plan (SIP) to the EPA which outlines the actions planned to reduce ozone levels. There are many proposed actions being considered which could impact the UH community along with the entire region.

EHLS also currently validates fume hoods once they have been installed and certified. These records are tracked in the university's internal database.

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

http://www.uh.edu/ehls/environmental/air-quality/

Buildings

Points Claimed	1.46
Points Available	8.00

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

Credit	Points
Building Operations and Maintenance	0.00 / 4.00
Building Design and Construction	1.13 / 3.00
Indoor Air Quality	0.33 / 1.00

Building Operations and Maintenance

Score	Responsible Party
0.00 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

0 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

The date the guidelines or policies were formally adopted:

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

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

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

Building Design and Construction

Score	Responsible Party
1.13 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Cougar Woods Dining Hall - LEED Silver Certified

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

3,210,283.94 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	25,265.29 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

3,185,018.65 *Square Feet*

A copy of the guidelines or policies :

Section 07 SUSTAIN_07242014.pdf

The date the guidelines or policies were adopted:

Nov. 29, 2006

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

Welcome Center Student Garage
Cougar Place
Cougar Village 2
Satellite Central Plant1
Health and Biomedical Sciences
Cougar Woods Dining Hall
University Classroom and Business Building
Stadium Parking Garage
Science Teaching Laboratory Building
Cougar Village

Michael J. Cemo Hall
Calhoun Lofts
Campus Recreation & Wellness Annex
East Parking Garage

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

The University of Houston has adopted many of the USGBC Leadership in Energy and Environmental Design (LEED) criteria for sustainable design and, since 2006, has required buildings to be designed to current LEED Silver criteria or greater. Actual certification has not commonly been pursued. LEED 4 recently has replaced LEED-NC 2009 and the influence of this change on design and construction practices at the University are not yet understood. As LEED-NC 2009 will be open for registration until June 2015, UH this year will continue to require new construction to be designed, at a minimum, to LEED-NC 2009 Silver criteria. On an individual project basis, UH Facilities Planning and Construction/Facilities Management and other Project Team members may make the decision to incorporate sustainable practices from LEED 4. Our facilities management team works hand-in-hand with our Facilities, Planning, & Construction team to design buildings to LEED silver status. Some of the topics we address include Building Management System and utility monitoring in order to minimize utility consumption while providing high level of satisfaction to our student, faculty, and staff.

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

http://www.uh.edu/plantops/resources/owners-design-criteria/design-guidelines/072014/07-sustain.pdf

Data source(s) and notes about the submission:

The updated design guidelines can be viewed here:
http://www.uh.edu/facilities-planning-construction/Vendor%20Resources/owners-design-criteria/design-guidelines/07_sustain.pdf

Indoor Air Quality

Score	Responsible Party
0.33 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

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

4,147,546.94 *Square Feet*

Gross floor area of building space:

12,730,708.82 *Square Feet*

A brief description of the institution's indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

The University of Houston's indoor air quality program is taken from the LEED Silver criteria (LEED 4). This includes the following regulations:
1) Smoking will be prohibited in and adjacent to the building: Required.
(The University of Houston transitioned to a tobacco-free campus
beginning Fall 2015.)
2) Minimum ventilation performance: Required.
3) Carbon dioxide monitoring and control: Required in large common
spaces (student lounges, multi-purpose rooms, etc.).
4) Increased ventilation effectiveness: Desirable.
5) Construction procedures that reduce impact on interior air quality
during and after construction: Required.
6) Use of materials that are low-emitting, non-toxic, and chemically inert:
Required.
7) Control of sources of indoor pollutants: Required.

8) Individual occupant control of environmental systems: If possible.
9) Individual occupant control of lighting systems: Desirable.
10) Thermal comfort conditions: As specified.
11) Provision of daylighting: Desirable.
12) Provision of views to outdoors: Desirable.
13) Humidity control and monitoring: Required in large common spaces
(student lounges, multi-purpose rooms, etc.).
All buildings built since 2009 must meet these criteria. Environmental Health and Life Safely no longer regulates indoor air quality, but instead respond to incident reports.

Campus labs also self-regulate indoor air quality.

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

http://www.uh.edu/facilities-planning-construction/Vendor%20Resources/owners-design-criteria/design-guidelines/07_sustain.pdf

Data source(s) and notes about the submission:

Square footage comes from the total area of buildings built to LEED Silver criteria (all buildings since 2009) and total laboratory area (self-regulate indoor air quality).

LEED Buildings: 3,210,283.94 square feet

Lab Space: 937,263.0 square feet

Laboratory regulations:
http://www.uh.edu/ehs/manuals_and_forms/Laboratory-Standard-and-Design-Guideline.pdf

General Safety Guidelines:
http://www.uh.edu/ehs/manuals_and_forms/manuals_Lab_Saf.pdf

Dining Services

Points Claimed	1.66
Points Available	7.00

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

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

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

Credit	Points
Food and Beverage Purchasing	0.66 / 4.00
Low Impact Dining	1.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
0.66 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

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

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

16.43

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

UH Main Campus AASHE Report Oct FY14 - Sep FY14.xls

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

Items Total Spend
Bean Sprouts $506.40
Cabbage Green $980.00
Cabbage Red $350.00
Carrots Jbo $1,235.00
Collard Greens $1,157.63
Eggplant $75.50
Eggs Fresh $209.05
Grapefruit $71.05
Kale Green $575.20
Micro Greens $281.00
Onions Red $1,240.00
Onions Yellow $2,245.00
Red Potatoes $1,995.00
Tofu $1,762.43
Watermelons $1,318.50
Total $14,001.76

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

No

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

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

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

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

Statement from the food provider, "At Aramark Higher Education, we have a deep respect for and commitment to protecting and improving the environment. We work to reduce our environmental footprint while delivering exceptional operational results. We also offer expertise and practical solutions to our campus partners to help them reduce their environmental impacts. We develop and implement long-term environmental stewardship programs and policies within the areas of sustainable food; responsible procurement; green buildings; energy and water conservation; transportation; and waste stream management. We call these programs and policies Green Thread as they weave throughout our business operations every day."

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

This list of local produce purchases was provided to us by our produce vendor who was able to track our purchases for the past year.

Total annual food and beverage expenditures:

5,100,000 *US/Canadian $*

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

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

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No

Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

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

http://univofhouston.campusdish.com/Sustainability.aspx

Low Impact Dining

Score	Responsible Party
1.00 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

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

49.40

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

All invoices are entered into a database that categorizes items by diary, meat, produce, grocery, beverages (non-dairy), retail items, bakery, alcohol, and franchise brand items.

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

Yes

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

Yes

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

Yes

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

Both Cougar Woods and Fresh Food Company offer a variety of vegan items for breakfast, lunch and dinner. Meat-free items can be found at each station in both dining facilities. In addition, Fresh Food Company has a vegetarian station, which often provides a vegan entrée. Each menu item is made to order, allowing patrons to customize their food to fit a vegan diet. UHDS also participates in Meatless Monday, a national campaign that encourages going meatless once day a week to benefit our health as well as the health of the environment. You can swap meat for tofu or beans at each station within the Fresh Food Company.

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

Not only does the dining program seek local, plant-based food, we also encourage our community to do so. Our campus dietitian has programming to correspond with Meatless Monday, World Vegetarian Day, and World Food Day. Each event emphasizes the importance of buying more fruits and veggies while limiting animal-derived products often. The dietitian also hosts regular cooking demonstrations and nutrition workshops highlighting the importance of incorporating plant-based foods.

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

http://univofhouston.campusdish.com/EatWellContent/MenuCommitments.aspx

Annual dining services expenditures on food:

5,510,803 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

2,723,320 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

0 *US/Canadian $*

Data source(s) and notes about the submission:

List of Vegan menu items:
http://univofhouston.campusdish.com/SearchResults.aspx?search=vegan

Energy

Points Claimed 3.10

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	2.89 / 6.00
Clean and Renewable Energy	0.21 / 4.00

Building Energy Consumption

Score	Responsible Party
2.89 / 6.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	1,563,649.85 *MMBtu*	1,280,646 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	836,568 *MMBtu*	749,247 *MMBtu*
District steam/hot water	676,074 *MMBtu*	458,928 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	12,730,708.80 *Gross Square Feet*	6,701,000 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	937,263 *Square Feet*
Healthcare space	7,838 *Square Feet*
Other energy intensive space	

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

	Degree days (see help icon above)
Heating degree days	1,491
Cooling degree days	3,142

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

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

That year is when the Energy manager for the university was hired and began capturing accurate energy information for the campus.

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

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

The University of Houston has an active LED transition program. Projects are evaluated on their potential for savings within two years of installing new LEDs. All outdoor lighting has transitioned to LED, the underground tunnel system, and major lecture halls.

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

Occupancy sensors are installed in new construction projects.

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

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

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

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

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

The university is actively purchasing new sub-meters for building without them. The energy manager captures and evaluates energy use on campus.

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

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

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

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

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

Data source(s) and notes about the submission:

The campus has seen energy savings (when accounting for square foot increases) over the last three years through active programs in Facilities Management. Although the quantitative data is included in this report, much of the qualitative data was not captured due to shifting leadership and priorities in that department during the STARS reporting process.

Clean and Renewable Energy

Score	Responsible Party
0.21 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

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

1,563,649.85 *MMBtu*

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	75.85 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	83,656.80 *MMBtu*

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

A 20.24 kilowatt (kW) DC photo-voltaic panel system is mounted on the roof of the University's Central Utility Plant, which is located on the northeast side of campus. The solar array helps reduce the University of Houston's greenhouse gas emissions and energy costs. It's also used as a tool to educate students about solar energy.

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

n/a

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

n/a

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

In 2014, Texas General Land Office includes approximately 6% of Renewable Energy Credits in its standard offerings, including the electricity provided to UH. Electric Reliability Council of Texas changes the percentage slightly every year.

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

https://enlighten.enphaseenergy.com/pv/public_systems/RhzL65901

Grounds

Points Claimed	3.00
Points Available	4.00

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

Credit	Points
Landscape Management	1.00 / 2.00
Biodiversity	2.00 / 2.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g. IUCN Category I-VI) • Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study. Close

Landscape Management

Score	Responsible Party
1.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	667 *Acres*
Footprint of the institution's buildings	102 *Acres*
Area of undeveloped land, excluding any protected areas	184 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	381 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

INTERGRATED PEST MANAGEMENT PROGRAM.docx

The IPM plan :

The goal of the university's pest management program is to balance the benefits of control, cost, public health and environmental quality. This is accomplished by monitoring and evaluating pest problems and then selecting a control to prevent or cure unacceptable pest activities or damage. Pest are defined as weeds, diseases, insects or others. Control options may include chemical, cultural, manual or mechanical.

This IPM program is based on effectiveness, environmental impact, worker/public health safety and economics. The university strives to take advantage of all options in implementing this program.

Our IPM program includes, but is not limited to the following steps:
A) Monitoring the campus on a regular basis for the presence of pest and monitoring the overall health of the landscape.
B) Determining the threshold of damage acceptable. This is determined by factors such as severity of the injury caused by the pest, aesthetics in the case of weed infestation and health concerns.

Initiating preventive or curative actions to avoid unacceptable damage. The methods selected must take into consideration the economic threshold, degree of expected control, worker/public health and safety and any potential hazards to property and the environment. When outbreaks do occur, effective methods of suppressing damaging population levels must be implemented. When measures are taken, the

least toxic methods are always given preference.

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

n/a

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

Existing trees are protected during construction. The campus has a tree replacement policy of 1:1 caliper-inches replaced for every tree removed. The campus landscape list includes many native plants. Plants are selected for their durability in Houston's high heat and humidity as well as allowing for reduced water usage.

Historically, there have not been any issues with invasive species on campus.

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

All landscape waste is recycled either on-campus or sent to a landscape recycling center. On-site re-use includes mulching branches 4" or less in diameter and allowing leaves to fall and decompose naturally.

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

n/a

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

n/a

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

n/a

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

n/a

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

Though not considered an immediate part of the UH main campus (not included in the 667 acres), see OP-11 Biodiversity for information on the UH coastal center.

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

No

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

http://www.uh/edu/plantops

Data source(s) and notes about the submission:

The University of Houston is currently in the process of becoming Tree Campus USA certified and expects to receive certification in 2016.
http://www.uh.edu/af-auxiliary-services/sustainability/news/articles/2015/November/11052015RockTheCampus.php

Some information about tree care:
http://www.uh.edu/magazine/2015-spring/feature-stories/branching-out.php

Biodiversity

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Close

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally

recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The University of Houston Coastal Center contains 300 acres of coastal tallgrass prairie. This habitat is highly endangered, with less than one tenth of one percent remaining. The UHCC prairie has a high plant diversity and so is considered more valuable than other prairie properties in Texas that may be larger but do not have high plant diversity.

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

Yes

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

Yes

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

The land for the Coastal Center was originally a United States Army base known as Camp Wallace, which housed some 16,000 soldiers. During this time extensive land use jeopardized the original coastal ecology and by the time the university acquired the land in 1960, significant disturbance had occurred; including the introduction of invasive species. While the land was intended to serve as the site for a new campus, in 1970 the site was re-purposed to serve as an environmental field education site. It was at this point that Dr. Richard Aumann was assigned directorship of the property. With funding from over 20 federal and state agencies, and Dr. Aumann's focus on the study of invasive species, resulting publications, studies, and facility installments at the center have produced voluminous data on the biodiversity and endangered nature of the coastal prairie ecosystem.

These types of studies are ongoing and now under the direction of Dr. Steve Pennings and his postdoc Dr. Chelse Prather. A brief list of present assessments include: the impact of the Deep Water Horizon Spill on coastal biodiversity as seen through terrestrial arthropods, the impact of encroaching Chinese Tallow groves on biodiversity, and the consequences of mangrove invasion into salt marsh habitats on the Texas coast. For a thorough discussion of the methodologies involved, please visit the link below to view the published articles from the coastal center.

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

The Coastal Center itself is an identified environmentally sensitive area known as a "coastal tallgrass prairie" with less than one tenth of one percent of the original habitat remaining according to the United States Geological Survey Research Program.

While much of the native animal life may not be directly threatened, studies of biodiversity and resiliency of their food webs directly gauge the ecological health of this threatened ecosystem. For example populations of Prokelisia sp. planthopper, Chaetopsis sp. fly, and Conocephalus aigialus, are not threatened, but the substrate (coastal grasses) supporting their food webs is. Thus, by generating assessments of these arthropods food webs, the Coastal Center is able to gauge the impact of various detrimental ecological events. Again, links to publications of these studies are available below.

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

So long as the Coastal Center continues operations the resulting studies and environmental stewardship of this highly threatened area will continue. Perhaps one of the most long term programs to positively affect the coastal prairie habitat is the continual stocking and redistributing of seeds from threatened plant species in the center. These seeds are stored for coastal center use in replanting or distributed to both private and public entities for their use in further restorative efforts of coastal prairie across the country. For more information on this program see Innovation - 3.

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

http://www.eih.uh.edu/

Data source(s) and notes about the submission:

See the U.S. Geological Survey coastal prairie research program site and publications for information on coastal prairie species, biodiversity and endangerment:

http://www.nwrc.usgs.gov/prairie/index.htm

http://www.nwrc.usgs.gov/prairie/paradise_lost.pdf

http://www.nwrc.usgs.gov/factshts/019-00.pdf

Visit the publications and past lab member sections for more information on biodiversity and other assessments at the Coastal Center:
http://nsmn1.uh.edu/steve/

Archive Information:
http://archive.thedailycougar.com/vol66/12/features/features-index.html

UH magazine article on the Coastal Center:
http://www.uh.edu/magazine/2015-spring/feature-stories/going-coastal.php

Purchasing

Points Claimed	2.78
Points Available	6.00

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

Credit	Points
Electronics Purchasing	1.00 / 1.00
Cleaning Products Purchasing	0.27 / 1.00
Office Paper Purchasing	0.30 / 1.00
Inclusive and Local Purchasing	0.96 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.25 / 1.00

Electronics Purchasing

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

UHS_Purchasing_Guidelines.pdf

The electronics purchasing policy, directive, or guidelines :

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

The institution-wide Finance Policy directs purchasers to buy EPEAT certified equipment
and then provides links to manufacturers of this equipment. Purchasing officers cite the EPEAT policy page directly.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	219,073.91 *US/Canadian $*

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

219,073.91 *US/Canadian $*

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

http://www.uh.edu/finance/Departments/HUB/store/dell/

Data source(s) and notes about the submission:

EPEAT Policy:
http://www.epeat.net/resources/criteria/

Additional UH electronics purchasing link:
http://www.uh.edu/finance/Departments/HUB/store/gateway/

Cleaning Products Purchasing

Score	Responsible Party
0.27 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

Metroclean Agreement.pdf

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

Facilities Management has expanded its research to identify additional preferred (green) products and materials for cleaning use. An FM staff member is designated to manage materials research, including petitioning input from architects contracted with UH.
This person also analyzes the wisdom for FM of establishing a purchasing preference for Green Seal© or EcoLogo© products. He is responsible for developing a system for tracking FM experiences with preferred materials and their prices.

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

In the University of Houston-Facilities Management Profile- Material Management has been listed as one of 10 priorities of the department for FY 14 & 15. “Material Management- Select and use materials to reduce hazard risk without compromising desired level of quality of service.”

In the fall of 2013, the University of Houston hired a company to do an assessment of the Custodial Service Program. This assessment also included recommendations for the standardizing of cleaning chemicals. One of the criteria that was used to determine the vendor for our cleaning supplies was “Comprehensive Sustainability Solutions and Support".

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

Yes

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

11,231 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

378,146.73 *US/Canadian $*

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

No

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

Although none of the providers of Custodial Services have been certified by a third party, all adhere to standards laid out by these agencies and products: Buckeye (handsoap), Ecolab (Low Maintenance and Phazer Floor Finish, peroxide glass and surface cleaner, bathroom cleaners, floor cleaners), Compact (tissue), Green Seal Certified Low Odor Floor Finish, Revitalize Carpet PreSpray and Extraction Green Seal Certified, EcoLogo towels and tissues.

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

Standard Clause for Green Cleaning.pdf

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

See attachment entitled -RFP- Green Cleaning products (section 1.3.4.11). This is a standard clause in our RFP for Custodial Services

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

http://www.uh.edu/plantops/programs/sustainability/UofHouston_FM_SustainProfile.pdf

Office Paper Purchasing

Score	Responsible Party
0.30 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

The paper purchasing policy, directive or guidelines:

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

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

Yes

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	369,422.35 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

374,289 *US/Canadian $*

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

http://www.uh.edu/af/universityservices/SurvivalGuide/T/Tejas%20Office%20Products_FY2014.pdf

Data source(s) and notes about the submission:

All of the paper the University of Houston purchases from Tejas is manufactured in domestic mills all of which are FSC, PEFC, ISO, ISO 14000 & ISO 14001 certified.

Inclusive and Local Purchasing

Score	Responsible Party
0.96 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

HUB Purchasing Guidelines.pdf

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

The Purchasing Department of each component university shall actively assist HUBs in learning how to conduct business with the UH System. Each component university shall attempt to increase the participation of HUBs in the purchasing process by selecting bids or proposals submitted by such businesses whenever those bids or proposals are comparable to other bids or proposals received, and whenever such a selection does not conflict with state or federal law.

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

Yes

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

23.72

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

http://www.uh.edu/af/universityservices/policies/sam/3FicsalAffairs/3B2.pdf

Life Cycle Cost Analysis

Score	Responsible Party
0.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

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

No

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

No

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

LCCA is not a current policy. LCCA has been considered in several cases, primarily with HVAC equipment and roofing systems. Most currently, we are using this type of analysis in LED lighting retrofits. Facilities Management has started using Life Cycle Cost Analysis to determine long-term paybacks on projects. Specifically, LED lighting retrofits use less maintenance, are longer lasting and more cost effective over time. Additionally, when controls are retro-fitted with our new Common Language Controls repair calls are reduced.

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

http://www.uh.edu/plantops/resources/owners-design-criteria/design-guidelines/

Guidelines for Business Partners

Score	Responsible Party
0.25 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

None

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

Guidlines for Business Partners BN.docx

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

According to the Agreement for Bookstore Services at the University of Houston:
"UH System will provide sustainability and recycling guidelines and provisions for use at the Bookstores." These guidelines include "the required use of Energy Star approved equipment and other conservation measures as defined by the UH Sustainability Committee and UH Energy Services Department."

Additionally, Aramark, the chosen service provider for the University Master Food Service Agreement is held to the following clause regarding sustainable business practices:
"Aramark shall administer the Campus Food Service Program in accordance with Aramark's "Green Thread" environmental stewardship program, which involves the development and implementation of long-term environmental stewardship programs and policies within areas of sustainable food; responsible procurement; green buildings; energy and water conservation; transportation; and waste stream management. Aramark also agrees to support the University's Sustainability Task Force and general sustainability efforts."

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

One example of sustainable purchasing behavior is UH bookstore's purchase of Alta Gracia Apparel. Alta Gracia is committed to provide workers with a sustainable standard of living and the opportunity to raise their families out of poverty. Alta Gracia is manufactured Dominican Republic (DR) factory, where every Alta Gracia employee receives benefits and a living wage. This living wage is 340 percent above the DR’s minimum wage for apparel workers and certified by the Workers Rights Consortium (WRC) as sufficient to cover the expenses for a family of four. “We are very proud to be a part of this endeavor and to offer our students another opportunity to purchase high-quality merchandise that was manufactured with a high regard for workers rights,” - UH Bookstore Manager, Felix Robinson. Every campus bookstore supplier is also required to adhere to the Fair Labor Association’s (FLA) Code of Conduct which includes rules on monitoring and reporting on the situation of workers in garment factories around the world.

Additionally, as part of the university Fair Trade Campaign, all university coffee shops now sell Fair Trade Coffee.

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

http://univofhouston.campusdish.com/Sustainability.aspx

Data source(s) and notes about the submission:

While the language for the campus bookstore and dining services sustainability guidelines was approved for this report, the rest of the policy is confidential, so no URL is provided at this time.

UH Fair Trade Campaign Page:
http://fairtradecampaigns.org/campaign/university-of-houston/

Transportation

Points Claimed	3.49
Points Available	7.00

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

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

Credit	Points
Campus Fleet	0.27 / 1.00
Student Commute Modal Split	0.76 / 2.00
Employee Commute Modal Split	0.96 / 2.00
Support for Sustainable Transportation	1.50 / 2.00

Campus Fleet

Score	Responsible Party
0.27 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

380

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	102
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The University is transitioning is fleet to 100% electric vehicles. The breakdown of the university fleet consists of 210 utility carts (102 of them are electric plug in), 148 licensed vehicles & 22 pieces of equipment. The University is presently finalizing a contract for a CNG Fueling Station on its Energy Research Park property. The process to convert seven of the university trucks to 100% dedicated CNG fuel is also underway.

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

Student Commute Modal Split

Score	Responsible Party
0.76 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

38

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	62
Walk, bicycle, or use other non-motorized means	16.10
Vanpool or carpool	10
Take a campus shuttle or public transportation	11.40
Use a motorcycle, scooter or moped	0.50

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

A survey was conducted by our regional transit authority (METRO) along with permit sales data.

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

http://www.uh.edu/af-auxiliary-services/parking/transportation-options/

Employee Commute Modal Split

Score	Responsible Party
0.96 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

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

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

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

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

47.80

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	52.20
Walk, bicycle, or use other non-motorized means	3.61
Vanpool or carpool	31.52
Take a campus shuttle or public transportation	12.63
Use a motorcycle, scooter or moped	0.04
Telecommute for 50 percent or more of their regular work hours	---

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

A survey was conducted by our regional transit authority (METRO) along with permit sales data.

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

http://www.uh.edu/af-auxiliary-services/parking/transportation-options/

Support for Sustainable Transportation

Score	Responsible Party
1.50 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

  And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

We offer showers and lockers to all members of the Campus Recreation Center. There are no current facilities for storage, but a project to renovate a portion of a garage for secure bike storage is underway. All students are members of the Rec Center, which is included in their student fees. Faculty and staff can also purchase memberships.

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

No

A brief description of the bicycle parking and storage facilities:

Bike racks are near every building on campus, but the distance from the building isn't confirmed. No long term bicycle storage is currently available on campus.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

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

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

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

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

Yes

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

Students receive 50% off all Metro fares, UH Parking and Transportation subsidizes 25% of faculty/staff fares as a member of the commuter club. All campus members can utilize the free campus shuttles.

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

Yes

A brief description of the GRT program:

If a student/faculty/staff that is a Commuter Club Member lives within 25 miles of the UH campus Parking Transportation and Safety will pay for a taxi to take them home. If they live more than 25 miles from the UH Campus, PTS will provide a car share vehicle for one day at no cost.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

For carpooling, the campus commuter club keeps a registry of carpoolers on campus for others to take part in. Additionally, a ride matching service is being developed. For vanpooling, Parking and Transportation Services is currently working with METRO to develop new vanpool opportunities. Currently there are 2 routes actively running.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

The University of Houston has launched a new partnership with Zipcar, Inc., the world's leading car sharing network, to offer a car sharing program on campus. The convenient transportation option is now available at an affordable rate 24 hours a day, seven days a

week for students, faculty and staff ages 18 and older, as well as members of the local community ages 21 and over.

The University offers four vehicles, with one each located at Cougar Place, Bayou Oaks, Calhoun Lofts and Cougar Village I. Zipcars are available on-demand and can be easily reserved and accessed 24 hours a day, seven days a week.

This year, University Houston members can join for $25, with rates for Zipcar vehicles on campus starting as low as $6.50 per hour and $69 per day. After the first year, members will pay an annual membership fee of $35. Gas, insurance, a reserved parking spot and up to 180 miles of driving per day are included in Zipcar rates, and cars can be reserved for as little as an hour or for multiple days. University of Houston students, faculty and staff can join Zipcar at

www.zipcar.com/uh

.

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

No

A brief description of the electric vehicle recharging stations:

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

Yes

A brief description of the telecommuting program:

An employee whose work lends itself to flexibility of location may telecommute. The employee must be under no disciplinary action and have been employed by the department for at least one year. Details of the telecommuting arrangement must be agreed to in writing and approved by department leadership.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

In the interest of efficiency, traffic, public safety or work preferences of employees, a department may choose to allow flextime. These schedules must be approved by department management and may also be subject to HR review. The 40 hour per week work standard must be enforced, even in a compressed workweek option.

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

No

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

NA

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The Office of Sustainability released a campus wide bike survey in 2014 and 2015 to assess the campus biking climate. The survey results are currently being compiled and will include recommendations to university administration. Additionally the office has hosted social bike rides and Bike to UH Day in May 2015.

A bike repair station was installed near one of the residence halls, and students can now request and pick METRO Q cards on campus. UH is the first non-METRO institution that METRO allows to print Q cards.

Campus Commuter Services hosts events and a commuter cost calculator to show people how much money they are spending on commuting, in addition to online course material.

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

http://www.uh.edu/af-auxiliary-services/parking/transportation-options/

Waste

Points Claimed 4.67

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization	1.99 / 5.00
Waste Diversion	0.70 / 3.00
Construction and Demolition Waste Diversion	0.98 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
1.99 / 5.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	758.80 *Tons*	598.36 *Tons*
Materials composted	240 *Tons*	310 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	3,461.85 *Tons*	2,738.19 *Tons*

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	5,783	5,178
Number of residential employees	15	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	39,387	39,554
Full-time equivalent of employees	4,944	4,845
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Sept. 1, 2013	Aug. 31, 2014
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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

FY11 was chosen as the baseline year as this was the first year the University started keeping accurate separate records for recycling and general waste disposal.

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

Waste Management performed a waste audit in 2014 of UH's trash and commingled recycling streams.

A brief description of any institutional procurement policies designed to prevent waste:

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

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

Most everything is included on the UH website and materials are shared electronically whenever possible. Staff are encouraged to use electronic signatures to reduce paper usage. Course schedules, catalogs and directories are all exclusively online.

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

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

Several residence halls participate in a recycling or donation program during move out.

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

The University of Houston has the first Campus Kitchens program in Texas. Students take unused food from the two dining halls on campus, store the food in the Hilton College and donate it to Star of Hope. The students are all Safe Serve certified and follow the practices set forth in that certification. Aramark tracks all pre-consumer food waste.

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

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

The two campus dining halls have a reusable to-go container program and reusable mug program.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Catering can provide compostable materials upon request and after each sustainability sponsored event, those materials are composted in the garden's compost piles. Additionally both campus dining halls only provide reusable dining service-ware.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Compostable containers are offered in the dining halls for a fee. The reusable containers require a small deposit which is credited back to the user's account at the end of the semester.

A brief description of other dining services waste minimization programs and initiatives:

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

http://www.uh.edu/af-auxiliary-services/sustainability/campus-initiatives/

Data source(s) and notes about the submission:

Items recycled in the waste diversion and waste minimization sections differ because the baseline year data only accounts for single-stream recycling (as well as cardboard and scrap metal).

Waste Diversion

Score	Responsible Party
0.70 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

1,063.40 *Tons*

Materials disposed in a solid waste landfill or incinerator :

3,461.85 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

A Big Belly installation program was undertaken over the past two years. The Big Belly trash and recycling units have helped increase the visibility of the recycling program and have directly contributed to the increase in recycled materials being diverted from the landfills.

Additionally, the University of Houston Office of Sustainability hosted the annual RecycleMania competition February 1 through March 28, 2015. UH placed fifth out of 23 participating schools in Texas in the Gorilla category, which focuses on schools that recycle the highest combined gross tonnage of paper, cardboard, bottles and cans. The University collected 205,340 pounds of materials. Nationally, UH came in 94th place in the gorilla category out of 308 schools. The results were announced Monday, April 13. Besides the gorilla category, UH competed in four other categories: waste minimization, corrugated cardboard, per capita classic and grand champion. A link to the detailed report can be found in the notes section.

UH Property Management also is committed to guidelines that contribute significantly to waste diversion stating the following: "All property in excess of the needs of the department can be transferred to the Surplus Property warehouse. That way, another department may use the existing property rather than having to make a new purchase. Surplus items also may be disposed of via auction or recycling, as deemed appropriate by Property Management. (See Property Management's Website, UH Department procedures for Transfers to Surplus Property)."

While, many of the below mentioned recycling items are also recycled on campus, we do not collect quantitative data for it.

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

All produce grown by the Campus Community Garden is donated to local food banks.

In Fall 2015, UH students launched a Campus Kitchens program, which collects unused food from both UH dining halls and serves it to Houstonians. As of October 8, students recovered more than 700 pounds of unused food (that otherwise would go to waste). They estimate that more than 1,000 pounds will be recovered by the end of October.

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

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

The Campus Community Garden currently has 3 active compost piles. All food waste from the Office of Sustainability is captured for use in the compost. Garden staff also collect coffee grounds from campus coffee shops to further contribute to the compost. The data of what is composted is not captured.

All biodegradable waste from the Campus Community Garden (dead plants, lawn clippings, husks from harvesting, etc.) also are included in the compost piles.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes

Light bulbs	---
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Data source(s) and notes about the submission:

Materials diverted include:
Single stream recycling: 758.8 tons
Grounds composting: 240 tons
Grease: 54.6 tons
Battery scrap metal: 6 tons
Vehicle lubricants and filters: 4 tons

Other materials are recycled and reused, but the data is not collected. The campus kitchens and community garden waste diversion data are not included in the waste diversion numbers.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.98 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

33,700 *Tons*

Construction and demolition materials landfilled or incinerated :

540 *Tons*

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

During the last year, the University of Houston has hired Robertson Demolition and Lone Star Disposal to be responsible for the construction and demolition waste from the new stadium that has been built. Each of these vendors respectively go through their own recycling companies - Southern Crush (concrete and asphalt) and Prowler Metal (steel). Each of these vendors reclaim these materials in environmentally responsible ways.

Data source(s) and notes about the submission:

Southern Crush -
http://www.scctx.com/

Prowler Steel -
http://www.jlproler.com/JLPDNN/Portals/Home/tabid/57/Default.aspx

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

In order to prevent pollution and misallocation of valuable chemical stocks, Environmental Health and Life Safety has implemented a program to facilitate the use of otherwise unused chemicals. The ChemSwap program allows participants to submit requests for unused chemicals to be picked up in the same manner as their other hazardous waste for the convenience of the Principle Investigator or shop, and once picked up the chemicals are vetted and offered up to other participants for their use free of cost.
The University of Houston also has a "no pour" policy and states that any materials from chem labs or other sources of waste must be collected by EHLS to gauge its risk before disposal.

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

Again, these materials are captured and processed through EHLS. These materials are also collected as part of the "ChemSwap" program and regulated by the "no pour" policy. The University also employs a hazardous waste facility that treats all labs as satellites and manages the safe disposal of these materials.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No incidents in the last three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The ChemSwap program: "In order to prevent pollution and misallocation of valuable chemical stocks, EHLS has implemented a program to facilitate the use of otherwise unused chemicals. The ChemSwap program allows participants to submit requests for unused chemicals to be picked up in the same manner as their other hazardous waste for the convenience of the PI or shop, and once picked up the chemicals are vetted and offered up to other participants for their use free of cost. "

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Property management has a storage facility with all state owned property no longer needed or wanted by campus departments that includes a variety of property including all university owned electronics. UH has a contract with Bass Computer Recycling (R2 and TCEQ certified electronics recycler) to recycle all non-functioning equipment. Staff can visit property management to acquire electronics that are still operational, but that may have been moved there by a department that upgraded their electronics equipment.

Additionally, the Office of Sustainability hosts an annual electronics recycling drive during the Spring semester open to all UH faculty, staff and students. The electronics can only be personal equipment; state-owned property must still be sent to Property Management.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Environmental Health & Life Safety supports higher education and research in conjunction with the University community by promoting healthy and safe operations and strives to achieve a university culture in which health and safety are core values. The Department consists of Biological Safety, Fire Marshal, Chemical Safety, Environmental Protection, Food Safety, Occupational Safety, and Radiation Safety sections each with comprehensive guidelines and manuals to ensure safety and well being including (see notes url)

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.uh.edu/ehs/manuals_and_forms/ecbs_ChemRecycleWasteMinProc012605.pdf

Data source(s) and notes about the submission:

http://www.uh.edu/ehls/about/manuals/

Water

Points Claimed 2.35

Points Available 7.00

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

<table>
<tr><th>Credit</th><th>Points</th></tr>
<tr><td>Water Use</td><td>1.35 / 4.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:
<table>
<tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr>
<tr><td>Low Risk</td><td>■</td><td>2</td></tr>
<tr><td>Low to Medium Risk</td><td>1</td><td>3</td></tr>
<tr><td>Medium to High Risk</td><td>1■</td><td>4</td></tr>
<tr><td>High Risk</td><td>1■</td><td>5</td></tr>
<tr><td>Extremely High Risk</td><td>2</td><td>6</td></tr>
</table>
Close</td></tr>
<tr><td>Rainwater Management</td><td>1.00 / 2.00</td></tr>
<tr><td>Wastewater Management</td><td>0.00 / 1.00</td></tr>
</table>

Water Use

Score

1.35 / 4.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

Gabriel Durham
Graduate assistant
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use (potable and non-potable combined)::

	Performance Year	Baseline Year
Total water use	411,151,300 *Gallons*	402,194,400 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	391,634,000 *Gallons*	391,384,400 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,783	5,178
Number of residential employees	15	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	39,387	39,554
Full-time equivalent of employees	4,944	4,845
Full-time equivalent of distance education students	967	1,047

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	12,730,708.82 *Square Feet*	6,701,000 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	416.21 *Acres*	422.10 *Acres*

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

A brief description of when and why the water use baseline was adopted:

That's when the data was first accurately captured.

Water recycled/reused on campus, performance year:

96,578,992 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Condensate recovery program 1,225,992
Evaporation of water through central plant (goes through several cycles of use before it's evaporated) 95,353,000

These waste water gallons are handled through the university's cooling tower. Cooling towers are used to lower the temperature of the water before it is sent out to the campus. During that process a portion of the water is evaporated and thus never makes it to the back into sewer system. This system is a lot more efficient when compared to individual chillers. We have meters that calculate amount of water going in and out of the cooling tower. This allows us to calculate the amount of water that has been evaporated and not deposited back into the sewer system.

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The University of Houston is not classified as an industrial facility and does not currently have its own storm-water permit. Industrial facilities typically have part of their operations outside and generally have specific storm-water permits. However, the EPA also identified certain categories of activities, including construction, and mandated that storm water discharges from these activities were unlawful without a permit. Since the University does not have an individual storm water permit for construction site activities, it follows the

requirements of the TCEQ General Permit TXR150000 for Storm Water Discharges from Construction Sites.

In addition, local municipal separate storm sewers (MS4s) operators that serve populations of 100,000 people or more were established to locally administer the permit program. The role of the MS4s is to reduce the discharge of pollutants from construction activities as much as possible by management practices, control techniques and engineering methods. The University currently follows the storm water management guidelines as set forth by the City of Houston, which is our MS4. The City joined with Harris County, Harris County Flood Control District, and the Texas Department of Transportation to form a joint task force called Clean Water Clear Choice, and they collectively secured a regional storm-water permit. In the future, this may change as more categories of storm-water permits are phased in by the EPA, and the University may elect to seek its own storm-water permit.

The storm-water management checklist for construction:

http://www.uh.edu/ehls/environmental/water/checklist/

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

A rainwater design guideline is currently being explored, which would be incorporated in the university's environmentally responsible design guidelines.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

There is one green roof on campus at the Burdette Keeland Jr. Design and Exploration Center. It is approximately 1,700 sf.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

There are two (2) detention ponds on campus. One is approx. 10,700 sf and 8 feet deep. The other is approx. 3,800 sf and 6 feet deep.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.uh.edu/ehls/environmental/water/

Wastewater Management

Score	Responsible Party
0.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Data source(s) and notes about the submission:

The wastewater on campus is managed by the City of Houston. Accurate data is not captured. A wastewater remediation pilot project is about to launch in Cougar Woods Dining Hall through Chemsearch FE BioAmp.

Planning & Administration

Coordination, Planning & Governance

Points Claimed	7.83
Points Available	8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.83 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

In 2011, the first University of Houston sustainability coordinator was hired. Accomplishments of that coordinator include: supporting the sustainability task force, launching the Office of Sustainability, and collaborating with faculty to launch the energy and sustainability minor, to name a few. In early 2013, GreenUH was restructured and renamed as the Office of Sustainability. In 2013, the first sustainability coordinator left UH and a sustainability manager was hired in 2014. The new manager is continuing the efforts of the previous coordinator in addition to expanding the scope of the office of sustainability, hiring additional staff, evaluating sustainability progress and preparing for a campus-wide sustainability plan.

As of November 2015, some accomplishments of the current sustainability manager include:
- launching the uh.edu/sustainability website and The Sustainable Coog newsletter and blog
- creating the first-ever UH Earth Week
- refining all sustainability events, communications, outreach and programming
- collaborating with other Texas sustainability programs through the Texas Regional Alliance for Campus Sustainability
- leading the STARS reporting effort
- restructuring the office of sustainability staff structure and creating the student sustainability team; hiring staff in new roles like bike assistant, outreach assistant, waste diversion assistant and office and team lead
- managing the campus community garden through two garden assistants and volunteers
- building relationships with campus departments and community groups to drive institutional and community sustainability progress

Ongoing efforts include:
- restructuring and renaming the Sustainability Task Force
- drafting a new campus sustainability policy
- exploring how to integrate sustainability into the campus master planning process, including natural space projects like a pocket prairie, garden improvement project and campus orchard
- developing an indoor recycling process

Does the institution have at least one sustainability committee?:

Yes

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

The Campus Sustainability Task Force, acting with the support of the
President and the Board of Regents, is charged with developing and implementing
policies and practices that create a campus culture of sustainability. This committee advises campus leadership and the Office of Sustainability on sustainability initiatives, develops sustainability policies, and provides representation for varying stakeholders in regards to campus sustainability issues. Active working groups under the sustainability task force include the Campus Tree Advisory Committee and will later include the UH Bike Working Group and Fair Trade Campaign Working Group.

Policy that established the sustainability task force and will transition to the new campus sustainability policy:

http://www.uh.edu/af/universityservices/policies/mapp/14/140101.pdf

In 2016, the Sustainability Task Force will be transitioning to the Campus Sustainability Committee and will have a slightly different member structure to include alumni and community members.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Faculty Senate appointments- Alex Robinson, Jeff Feng, John Reed
Faculty self-nominations and Asst. VP for University Services appointments: Kristin Wintersteen
Staff Council appointments - Elsie Myers, Joana Tan
Staff self-nominations and Asst. VP for University Services appointments: Stephanie Coates, Belkis Hidalgo
Student Government Association appointments - Kokila Jatasekera, Kayshewa Cahmupathi, Alternate: Jayde Fitzgerald
Student self-nominations and Asst. VP for University Services appointment: Gabriel Durham and Sujata Gautam

Ex-officio members:
Sustainability Program Manager- Sarah Kelly
Asst. VP for University Services - Esmeralda Valdez
Assistant Director, Marketing & Communications, Maria Honey
Keith Kowalka and Mackenzie Wysong, Division of Student Affairs
Jeanne LaMontagne and Joujou Zebdaoui, Facilities Planning and Construction
Jacquie Vargas and Paul Brokhin, Facilities Services
TJ Meagher, Athletics

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

http://www.uh.edu/af/committees/sustain.htm

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The University of Houston Office of Sustainability serves as the hub for campus sustainability efforts. Engaging the campus and community, the office fosters collaboration and educates individuals about social, economic and environmental factors that impact today's society and generations to come.

Initiatives led by the Office of Sustainability include:

- Fostering collaboration on campus and in the community
- Facilitating educational and outreach programs
- Collecting institutional sustainability data
- Managing the campus community garden
- Communicating about sustainability topics
- Recommending campus sustainability improvements
- Supporting sustainability governing bodies
- Driving institutional sustainability progress
- Encouraging sustainable actions in individuals' daily lives

Full-time equivalent (FTE) of people employed in the sustainability office(s):

5

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

http://www.uh.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sarah Kelly

A brief description of each sustainability officer position:

Job description for University of Houston Office of Sustainability manager:

Manage the Office of Sustainability staff, tasks, and projects:
- Manage hiring of staff including students and full-time staff

Develop strategic plan for the office of sustainability including clear goals and project timelines:
- Manage office budget and explore new funding opportunities

Manage and lead UH Sustainability reporting initiatives and develop sustainability reporting protocols for the university (STARS, Princeton Review Green Guide, etc.)

Lead new sustainability projects, when possible, and advise campus partners in new projects (bike program, expanded recycling, garden expansion, pocket prairie project, educational signage, sustainability branding, Tree Campus U.S.A., etc.):
- Develop policies and procedures to ensure lasting success in newly adopted programs
- Motivate campus partners to improve their areas within STARS

Develop and maintain sustainability council/committee and structure:
- Manage and serve as liaison for the sustainability council/committee
- Develop and update sustainability policy for UH
- Lead the development and implementation of a university-wide sustainability plan

Develop relationships on campus and in the community to enhance campus sustainability and bridge existing gaps in collaboration:
- Present and develop trainings and informational sessions in sustainability on campus, in the local community and nationally/regionally through the Association for the Advancement of Sustainability in Higher Education

Advise the coordinator and sustainability team in communications and outreach strategies and planning:
- Serve as editor and final approver on all sustainability communications and design pieces
- Approve outreach and events initiatives and conceptualize target audience, goals, messages, cost and scope

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

http://www.uh.edu/af-auxiliary-services/sustainability/about-us/staff/

Sustainability Planning

Score	Responsible Party
3.83 / 4.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

n/a

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

n/a

Accountable parties, offices or departments for the Curriculum plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

n/a

The measurable objectives, strategies and timeframes included in the Research plan(s):

n/a

Accountable parties, offices or departments for the Research plan(s):

n/a

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The facilities management sustainability profile addresses campus engagement: "As FM advances the sustainability of its programs and projects and its ability to apply metrics to the selection and environmental impact of them, it will become ever better positioned to engage with faculty and students in out-of-classroom learning experiences, both in and out of the classroom. Ultimately, FM desires to pro-actively invite faculty and staff to collaborate with FM staff in the design, execution and assessment of FM sustainability initiatives."

The Office of Sustainability manages an internal plan for all sustainability initiatives led by the office, which includes Campus Engagement. The office accepts outreach requests on campus (and in the community) to participate in department events and present to classes and student organizations. The Office also runs sustainability events and programs, each of which has an individual event or program plan.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

FY2014 AND FY2015 FM Plan ACTIVITIES
FM will undertake the following:
• Support faculty-initiated requests to use FM data and/or resources to support sustainability-related teaching experiences (FY2014 and FY2015)

METRICS
• Number of faculty requests for FM support or collaboration that are well-satisfied

Office of Sustainability metrics:
- Number of partner events participating in semesterly
- Number of volunteers at events and in the garden
- Number of attendees at each Office of Sustainability coordinated event
- Number of new sign ups for the Sustainable Coog newsletter
- Number of sustainability presentations to classes and campus groups

Accountable parties, offices or departments for the Campus Engagement plan(s):

Michael Burriello, FM Sustainability lead, tracks the sustainability performance plan which uses the metrics highlighted in the FM sustainability profile.

Sarah Kelly, manages the office of sustainability annual implementation plan

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Campus Community Garden was established to engage the campus and community in sustainable agriculture and healthy living. All of the produce is donated directly to local food pantries and facilities serving low-income families and individuals. The garden also engages in regular events to teach campus and community members how to garden, why it's beneficial and the impact of nutrition and gardening on overall health and well being. This is a formal partnership with the Houston based non-profit organization, Urban Harvest. The campus garden staff are currently in the process of developing additional plans to improve public engagement through lesson plans and using the garden as an experiment in UH and HISD classes.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

All of these are measured annually:
Pounds of food donated to local food pantries
Number of outside groups engaged in community garden (schools, non-profits, etc.)
Number of volunteer hours

Accountable parties, offices or departments for the Public Engagement plan(s):

Sarah Kelly, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Air and Climate:

Both the Sustainability Task Force and the Student Government Association have developed policies that state there must be a greenhouse gas inventory completed every year at the University of Houston.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Greenhouse gas emissions are measured on an annual basis.

http://www.uh.edu/sga/legislative_branch/51st_administration/legislation/UB-51002.pdf?3

http://www.uh.edu/af/universityservices/policies/mapp/14/140101.pdf

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Task Force, Office of Sustainability, Energy and Sustainability minor, FM Sustainability officer

A brief description of the plan(s) to advance sustainability in Buildings:

The facilities management sustainability profile addresses buildings: "The university's interest is to ensure that its buildings and facilities are constructed to meet stipulated longevity goals, are efficiently operated, effectively support programmed use and offer aesthetic appeal and comfort to building occupants. Since 2010, FM has contributed to development of the Administration and Finance Division's master construction specifications and to improving the university's design standards. FM will continue this support, ensuring that the documents are current with best sustainability building management practices. FM will author a companion policy that describes its practices to sustainably operate and maintain buildings. This will be a compilation of new practices and those described in existing policies and standard operating procedure documents."

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

METRICS
• Operationalize means of regular reporting and assessment of building energy use intensity and campus water use intensity
• Proactive peer review to draft version(s) of UH Infrastructure Master Plan
• Proactive peer review of UH design guidance
• Author sustainable building O&M policy

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Aramark institutes several sustainability initiatives into their company-wide plans. "Green Stakes are Aramark Higher Education's national commitments to affect positive sustainable change. As part of our environmental stewardship program, we develop not only unique solutions for our campus partners, but also commit to elevating environmental commitments to ALL of our 500+ Higher Education accounts that we serve. We call these global commitments Green Stakes™ - our stakes in the ground, and our national

commitments to affect change."

"Aramark has made a commitment to help preserve the world's oceans and fisheries through a partnership with Monterey Bay Aquarium's Seafood Watch program, which will guide company practices of supply, purchase and consumption of sustainable seafood. Through Seafood Watch, the Monterey Bay Aquarium recommends which seafood to buy and which to avoid, helping consumers become stronger advocates for an environmentally friendly seafood supply."

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

- implement an energy and water conservation program at every site.
- purchase paper products with recycled content.
- implement Daily Green cleaning products.
- divert 100 percent of our fryer oil waste
- increase our level of sustainable food offerings, with a yearly growth goal of 5 percent.
- Aramark has made a commitment to shift its seafood purchases in the U.S. toward sustainable sources over the next 10 years.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

UH Dining services, Aramark

A brief description of the plan(s) to advance sustainability in Energy:

Energy Management plans are included in Facilities Management's Sustainability profile: "FM will continue to conduct energy audits in three buildings every year and initiate a system of building retrocommissioning. It will use the data generated through both activities to identify performance and cost-justified investments to improve building energy demand. FM will share this information with the Utilities and Planning staff so that they can combine that information with the findings of the Facility Condition Analysis to prioritize and plan for coordinated building investments. To date, FM has managed contractor's auditing of nineteen campus buildings, representing over 2 million sf and has realized an energy savings of over $487,000. FM staff has undertaken this effort with CenterPoint Energy and will continue during FY2014 and FY2015."

The measurable objectives, strategies and timeframes included in the Energy plan(s):

METRICS
• Number of meters installed, the number of meters tied to the new software system and funds recovered from auxiliary unit billings.
• Number of energy audits/year
• Number of retrocommissioning projects completed/year
• Return on investment profile for energy conservation measures implemented
• Reduced electricity use for the campus (weather-adjusted)
• Reduction in campus greenhouse gas emissions associated with Scope 1 and Scope 2 emissions
• Development of a capital plan for the university's central utility plants.
• Boiler emissions performance compared to permitted allowance

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Grounds:

The facilities management sustainability profile addresses Grounds as part of the sustainability performance plan. "FM's responsibility for grounds maintenance extends to sustainability interests, such as ensuring that the landscape is universally accessible and that it is beautifully sustained, but with minimal chemical application and watering. FM will continue universally accessible and that it is beautifully sustained, but with minimal chemical application and watering. FM will continue to establish expertise in these arenas and share it with other units within the university to build momentum and university-scale decision making to support FM's chemical and water reduction goals and objectives."

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

FM will undertake the following:
• Reduce grounds-related water use (FY2014 and FY2015)
• Reduce grounds-related chemical use (FY2014 and FY2015)
• Modify plant selection strategies to support water and chemical use goals (FY2014 and FY2015)

METRICS
• The number of zones connected to the central irrigation control system each year
• Adoption of the revised plant list into the campus design guidelines
• Acreage converted to the preferred plant list
• Active contribution of FM staff in the drafting of the university's integrated pest management plan (for landscape) and related FM policy and standard operating procedure documents
• Reduced volume of pesticides applied to campus landscape each year.
• Amount of purchased landscape compost materials as compared to university generated compost.
• Completion of a plan to improve the sidewalk experience – ADA compliance, safety, restricted vehicle access
• Active contribution by FM staff to the university's landscape master plan (primary responsibility for developing this documents rests with FPC)

Accountable parties, offices or departments for the Grounds plan(s):

Michael Burriello, FM Sustainability lead, tracks the sustainability performance plan which uses the metrics highlighted in the FM sustainability profile. Roger Warner, assistant director of Facilities Management, Grounds and Solid Waste & Recycling, and his team executes the initiatives.

A brief description of the plan(s) to advance sustainability in Purchasing:

Facilities management identified several areas where green purchasing will be implemented, including in the integrated pest management plan, the green cleaning products plan, and in building materials. The facilities management sustainability profile addresses purchasing in several areas. One example: "FM will expand its research to identify additional preferred (healthy) products and materials for building use. An FM staff member will be designated to manage materials research, including petitioning input from architects contracted with UH. This person will also analyze the wisdom for FM of establishing a purchasing preference for Green Seal© or EcoLogo© products. She or he will be responsible for developing a system for tracking FM experiences with preferred materials and their prices."

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

METRICS
• Number of products and materials identified by FM as preferred (healthy)
• Purchased volumes of all preferred products (and of materials that they are meant to replace), costs,
• Issuance of an FM progress report on the integrated pest management initiatives for buildings and structures

Accountable parties, offices or departments for the Purchasing plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Transportation:

Transportation and fleet plans are included in Facilities Management's Sustainability profile: "FM maintains infrastructure and provides the university with vehicles and other mobile equipment that is safe and reliable. It is responsible for maintaining UH's pool of 425 vehicles. In FY2014, FM will complete an assessment of the university road system – its condition, suitability and needed improvements. FM will develop, plan and prioritize the size of the current and future fleet of vehicles. It will consider the current and future use of alternative fuels (including diesel-electric, plug-in hybrid, 100% electric, hydrogen fueled, B20 or higher biofuel, E85 of hither ethanol fuel), advanced fuel injection systems, idle shut-off systems, right-sizing of the fleet to ensure sustainability within the fleet and recycling of oil, anti-freeze, metals, tires and batteries. Finally, FM will launch a pilot program for FM staff. FM is promoting staff health and sustainability through its Ride Red bike initiative. This is a bike-share program which will use Cougar Cards. Pilot Ride Red bike stations are planned for the General Services building, the Central Plant and the Moody Residence area. Program responsibility will be shared by Auto Shop with support from FM Technical Services and the pilot will be evaluated in December, 2013."

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

FY2014 AND FY2015 ACTIVITIES
FM will undertake the following:
• Assess and immediately implement cost effective opportunities to reduce fleet's greenhouse gas emissions and reduce its chemical use (FY2014 and FY2015)
• Implement a pilot program to reduce the use of fleet cars (FY2014 and FY2015)
• Assess and take steps toward implementing cost effective ways to surface and maintain the university road system in ways that will reduce related chemical use (FY2014 and FY2015)

METRICS
• Complete the Campus Road System Improvement Plan (see the "Environmental Stewardship" section of this text)
• Establish the next steps in "greening" the university's fleet
• Implement the Ride Red bike initiative.

Accountable parties, offices or departments for the Transportation plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Waste:

Waste reduction measures are addressed in Facilities Management's sustainability profile: "FM will continue its expansion of number and volume of materials that it diverts from the waste stream, both solid waste and special wastes. FM will improve its ability to account for diversion rates by individual or groupings of materials. UH objectives for its solid waste management are to limit generation, maximize recycling and composting referred to collectively as “recycling” or “waste diversion”) and dispose of solid waste in ways that most effectively protect human health and the environment. In FY2012 the university community generated 3,636 tons of solid waste, 25% of which was recycled or composted."

The measurable objectives, strategies and timeframes included in the Waste plan(s):

FY2014 AND FY2015 ACTIVITIES
FM will undertake the following:
• Modify its solid waste management related practices, including supporting the findings of the Central Facilities strategic solid waste management plan, expected to be released in 2015 (FY2014)
• Attach university recycling logo to the recycling collection trucks
• Collaborate with other university groups to improve the recycling program through improved receptacles, improved signage and enhanced efforts to guide the university community’s recycling habits.

METRICS
• Track university waste diversion and waste disposal rates by program, using standard metrics of weight and cost as compared to traditional handling (disposal) methods
• Track the number of materials introduced into the university waste diversion programs
• Track the number of recycling collection trucks with recycling logos as a portion of total recycling collection trucks
• Track the number of uniformly designed recycling receptacles as a portion of total number of receptacles
• Track the number and type of community education events, including release through the internet or hard copy of written information about the university’s waste diversion program
• Increase the number of Adopt-a-Spot locations by 5 in each of FY2013 and FY2014
• Number of 70 BigBelly© units installed on campus

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Water:

Water reduction measures are included in Facilities Management's sustainability profile: "FM will establish a goal for reduced campus water consumption associated with infrastructure, buildings and grounds. FM will assess its available means of impacting each. This will become the FM water conservation strategy. The drought of 2010 and 2011 changed FM’s attitude and approach to lawn management. Now, irrigation occurs every second or third day and mulch is used in greater volumes. “Smart” irrigation controllers were piloted and shown to be an effective means of irrigation control. FM will endeavor to expand its means of reducing grounds-associated water use. FM will develop a water balance to understand campus water use. This will be the basis of an analysis of activity that FM can take to reduce campus water use in its infrastructure, buildings and grounds. It will be used to formulate resource plans to support this initiative."

The measurable objectives, strategies and timeframes included in the Water plan(s):

FY2014 AND FY2015 ACTIVITIES
FM will undertake the following:
• Reduce grounds-associated water consumption (FY2014 and FY2015)
• Prepare to reduce building-associated water consumption (FY2014 and FY2015)
• Innovate at the central plants to reduce infrastructure-associated water use (FY2014 and FY2015)
• Support university stormwater management (FY2014 and FY2015)

Accountable parties, offices or departments for the Water plan(s):

Facilities Management

A brief description of the plan(s) to advance Diversity and Affordability:

In the summer of 2013, the Multicultural Student Services Task Force was charged with identifying the feasibility of creating a new department/center that focuses on addressing the needs of the diverse University of Houston student population. The task force established goals and strategies to launch a new center for diversity and inclusion, which was recently developed.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The objectives from the task force for the newly developed center of diversity and inclusion include:

Year 1:
Fill staff according to the proposed staffing model
Build relationships with current departments, programs, and student organizations with whom the center might want to partner
Establish a visible presence on UH’s campus
Participate and/or sponsor at least one campus wide event
Develop a strategic plan and measurable outcome consistent with the department’s mission and the Division and University Plan

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Center for Diversity and Inclusion

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The facilities management sustainability profile addresses health, wellbeing and workplace. "Sustainability in the Workplace – Leverage staff productivity and willingness to be inventive to realize FM sustainability objectives. Weave sustainability into all manner of staff education and training, from sessions that provide context and inspire, to addressing routine issues of minimum expectation and expected schedule. FM is striving to embrace the person within the employee and is actively engaging their workforce with training, communication, development programs, educational opportunities and recognition programs."

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

FY2014 AND FY2015 ACTIVITIES
FM will undertake the following:
• Comply with university guidelines and standards
• Provide staff with exceptional training and information to motivate them at work and inspire effort and energy in support of FM sustainability programs and projects

To comply with university human resource guidance and standards and take affirmative steps to educate and motivate FM staff to outperform on sustainability related programs and projects, FM will:
• Make timely submissions of all university records and reports on human resource activity
• Maintain or exceed current levels of staff diversity
• Target FM custodial staff for improved wage rates, additional training, better equipment and supplies and recognition for excellence. Training will focus on streamlining operations, simplifying processes, improving efficiency, improving data and technology and enhancing accountability.
• Test telecommuting and condensed workweek pilot programs
• Support staff's interest in formal education through flexible work schedules to provide for enrollment in degree programs
• Provide dynamic forum at which experts discuss current issues and challenges important to FM's sustainability interests. The FY2014 and FY2015 training agenda will include green cleaning, IFMA Facility Management Professional training and certification (FMP) and IFMA Sustainability Facility Professional training and certification (SFP). The goal for 2013 is for 65 FM staff members to earn both their FMP and SFP credentials.
• Continue FM focus groups
• Analyze and pursue funding for workspace designs that have been proven to improve collaboration and morale
• Commit to using expertise about FM's most important sustainability areas of focus as a criteria for new candidate selection

METRICS
• Employee diversity profile
• Number of employees engaged in IFMA training
• Custodial staff productivity
• Metrics on results of telecommuting test pilot
• Number of staff accommodated in their desire for flexible schedules to allow them to enroll in degreed programs
• Successful pursuit of funding for improved workspace design

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Governance

Score	Responsible Party
3.00 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Government Association (SGA) is a duly elected body of student representatives through which the student body can influence and change policies, which all students can participate in.

The Sustainability Task Force also accepts open nominations from all students. All nominations are reviewed by the Sustainability Program Manager and Assistant Vice President for University Services. The AVP for University of Services then appoints two students to the task force from the open nominations pool.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The student government association is entirely made up of elected representatives from the student body. Elections are held every year and the student body votes on them.

More information at: uh.edu/sga

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The Student Government Association can, and has, influenced and inspired decision making in all areas listed above. They have influenced the requirement of an annual campus carbon footprint calculation. They have also spearheaded projects such as a the development of a new football stadium and University Center. Further, there is a student on the Board of Regents who is an ex-officio member with all of the non-voting privileges of other Regents. There are university committees that students serve on that directly make decisions regarding school policies and marketing. Additionally, all meetings within the university that are of a nature of policy decision-making and discussion are by state law required to be open to members of the university; as such, students can attend and have a voice at these meetings.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The University of Houston Staff Council is an advisory body to the President of the University and the University administration. Staff Council consists of elected staff members from each division who represent the entire staff body; Only benefits eligible staff can run for office and vote in elections. Council representatives participate on a variety of standing university advisory committees including the Sustainability Task Force.

More information at: uh.edu/sc

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

All Staff Council members are elected by UH staff annually for three-year terms. The staff of each Division shall elect one representative per 100 benefits-eligible staff members in their division. The number of benefits-eligible staff within a division shall be rounded down if the total is 49 or fewer and rounded up if 50 or more. There is a minimum of one representative per division.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

A strategic plan was implemented during the 2013-2014 year. The initiatives, goals and strategies are combined and overlapping in the work of the council, represented in each area indicated above, not only in the last three years but throughout the body's history. The council is budgeted through the president's office and in-kind donations. There is a full-time program manager that assists the administrative responsibilities of the group. The committees, executive committee and program manager comprise the following team, which implements each area indicated for effective planning and execution of business and activities that are documented in monthly and annual reports:

Appointments – Staff UH standing committees with appropriate representation.

Communications - Coordinates all communications to UH staff according to UH branding: Website, emails, flyers, campus display screens, etc.

Cougar First Impressions - During the first two days of the fall and spring semesters, this group of 450 and more UH staff man 20 stations to greet, direct, answer questions of students and parents.

Events – Plans and executes various events that provide hours/opportunities for the staff to serve people inside and outside of the UH community: Sock and Blanket Drive, Spring Egg Hunt, UH Benefits Fair, Conversations with Staff Council (Issues are shared, discussed that effect staff), Focus on Staff (UH administration is invited to speak to staff), Leadership program/luncheon, as well as others. These responsibilities overlap with the Staff Affairs committee work.

Staff Affairs - The Staff Affairs Committee is responsible for identifying and analyzing all issues affecting the University of Houston's staff at all levels. The committee formulates and presents recommendations to Staff Council to represent the staff perspective and advocate for staff interests with UH executive leadership.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Faculty Senate is the governing body for UH faculty. A statement from the Faculty Senate Constitution: "Shared governance is the collective commitment of the faculty and administration at the University of Houston to work cooperatively, together with other University constituencies, to achieve a common vision of excellence for the University.

Faculty Senate sends weekly informational mailings to all faculty. It operates its own website which provides contact information for all the Senate officers and committees. Faculty Senate meetings are open to all and notice of meetings is sent to all faculty.

More information at:

fs.uh.edu

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Senators are elected from their respective colleges via online call for nominations and balloting. There are four types of Senate seats: at-large, graduate & professional studies, research & scholarship, and undergraduate.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The Senate Committees work on all major issues at the University. The Faculty Senate via its Executive Committee provides input to the Administration on all of the above items.

The website URL where information about the institution's governance structure is available:

https://fs.uh.edu/

Data source(s) and notes about the submission:

http://www.uh.edu/staff-council/

http://www.uh.edu/sga/

Diversity & Affordability

Points Claimed 8.72

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.72 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The University of Houston is committed to the principles of equal opportunity and affirmative action.

The Office of Equal Opportunity Services acts on behalf of the University as a neutral fact finder that enforces the University's Equal Opportunity Policies. Equal Opportunity Services provides the University system with multiple services including the development and monitoring of faculty and staff recruiting, the presentation of awareness and prevention trainings, and the implementation of the university's discriminatory complaints policies. The Office of Equal Opportunity Services is additionally charged with the processing of all inquiries and complaints concerning discrimination based on race, color, sex, religion, national origin, sexual orientation, gender identity and expression, age, disability, genetic information, and/or veteran status. Equal Opportunity Services works in conjunction with other members of the university community to seek a fair and effective resolution with regards to confidentiality of those concerned. No person shall be subject to retaliation for filing a complaint or assisting in an investigation conducted by the Office of Equal Opportunity Services.

The Center for Diversity and Inclusion seeks to engage, empower and educate campus members. Their mission is as follows:

- CDI engages campus constituents by providing intercultural dialogues, university program partnerships, and highlighting organizations and services that promote diversity and inclusion.
- CDI empowers students to celebrate and appreciate their cultural heritage and others by offering transformative diverse campus programming and by providing leadership experiences that maximize their potential. The Center is an avenue for developing students' sense of belonging.
- CDI educates the University of Houston campus by offering meaningful educational programs, lecture series, and workshops that advance diversity education and cultural competence. The Center also serves as a change agent in fostering an inclusive environment.

Other offices fostering diversity, inclusion and offering community support include: The LGBT Resource Center, the Women and Gender Resource Center, and the Multicultural Task Force.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.uh.edu/legal-affairs/equal-opportunity/about-eos/index.php

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The University of Houston not only has a wide array of established training programs for faculty, staff, students, and administrators but also has open avenues for the request of new training programs to be developed.

All new hires are required to complete a set of training activities, including an anti-discrimination segment. This segment includes hypothetical scenarios to assess cultural competence. Supervisors and managers are required to complete a training segment titled "Cultural Sensitivity in the Workplace".

The department of Equal Opportunity Services and the Center for Diversity and Inclusion handle the special requests trainings mentioned above. Examples include: workplace sensitivity, discrimination, and harassment.

Finally UH's Counseling and Psychological Services center (CAPS) houses the Diversity Institute which is a cultural outreach center to support students, their families, faculty, and staff. Additionally, CAPS holds an annual event to encourage cultural sensitivity, competence, and awareness both in and around campus.

The website URL where information about the cultural competence trainings is available:

http://www.uh.edu/human-resources/prof-org-dev/Supervisor_Enrichment_Program/index.php

Data source(s) and notes about the submission:

Center for Diversity and Inclusion:
http://www.uh.edu/cdi/

Training Programs:
http://www.uh.edu/legal-affairs/equal-opportunity/request-training/types-of-training/index.php

LGBT Resource Center:
http://www.uh.edu/lgbt/index.html

CAPS Webpage:
http://www.uh.edu/caps/outreach/diversity_institute.html

The Women and Gender Resource Center:
http://www.uh.edu/wgrc/

Assessing Diversity and Equity

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In 2013, The Multicultural Student Services Task Force was charged with identifying the feasibility of creating a new department/center that can focus on addressing the needs of the diverse University of Houston student population. The Task Force concluded that a multicultural center should be created at the University of Houston after benchmarking twenty-two institutions of higher education, reviewing existing multicultural programs and services, conducting a focus group with student leaders, and administering a campus-wide student survey in which 85% of the students expressed a desire for such a center. In 2014 the Center for Diversity and Inclusion (CDI) was established. Its mission is to foster an inclusive university community by supporting and developing programs that respond to the needs of our highly diverse student population. So diverse in fact, that UH is credited as one of "the most diverse universities in the nation"; scoring a 0.74 on the U.S. New's Best Colleges Campus Diversity Index (range being 0-1 with 1 being the most diverse possible). The name "Diversity and Inclusion" was chosen over multi-cultural so that all forms of diversity (including LGBT+) could feel represented by the center.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Every year Institutional Research audits the demographics of the university and reports these data in the Statistical Handbook. Data on residency, ethnicity, gender, immigration, and socioeconomic status are all recorded. This document can be viewed by college, department, university, or enrollment status. With the available data, IR is able to produce trends of equity and diversity over five-year periods.

This information, together with the works of the department of Equal Opportunity Services and the Center for Diversity and Inclusion, provide an representative picture of diversity and equity on campus and powerful tools to shape policy through Student Government, Faculty Senate, and other governance bodies on campus.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Every year Institutional Research audits the demographics of the university and reports these data in the Statistical Handbook. Data on residency, ethnicity, gender, immigration, and socioeconomic status are all recorded. This document can be viewed by college, department, university, or employment status. With the available data, IR is able to produce trends of equity and diversity over 5 year periods.

This information, together with the department of Equal Opportunity Services and Affirmative Action provides a representative picture of diversity and equity on campus and powerful tools to shape policy through the Faculty Senate/Staff Council.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

As part of the Multicultural Student Task Force 2013 charge to determine "the feasibility of creating a new department/center that can focus on addressing the needs of the diverse University of Houston student population", the services and programs of twenty-two other institutions of higher education were weighed against the University of Houston in terms of diversity and equity. A charge of this Task Force was to "explore opportunities for multicultural-based collaborative programs with departments outside of the Division of Student Affairs and in partnership with agencies in the surrounding community." During this process, academic and administrative departments that were already serving diverse student needs were identified. Once identified, their various engagement initiatives were cataloged; e.g. volunteer programs, internships, scholarships, and cultural experience programs. These initiatives were then weighed against those of the twenty-two benchmark institutions to further support the need of the establishment of the Center for Diversity and Inclusion. Once the CDI was founded, the resulting catalog of engagement programs from diversity serving departments was listed on the CDI webpage.

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

http://www.uh.edu/sfac/fy15_requests/reports/MSSTF.pdf

Data source(s) and notes about the submission:

Statistical Handbook (faculty and staff diversity assessments):
http://www.uh.edu/ir/reports/statistical-handbook/index.php

U.S. News Diversity Score:
http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The University of Houston has a wide variety of support programs for underrepresented groups. A brief sample includes: The Center for Diversity and Inclusion, The Urban Experience Program, The LGBT Resource Center, The Language and Culture Center, The Office of International Scholar Services, The Women and Gender Resource Center, and the Center for Students with Disabilities. Each of these centers provides academic and counseling support for their respective groups in addition to taking on members for volunteer, internship, student worker positions. A full list with descriptions can be found on the "Campus Resources" page on the Center for Diversity and Inclusion's website, linked below.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.uh.edu/cdi/resources/campus_resources.html

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The Office of Equal Opportunity Services is charged with the processing and investigations of all complaints regarding protected classes and the Title IX protocols.
If an individual feels that they have been discriminated against on the basis of their race or color, national origin, religion, age over 40, sex or gender, sexual orientation, gender identity and expression, disability, genetic information, or veteran's status, they are encouraged to contact EOS.

Students, staff, or faculty, may inquire with Equal Opportunity Services to ask for advice, seek counseling, and/or file a formal complaint. No person inquiring or filing a complaint will be subject to retaliation.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.uh.edu/legal-affairs/equal-opportunity/file-a-complaint/index.php

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Data source(s) and notes about the submission:

http://www.uh.edu/oisss/about/

http://www.uh.edu/lgbt/index.html

http://www.uh.edu/class/english/lcc/about/

http://www.uh.edu/class/english/lcc/about/

http://www.uh.edu/csd/

http://www.uh.edu/uep/

http://www.uh.edu/wgrc/

http://www.uh.edu/legal-affairs/equal-opportunity/affirmative-action/index.php

http://www.uh.edu/legal-affairs/equal-opportunity/file-a-complaint/index.php

Support for Future Faculty Diversity

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The University of Houston has been awarded a National Science Foundation Institutional Transformation (IT) ADVANCE grant to create a Center for ADVANCING UH Faculty Success. The goal of the NSF ADVANCE program (

www.nsf.gov

) is to increase the number and success of women faculty in the science, technology, engineering, and mathematics (STEM) fields.

One of the College of Liberal Arts and Social Sciences diversity goals is to recruit, retain and foster a diverse faculty and staff.

http://www.uh.edu/class/about-us/diversity/

The UH Cullen College of Engineering has an official Future Faculty program and the Graduate School offers fellowships, teaching assistant, and research assistant positions to better prepare students pursuing a career in academia. Furthermore, there are also fellowships/scholarships directed specifically to students from diverse backgrounds.

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

http://www.uh.edu/advance/

Data source(s) and notes about the submission:

Graduate Assistance:
http://www.uh.edu/graduate-school/prospective-students/financial-aid/graduate-assistantships/

Engineering Future Faculty Program:
http://www.egr.uh.edu/news/201309/cullen-college-launches-first-ever-future-faculty-program

Affordability and Access

Score	Responsible Party
2.72 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Through the Cougar Promise program, the University of Houston guarantees free tuition and waived mandatory fees to new in-state freshmen with family incomes at or below $45,000. The Cougar Promise is the University of Houston's promise to low-income families that college is accessible to their children and that financial aid will be available to them. The program provides tuition and fees during fall and spring semesters to qualifying students for up to four years as long as students continue to meet eligibility criteria and maintain at least a 2.5 GPA.

http://www.uh.edu/financial/undergraduate/types-aid/incentives/cougar-promise/index.php

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Faculty and staff are encouraged to report any student personal issues to the Division of Student Affairs, who can then partner with appropriate departments on campus to find solutions. Most recently, the division was notified of low-income student food insecurities from the Urban Experience Program staff and staff in Auxiliary Services worked with UEP on a new program to address the issue.

Auxiliary Services donated more than 1,400 healthy snacks courtesy of their vending partner Canteen and 180 meal cards courtesy of their dining partner Aramark that students can use in any of UH's dining halls.

The healthy snacks will be available on a first-come, first-served basis. Students can get a snack before they go to class or when they need a quick boost of energy before they take a test. To obtain a meal card, students will have to submit an application and undergo an interview with UEP to evaluate their economic situation.

http://www.uh.edu/af/news/press-releases/pr-auxiliary-donates-uep.htm

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Challenger Program is a federally supported "Student Support Services" TRIO Project funded by the Department of Education which is designed to assist students with overcoming personal concerns, academic deficiencies, and financial difficulties that could impair their chances of succeeding in college. The goal is to help students to stay in college until they earn their baccalaureate degree by providing participants with tutoring, counseling, academic instruction, financial aid advisement, and social enrichment.

http://www.las.uh.edu/cp/

A brief description of the institution's scholarships for low-income students:

As mentioned above, students with family incomes of less than $45,000 are eligible for a full waiver of tuition and fees. Students are also eligible for other college and university scholarships. The full list is available at:

http://www.uh.edu/financial/undergraduate/types-aid/scholarships/

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A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Targeted to any students interested in serving low-income students after graduation, the new Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $3,728 per year* in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families.

http://www.uh.edu/financial/undergraduate/types-aid/grants/teach-grant/

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

The Patricia A. Eichhorn Endowed Scholarship supports non-traditional students, returning students who are furthering their education. In recognition of her leadership in providing financial assistance to students in transition seeking a second chance to have a productive and rewarding career, her family established the scholarship through an endowed gift to the University of Houston.

Students must enroll for a minimum of 6 hours and maintain a GPA for 2.5 or better to receive the second payment and preference if given to those that express financial need.

http://www.uh.edu/class/ws/_docs/2014-scholarships/Student%20Scholarship%20Announcement%202014.

pdf

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The UH Children's Learning Centers (CLC) provides a nationally accredited exemplary early childhood program that supports the student, staff, and faculty, while at the same time, encourages UH student success by offering opportunities for learning, discovery and engagement.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	52.50
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	68.30
The percentage of students graduating with no interest-bearing student loan debt	51

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

Points Claimed	4.38
Points Available	7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	1.50 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.88 / 2.00

Employee Compensation

Score	Responsible Party
1.50 / 3.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

9,927

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

9,927

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1,707

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

1,707

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

It is the policy of the university to compensate employees fairly without regard to age, gender, race, color, religion, national origin, disability, military status or sexual orientation and to comply with all applicable federal, state and local laws and regulations affecting employee compensation.

To ensure internal consistency and external competitiveness in pay and enhance the university's ability to attract, retain, and motivate qualified employees the University of Houston uses pay grade structures to establish compensation limits for jobs. Hiring employees below the minimum of the pay range is contrary to university policy and is not permitted.

Our compensation guidelines and policies are developed in accordance with applicable federal, state, and local laws and regulations, including the Fair Labor Standards Act, the Equal Pay Act of 1963, and the biennial General Appropriations Act.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

9,927

Number of employees of contractors that receive sustainable compensation:

1,707

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

7.25 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

No

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

http://www.uh.edu/af/universityservices/policies/mapp/02mapphr.htm

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

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

In 2011, the UH Staff Affairs Subcommittee of the UH Staff Council consulted with Dr. Lisa Penney (Associate Professor, Organizational Psychology) to develop and administer a survey to understand staff morale issues, including the factors that drive morale and how morale affects organizationally valued outcomes.

In the summer of 2012, the UH Staff Council requested that a follow-up survey be administered in Fall 2012. Based on the results of the 2011 Survey and staff feedback, several changes were made to the 2012 survey. Because of staff concerns about the anonymity of their responses, no demographic information was collected in the 2012 survey. The survey length was also reduced by 42%. Finally, new items were added to the survey to gather more detailed information about two issues that staff identified as important in the 2011 Survey: communication quality and staff perceptions of fairness. However, the main goal of this survey, as in 2011, was to examine staff attitudes regarding their jobs and UH, identify aspects of the work environment that drive staff attitudes, and examine potential consequences of these attitudes.

UH staff received an email invitation from Staff Council to participate in an online version of the survey over a two-week period in November through December 2012. Paper surveys in English and Spanish were also made available to staff with limited or no computer access. The survey contained 96 items and one open-ended item inviting staff to leave comments. Survey participants were asked to respond to a number of questions using a five-point likert scale (e.g., strongly disagree to strongly agree). All scales are reliable and valid measures of their respective constructs. Of the 1,169 staff members who attempted the online survey, 932 (80%) completed the entire survey and 333 (35.7%) included comments at the end. The survey participants represent every division and college on the main campus, as well as positions ranging from technical service craft (e.g., electrician, groundskeeper) to executive (e.g., deans, associate vice presidents).

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Survey results indicate that staff are satisfied with their jobs in general (76%) and committed to UH (62%); thus we did not target those attitudes for further investigation. However, staff satisfaction with pay (16%) and promotions (20%), as well as perceptions of reward fairness (32%) were relatively low. A comparison of UH staff attitudes in 2011 and 2012 indicated few significant changes. However, although the 2011 survey indicated that staff in Technical & Service Craft jobs experienced more challenges to morale and poorer attitudes, the results of the 2012 survey indicate that the attitudes of those in Technical & Service Crafts jobs have increased to a level that is on par with attitudes of other staff at UH.

Together, these results suggest that the primary issue regarding staff morale is one of feeling under appreciated. The data resulted in at least four strategies for managers at all levels who desire to improve staff morale: 1) communicate important information that affects staff to them in a clear and timely manner; 2) be open and candid in all communications with staff, particularly with information that pertains to performance feedback, raises, and promotion opportunities; 3) communicate with staff regarding what role they play in helping UH solidify its status as a Tier 1 research university; 4) find informal ways to demonstrate appreciation for staff contributions.

Moreover, there are several strategies supervisors can implement to improve morale: 1) performance expectations should be communicated to staff in clear, unambiguous terms; 2) procedures and standards for pay and promotion decisions should be explained thoroughly and in clear, unambiguous terms; and 3) provide staff with accurate performance feedback year-round so that they know where they stand.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.uh.edu/staff-council/_documents/2012-Morale-Survey-rpt.pdf

Data source(s) and notes about the submission:

Executive Summary of Staff Morale:
http://www.uh.edu/staff-council/_documents/2012-Morale-Survey-exec-summary.pdf

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

There are a wide variety of health, wellness, and counseling programs available to all members of the University. UH Wellness is a campus wide education and prevention program. Services include sponsoring campus wide events, offering workshops and speakers on many wellness topics, supporting a peer education program including academic credit and certification options, and supporting student learning by serving as a resource for wellness information.

The Health Center offers general and specialized wellness services to students, staff and faculty. These services include prescription filling, free HIV testing, ambulatory care, dental and medical appointments, emergency treatment, vaccinations, and more.

The Department of Counseling and Psychological Services offers holistic services to students and their partners in both group and individual settings (some of which are free). CAPS provides free consultations of faculty and staff and also holds open campus events like Let's Talk.

Cougars in Recovery provides students in recovery from addiction a safe, sober environment that assists and supports them as they pursue their academic and professional goals, walk the path of recovery and participate in the diverse social opportunities available on campus.

Campus Recreation provides the UH community an inclusive environment that cultivates the development of life skills through engaging and meaningful recreation programs, facilities and service.

More information on various services can be found in the URLs contained in this sections "notes".

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

http://www.uh.edu/wellness/

Data source(s) and notes about the submission:

http://www.uh.edu/wellness/health_wellness.html

http://www.uh.edu/caps/

http://www.uh.edu/healthcenter/

http://www.uh.edu/cir/

http://www.uh.edu/wellness/workshops/wellness_wednesday.pdf?2

http://www.uh.edu/caps/resources/faculty_staff.html

http://www.uh.edu/healthcenter/faculty_and_staff/

Workplace Health and Safety

Score	Responsible Party
0.88 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	87	115
Full-time equivalent of employees	4,903	4,932

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

	Start Date	End Date

Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

That was the baseline that Environmental Health and Life Safety provided.

A brief description of the institution's workplace health and safety initiatives:

The University of Houston employs a number of health and safety initiatives through various departments and policies. Environmental Health and Life safety handles the majority of these initiatives and safety training including: respiratory protection, chemical hygiene, asbestos, fall protection, ergonomics and many other initiatives.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.uh.edu/ehls/general/general-safety/

Investment

Points Claimed 1.13

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.13 / 4.00
Investment Disclosure	1.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation (i.e. includes faculty, staff, and students) and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Score	Responsible Party
0.13 / 4.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses *selected for* exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

618,920,270 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	6,104,672 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	6,104,672 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Investment in industries/funds focused on timber through the Sustainable Woodlands Fund.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

FY14 Schedule of Investments by Fund.pdf

The website URL where the holdings snapshot is publicly available:

http://www.uh.edu/treasury/investreport.htm

Data source(s) and notes about the submission:

http://www.uh.edu/treasury/investreport.htm

Innovation

Innovation

Points Claimed	4.00
Points Available	4.00

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	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Texas Center for Superconductivity at the University of Houston (TcSUH)

A brief description of the innovative policy, practice, program, or outcome :

The Texas Center for Superconductivity at UH (TcSUH) is a multidisciplinary, university-based superconductivity and advanced materials research center with over 200 faculty, postdoctoral fellows, graduate and undergraduate students. In 1987, founding director Paul Chu began a legacy of innovation for the TcSUH by achieving superconductivity at the highest temperatures to date. Since then, the center has been regarded as one of the best superconductivity research facilities in the world impacting many areas of clean energy. See the section below for a groundbreaking innovation released in March 2015.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In March 2015, a research team in the TcSUH led by Zhifeng Ren, PhD, UH physics professor, created a new thermo-electric material known as germanium-doped magnesium stannide. The new material is intended to generate electric power from waste heat with greater efficiency and higher output power than currently available materials.

The material was created through mechanical ball milling and direct current-induced hot pressing. It can be used with waste-heat applications and concentrated solar energy conversion at temperatures up to 300 degrees Centigrade, or about 572 degrees Fahrenheit. Germanium-doped magnesium stannide has a high power factor, at 55 and a low raw material cost of about $190 per kilogram, which makes it more commercially viable than currently used materials. Thus, germanium-doped magnesium stannide offers to not only efficiently capture energy from waste heat, but also make solar energy applications more cost effective.

Typical applications include use in a car exhaust system to convert heat into electricity to power the car's electric system, boosting mileage, or capturing waste heat from a smokestack to power a plant's systems. UH researchers have formed a company called APower together with collaborators at MIT to commercialize the material for thermo-electric devices.

A letter of affirmation from an individual with relevant expertise:

REN-TcSUH_expert letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.phys.uh.edu/news-events/stories/2015/0623-clean-energy.php

Data source(s) and notes about the submission:

Home page for the TcSUH:
http://tcsuh.com/

More innovations on the way from the TcSUH:
http://www.uh.edu/news-events/stories/2015/June/0622ThermoelectricFormula

Innovation 2

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Subsea Systems Institute

A brief description of the innovative policy, practice, program, or outcome:

The University of Houston is devoted to innovation in the burgeoning field of subsea engineering. In 2011, UH established the nation's first graduate program in Subsea Engineering. The program granted certificates initially and awarded its first Master's degrees in 2014. Now with over 70 students, the program continues to grow and usher in the world's first generation of trained subsea engineering specialists. A core value of the program is to train engineers to understand multi-scale, multi-physics modeling and intelligent systems within an interdisciplinary curriculum to produce environmentally-protective subsea oil and gas systems. It is this commitment to environmental responsibility, through sustainable and safe development of energy systems in the Gulf of Mexico, that led to the founding of the Subsea Systems Institute described below.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Subsea Systems Institute (SSI) is a key national research center for subsea engineering and other offshore energy development issues, including research and technology to improve the sustainable and safe development of energy in the Gulf of Mexico. Funding for this program has come from the RESTORE Act (Resources and Ecosystems Sustainability, Tourist Opportunities and Revived Economies of the Gulf Coast States), resulting from the 2010 Deepwater Horizon oil spill. SSI is charged with:
- serving as a liaison for industry and government regulators
- testing and validating equipment
- helping standard-setting institutions with neutral third-party knowledge and other best practices
- developing new materials and science-based policies
- overseeing workforce training

A letter of affirmation from an individual with relevant expertise:

Sbbsea engineering expert letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://subsea.egr.uh.edu/

Data source(s) and notes about the submission:

Details on the SSI:
http://www.uh.edu/magazine/2015-spring/making-an-impact/getting-in-deep.php

http://subsea.egr.uh.edu/international-subsea-engineering-research-institute

Innovation 3

Score	Responsible Party
1.00 / 1.00	**Gabriel Durham** Graduate assistant Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

University of Houston Coastal Center Seed Distribution Project

A brief description of the innovative policy, practice, program, or outcome:

University of Houston Coastal Center (UHCC) is an environmental research and educational center about 14 miles northwest of the Gulf Coast, which contains about 300 acres of threatened coastal tallgrass prairie. Acquired in the 1960's the UHCC aims to support environmental research on the Texas coast by providing researchers with access to field sites, equipment and facilities. Facilities include two micrometeorology towers, a greenhouse, a laboratory building, and a maintenance building. The UHCC also seeks to broaden public awareness about science and the environment by supporting outreach activities with public groups and educational organizations.

Prior to World War II, the UHCC area was dominated by tall-grass prairie. In the 1940s, the area was used as Camp Wallace, resulting in human disturbance to portions of the prairie and the introduction of non-native species. Current land management goals include maintaining the areas of pristine prairie and restoring areas invaded by invasive species or disturbed by human activity. While much of the above can be considered impactful to sustainability, an ongoing innovative effort coming from the center is a seed distribution program, detailed below.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

As a community service and ecological commitment, UH allows the seeds from the pristine patches of the Coastal Center to be harvested by the Native American Seed company and other groups, which are then made available to organizations and individuals engaged in prairie restoration and native plant projects all across the country. Given the highly-endangered habitat, with less than 0.1% remaining worldwide, the preservation and reintroduction of these seeds is vital to preserving this unique ecosystem and biodiversity.

In addition to the Native American Seed company, which sells the rare seed commercially (20% of the earnings go back to the coastal center), some seeds are also collected by Texas Master Naturalists to grow mature plants. These adult plants are used in local restoration projects. Finally, some seeds are also sent to the Katy Prairie Conservatory's (a separate conservation agency) "Great Grow Out", which is a program where community volunteers of all ages grow prairie plants for use in restoration projects.

A letter of affirmation from an individual with relevant expertise:

UH Coastal Center STARS support letter from KPC.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

conservation

The website URL where information about the innovation is available:

http://www.uh.edu/magazine/2015-spring/feature-stories/going-coastal.php

Data source(s) and notes about the submission:

Coastal Center Main Page:
http://www.eih.uh.edu//

Native American Seed Company Webpage:
http://www.seedsource.com/Default.asp

Katy Prairie Conservancy Webpage:
http://www.katyprairie.org/

Innovation 4

Score	Responsible Party
1.00 / 1.00	**Sarah Kelly** Sustainability Program Manager Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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Title or keywords related to the innovative policy, practice, program, or outcome:

UH Innovation Center

A brief description of the innovative policy, practice, program, or outcome:

Information about the innovation center taken from Houston PBS, UH Moment:

A brand new innovation center at the University of Houston Energy Research Park is offering students, staff and alumni a space to start their business.

“Physically I don’t think this space has any parallel”, said Wolff Center Director for Entrepreneurship Ken Jones.

In the past two years, entrepreneurial teams from UH have formed over a dozen companies. Dr. Mark Clarke, the Associate Vice President for Technology Transfer, saw a need for the new space.

“We didn’t build it with the hopes that they would come, we built it because they were already here,” Clarke said.

This new space allows those companies a place to grow without worrying about many of the concerns most start-ups face.

“The innovation center is a landing pad for the steam of entrepreneurial teams that we are creating internally so they can come and mature into successful companies,” Clarke said.

“We now have a wonderful opportunity for anyone that comes to UH to not only look at the idea, monetize the idea, but now have a home in which to make that idea work,” added Jones.

http://www.uh.edu/news-events/stories/2015/March/030415UHMInnovationCenter.php

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A group of students in the Bauer College of Business Entrepreneurship program developed a business plan for a start-up called REEcycle. They are now running their start-up in incubation space located in the innovation center. The partnership between Energy Research Park, the Innovation Center and departments on campus is allowing research and ideas to be implemented into products, companies and services that are truly innovative and focused on sustainability and solutions to energy problems.

Taken from a UH magazine article: "The REEcycle business plan and startup is based on a technology developed by Allan Jacobson, Robert A. Welch Chair of Science and director of the Texas Center for Superconductivity at UH, who developed a way to extract rare earth elements from electronic waste. Rare earth elements are used in cell phones, computer hard drives, catalytic converters, wind power generators, energy efficient lighting and other “green” technologies.

Rare earth elements are generally not found in high concentrations, making it difficult to extract them economically. China controls more than 90 percent of the world’s supply, and Jacobson became interested in developing a way to recycle these after reading DOE reports about critical materials for future energy use. Jacobson discovered a chemical reaction that can extract the rare earth elements neodymium

and dysprosium from discarded electronic waste.

REEcycle won first place at Baylor's New Venture Competition, later repeating the feat in the Department of Energy's (DOE) regional Clean Energy Business Plan Competition at the California Institute of Technology. They then won first place at the national DOE contest in Washington, D.C. (where the team took all three of the top prizes)."

A letter of affirmation from an individual with relevant expertise:

innovation-center-letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	No
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No

Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.uh.edu/news-events/stories/2014/June/0613REEcycleWins