2022 SUSTAINABILITY REPORT

THE SUSTAINABILITY TRACKING, ASSESSMENT & RATING SYSTEM

stars — a program of aashe — SUSTAINABILITY TRACKING, ASSESSMENT & RATING SYSTEM — SILVER

UTA Office of Sustainability

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EXECUTIVE SUMMARY

The University of Texas at Arlington's 2022 Sustainability Tracking, Assessment, and Rating System (STARS) Report is a summary of the current state of sustainability at the University based on our reporting to the Association for the Advancement of Sustainability in Higher Education (AASHE), as well as in alignment with the U.N. Sustainable Development Goals.

This report uses peer benchmarking to assess progress across a range of sustainability metrics at higher education institutions, from academics and engagement to operations and planning. It highlights both accomplishments and recommendations for improving campus sustainability.

AREAS FOR CELEBRATION

- UTA earned points for its work through The Center for Renewable Energy Science and Technology (CREST), which coordinates research, development, and technology transfer in the area of renewable energy.

- UTA also earned points for its involvement in The North Texas Food Policy Alliance (NTFPA), a diverse group of 42 partnering organizations representing 16 counties in North Texas, which bring place-based experience and deep knowledge to work toward a more sustainable and equitable food system.

- UTA's efforts to purchase from local vendors and place a priority on responsible sourcing for all of our food is another source of pride. From ethical to sustainable standards in farming and fishing to Eco-Certified coffee to our partnership with the Coalition of Immokalee Workers to ensure fair treatment of farmers, UTA has led its peers in sustainable food and dining.

- Sustainability communications and education efforts across campus that improve performance in academics and operations, as well as analyze best practices and opportunities, recommend improvements, and help implement new programs, earned UTA additional points with STARS.

ROOM FOR IMPROVEMENT

As this report will show, applying sustainable principles across all parts of campus—whether it be academics, community engagement, or operations—requires a concerted effort. UTA will use our AASHE STARS report as an opportunity to highlight recommended areas for improvement, such as:

- Increasing the number of academic programs that offer or require sustainability courses to graduate with their major
- Expanding the opportunities students have to participate in community service projects
- Completing new greenhouse gas emissions inventories for Scopes 1 and 2 so that emissions reduction work can continue effectively
- Creating a formal sustainability and climate action plan through a stakeholder-engaged process

Additional recommendations are included throughout this report.

LAND ACKNOWLEDGEMENT

University of Texas at Arlington respectfully acknowledges the Wichita and Affiliated Tribes upon whose historical homelands this University is located. Their ancestors resided here for generations before being forcibly displaced by U.S. settlers and soldiers in the mid-1800s. We recognize the historical presence of the Caddo Nation and other Tribal Nations in the region; the ongoing presence and achievements of many people who moved to the area due to the Indian Relocation program of the 1950s and 1960s; and the vital presence and accomplishments of our Native students, faculty, and staff.
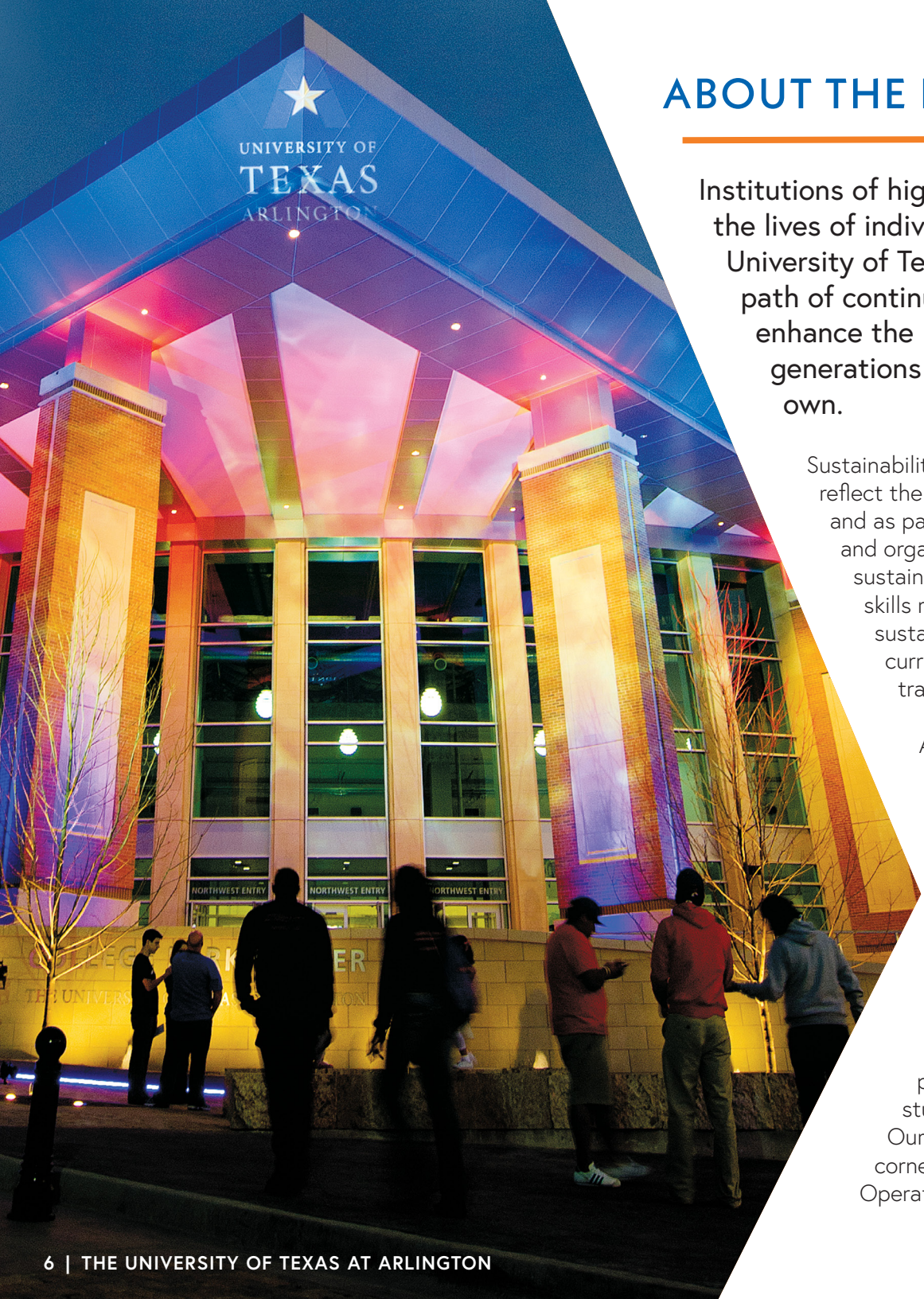
ABOUT THE REPORT

Institutions of higher education play a pivotal role in transforming the lives of individuals and enhancing their communities. At the University of Texas at Arlington (UTA), we view sustainability as a path of continuous improvement where our actions protect and enhance the human and natural resources needed for future generations to enjoy a quality of life equal to or greater than our own.

Sustainability brings together economic, environmental, and social aspects that reflect the complexity of the pressing issues faced by us as an organization and as part of the North Texas community. Industries, institutions, and organizations across all domains and sectors now intersect with sustainability challenges and opportunities, affecting the knowledge and skills required for the future workforce. We are committed to creating a sustainable campus through programs such as sustainability-focused curriculum, outreach, community engagement, energy efficiency, transportation, and waste management.

At the Office of Sustainability at UTA, we aim to unify and integrate sustainability initiatives across campus. We are dedicated to educating the campus and community about the importance of thinking and acting sustainably so we can use resources responsibly and help improve the lives of present and future generations.

The success of our sustainability initiatives requires engagement, participation, and collaboration at all levels of the University, across campus and beyond. By partnering with businesses, government, higher education institutions, and communities, we are building lasting relationships, solving common problems, sharing prosperity, and, most importantly, preparing students for success in a complex and changing global environment. Our approach to addressing sustainability challenges is built upon four cornerstones: Education & Outreach, Strategic Planning, Research, and Operations.

Our work also aligns with the United Nations' Sustainable Development Goals (U.N. SDGs), which are 17 global initiatives encompassing education, human rights, public health, community development, and economic growth. They are an urgent call to action that UTA is answering by fostering partnerships, leading in research, addressing inequities, and fighting climate change. UTA's leadership is evident in the 2022 Times Higher Education (THE) Impact Rankings, which assess universities against the U.N. SDGs. UTA ranked eighth among American colleges and universities. We take pride in this accomplishment and will continue to build on this success.

Another sustainability reporting tool we use is AASHE STARS, the Sustainability Tracking, Assessment & Rating System™, a program of the Association for the Advancement of Sustainability in Higher Education. STARS is a transparent, self-reporting sustainability framework for higher education institutions designed to:
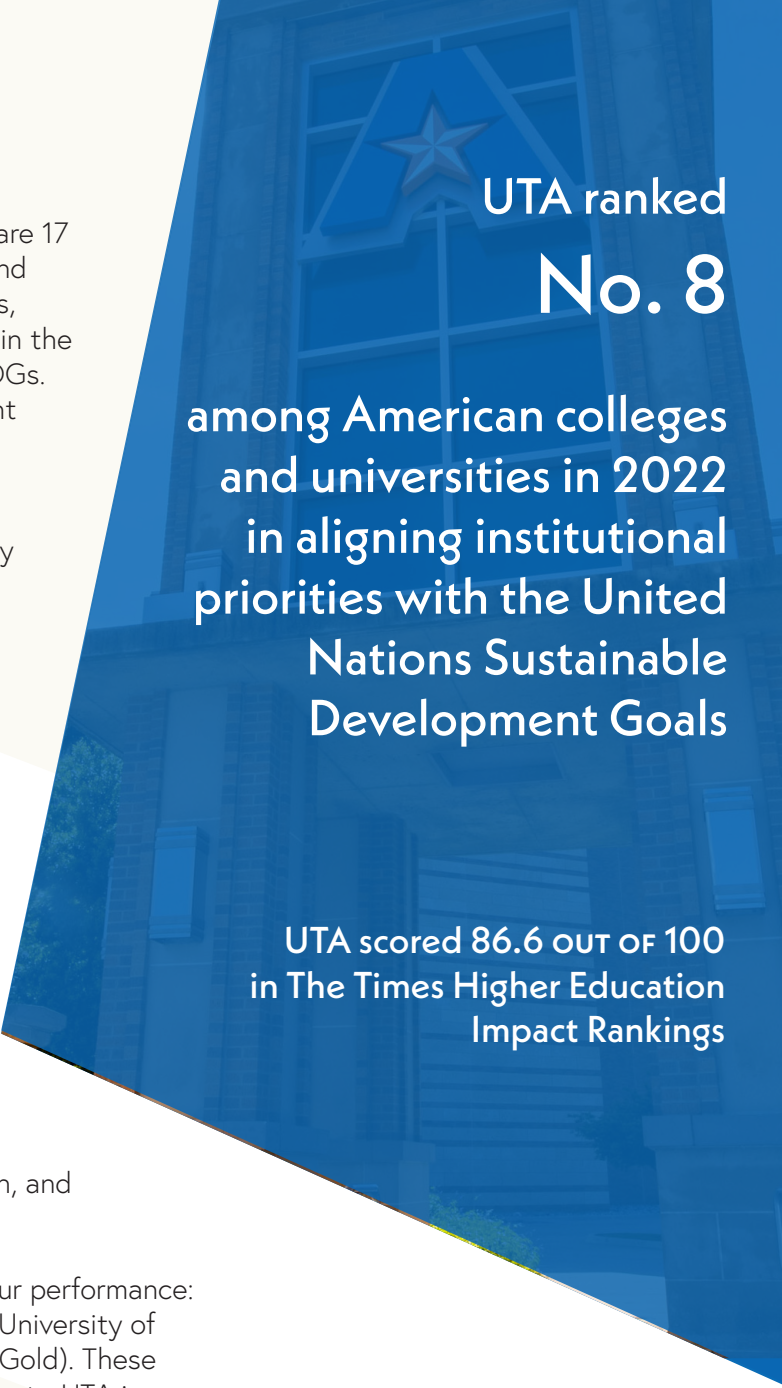
- Provide a framework for understanding sustainability in all sectors of higher education
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the international campus sustainability community
- Create incentives for continual improvement toward sustainability
- Facilitate information sharing about higher education sustainability practices and performance
- Build a stronger, more diverse campus sustainability community

KEY TO THIS REPORT

☆	Exceptional
✓	On par with peers
△	Needs improvement

By submitting information to STARS, institutions can earn a Bronze, Silver, Gold, or Platinum rating. The scoring system is based on the percentage of applicable points earned across five categories: Academics, Engagement, Operations, Planning & Administration, and Innovation.

This report uses three of our peers to benchmark our performance: the University of Texas at San Antonio (Silver), the University of Texas at Austin (Gold), and Texas A&M University (Gold). These three peers were selected based on their similarities to UTA in structure and STARS score. Additional peers that fit these criteria were excluded if they did not submit to STARS v2.2.

UTA ranked

No. 8

among American colleges and universities in 2022 in aligning institutional priorities with the United Nations Sustainable Development Goals

UTA scored 86.6 OUT OF 100 in The Times Higher Education Impact Rankings

HISTORY OF SUSTAINABILITY AT UTA

1994
- Campus-wide recycling program receives presidential approval

2004-2006
- Environmental Vision Awards for recycling are presented by Tarrant County Corporate Recycling Council

2006
- Top 100 four-year colleges for Hispanics ranking is granted by the *Hispanic Outlook in Higher Education Magazine*

2007
- University Sustainability Committee forms and AASHE membership begins
- Composting program receives multiple awards
- UTA is recognized as a trailblazer in "closing the gap" between Hispanic and non-Hispanic white students by the American Association of State Colleges and Universities

2008
- Green roof is installed on campus and receives multiple awards
- Preliminary carbon footprint analysis is completed
- Exemplary rating on sustainability is received from the National Wildlife Federation

2009
- Maverick Office Green Team launches

2010
- EPA Food Recovery Challenge program participation begins

2011
- AASHE STARS Bronze rating is achieved
- Organic community garden is created
- LEED® Gold Certification is received for the Engineering Research Building
- Photovoltaic panels at College Park parking garage begin operation

2012
- The Green at College Park receives multiple awards and the College Park Center achieves LEED Gold
- The Center for Metropolitan Density is established
- Public transit two-year pilot project is announced
- The Food Recovery Challenge certificate of achievement award is awarded by the EPA

2013
- North Texas Commission grants the Working for Clean Air Award: Best University to UTA
- AASHE STARS Silver rating is achieved

2014
- First of three Leadership Awards for the EPA Food Recovery Challenge (2014, 2018, 2021) are granted

2015
- UTA launches new Institute for Sustainability and Global Impact
- UTA partners with Zipcar to offer new car-sharing program on campus
- UTA launches its first GRI Report

2016
- AASHE STARS Silver rating is achieved
- CAPPA is established

2017
- UTA launches first Bike Share Program
- UTA is named a "Cool School" by *Sierra* magazine for campus sustainability efforts

2018
- The EPA recognizes UTA as the largest green power user in the Sun Belt Conference
- UTA receives NACUBO Excellence in Sustainability Award

2019
- UTA wins Outstanding Composting Program award from STAR NTx and NTCRA
- UNU-IAS Acknowledged Flagship Project
- Strategic plan is updated

2020
- UNU awards the *Upper Trinity River Water Quality Report Card* project an Honorable Mention for work on SDG 6
- Strategic plan is updated
- President announces eight DEI commitments

2021
- UTA ranks first in Texas in the THE Impact Rankings
- UNU-IAS awards UTA's Sustainable Cities Challenge project for its contribution to ESD
- UTA earns the Texas Tier 1 University designation
- UTA ranks #1 in Texas for awarding Bachelor's and Master's degrees to African-American students

2022
- UTA ranks eighth among American colleges and universities in the THE Impact Rankings
- AASHE STARS Silver rating is achieved
- UTA ranks third for ethnic diversity in the U.S. News & World Report
- 2022 NACUBO Excellence in Sustainability Award

2000 **2010** **2020**
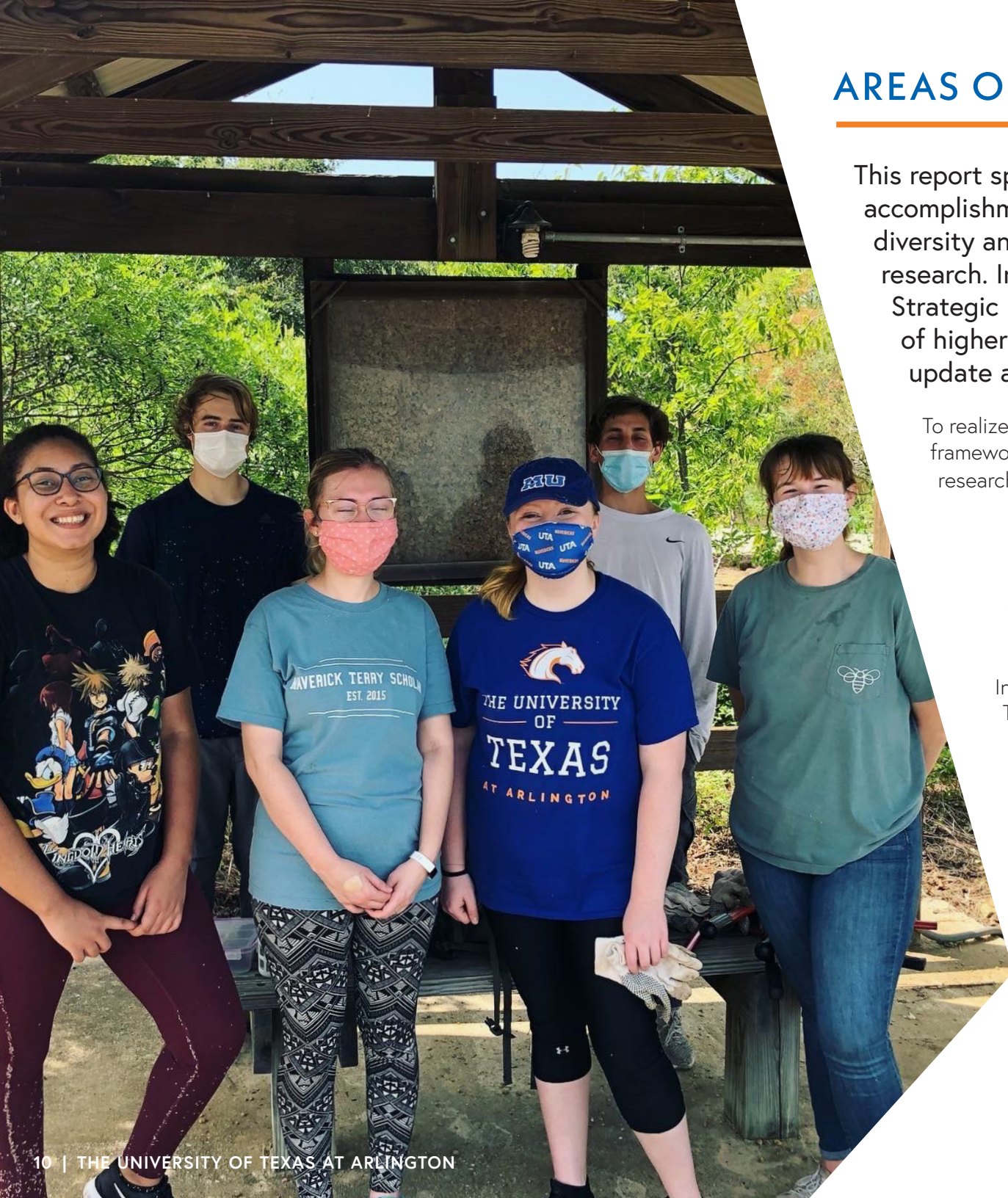
AREAS OF DISTINCTION

This report specifically highlights UTA's accomplishments in coordination and planning, diversity and affordability, and curriculum and research. In 2019, UTA launched an update to the Strategic Plan 2025 designed to shape the future of higher education. In 2020, we refreshed the update again.

To realize these goals, the University is focused on a framework of six fundamental guiding principles and five research and creative work themes:

1. Health and Human Condition
2. Sustainable Communities
3. Data Driven Discovery
4. Global Environmental Impact
5. Cultural and Societal Transformations

In addition to this strategic plan, Interim President Teik C. Lim announced eight specific commitments to promote diversity, equity, and inclusion at UTA on July 9.

Since then, the University has taken these steps to fulfill those commitments:

1. Recruitment of a vice president for diversity, equity, and inclusion (DEI)
2. Establishment of Campus Committee on DEI
3. Focus on faculty and staff diversity
4. Student scholarships
5. Professional and staff development
6. Multicultural affairs advancement
7. Diversity Certificate program

Finally, the University of Texas at Arlington has become the fourth institution in the state to achieve designation as a Texas Tier 1 University, a significant milestone of excellence in academics and research that brings with it access to the state's National Research University Fund (NRUF). UTA reached or exceeded rigorous benchmarks of quality established by the Texas Higher Education Coordinating Board for at least two consecutive years. Those benchmarks include:

- Surpassing $45 million in restricted research expenditures

- Awarding more than 200 Ph.D.s each year, which UTA has done six years in a row

- Being designated a member of the Phi Kappa Phi Honor Society

- Enrolling a freshman class of high academic achievement, a criterion for which UTA consistently ranks the highest among universities in the running for NRUF designation

- Having high-quality faculty, as illustrated by the increase in National Academy members
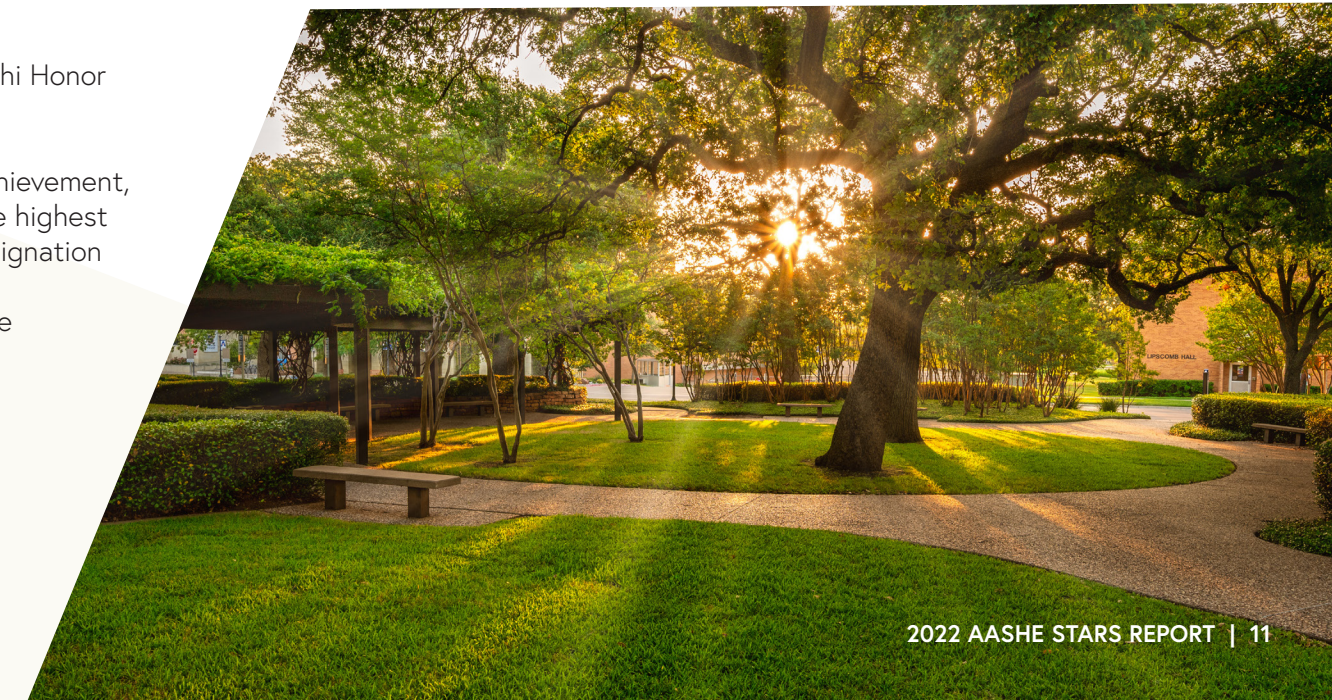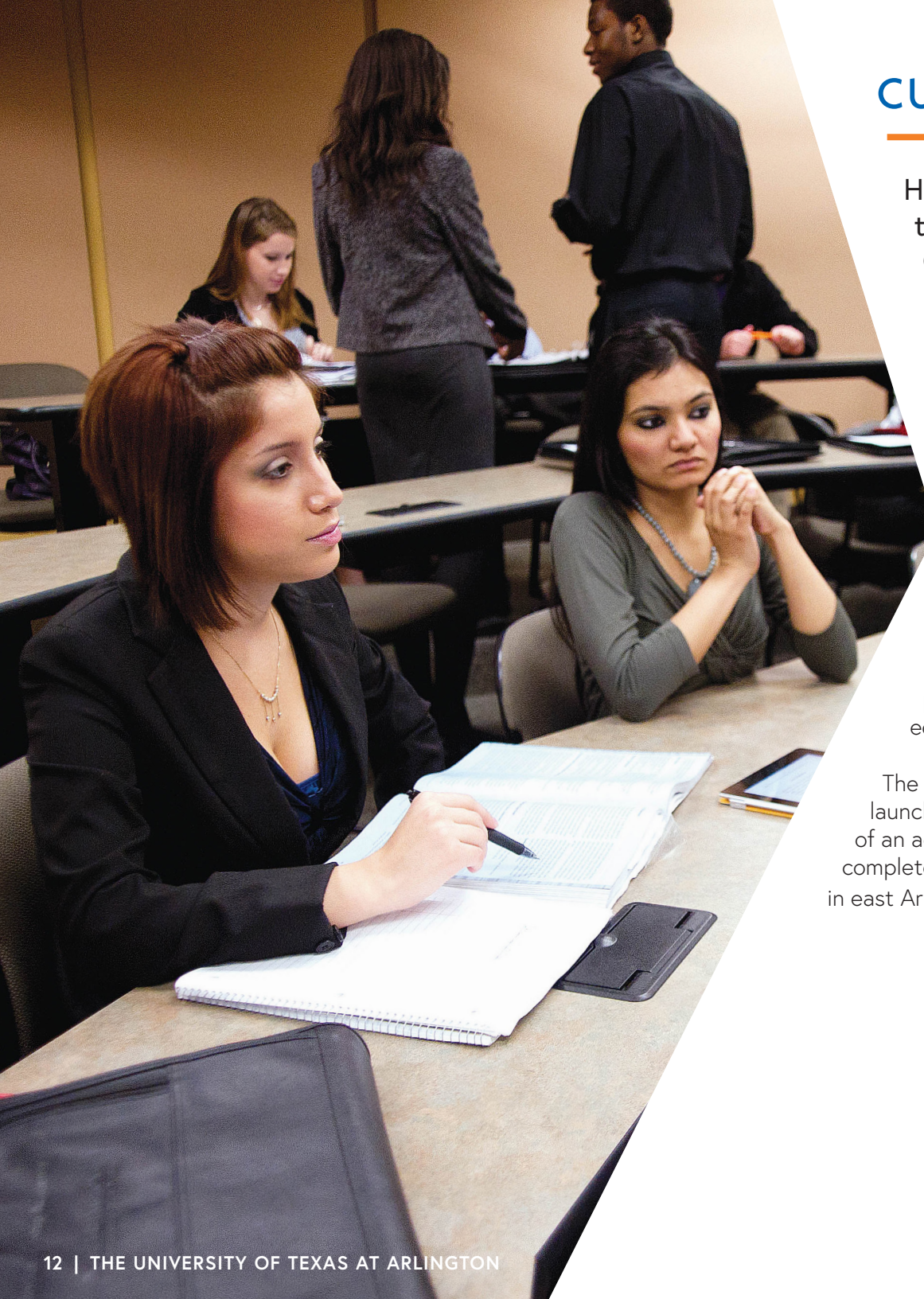
CURRICULUM

Higher education institutions are uniquely positioned to understand and address sustainability challenges. Colleges and universities equip students to lead society to a sustainable future by developing and offering learning opportunities in sustainability.

The University Sustainability Committee offers a Faculty Advisory Network on Sustainability (FANS). Faculty Fellowships support development of sustainability materials for existing courses, service learning exercises, field trips, development of new courses, or development of other curriculum products.

David Hopman, associate professor in landscape architecture, and his students assisted in creating a master plan for a Lakefront Park in southeast Fort Worth. The plan intends to revitalize the lakefront destination, the area's historically underserved community. The lack of activity relates to access problems and a history of neglect in the primarily African-American, economically disadvantaged section of the city.

The College of Architecture, Planning and Public Affairs (CAPPA) launched the Community Design Build Lab in the fall of 2021 as a part of an adaptive reuse project with the City of Arlington. CAPPA students completed two micro-houses and constructed three single-family residences in east Arlington, funded by the Housing Channel.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
AC-1	Academic Courses	To examine the University's courses to determine the proportion of courses that are sustainability-related	4.29	14.00	30.64	△
AC-2	Learning Outcomes	To identify institution- and department-level sustainability learning outcomes	0.03	8.00	0.38	△
AC-3	Undergraduate Program	To identify undergraduate-level degree programs that are focused on sustainability	3.00	3.00	100.00	✓
AC-4	Graduate Program	To identify formal graduate-level degree programs that are focused on sustainability	3.00	3.00	100.00	✓
AC-5	Immersive Experience	To recognize immersive, sustainability-focused educational study programs	2.00	2.00	100.00	✓
AC-6	Sustainability Literacy Assessment	To identify whether an institution assesses its students' sustainability literacy	4.00	4.00	100.00	☆
AC-7	Incentives for Developing Courses	To identify whether an institution offers incentives to help academic staff expand sustainability course offerings	2.00	2.00	100.00	✓
AC-8	Campus as a Living Laboratory	To identify projects in which students used the campus as a living laboratory for sustainability projects and research	4.00	4.00	100.00	✓

RECOMMENDATIONS

Continue to expand the sustainability-focused immersive experiences and living laboratory opportunities UTA currently offers

Create a plan to increase students' knowledge of sustainability concepts and monitor the results by continuing to administer the sustainability literacy survey each year

Increase the number of programs that offer or require sustainability courses to graduate with their major

RESEARCH

By researching sustainability issues and refining theories and concepts, higher education institutions help the world to understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

At UTA, the Center for Renewable Energy Science and Technology (CREST) coordinates research, development, and technology transfer in the area of renewable energy. CREST builds focused multidisciplinary research teams that pursue common themes within the energy framework. It provides a centralized facility with state-of-the-art instrumentation to enable cutting-edge energy research and development. The Center also offers students an opportunity to learn cutting-edge technology as it applies to renewable energy and sustainability. Examples of major activities in energy research and development currently under the CREST umbrella on campus include:

- Methods for hydrogen generation using renewable energy sources (e.g., sunlight and water)
- Materials for energy conversion and storage (e.g., carbon nanotubes, permanent magnets, advanced photocatalysts)
- Solar photovoltaic devices (e.g. organic, composite, inorganic, quantum-well, and nanoparticle solar cells)
- Magnetic energy storage devices (magnetocaloric effect)
- Arc reformation of methane and pulsed detonation energy source
- Energy system and power grid integration
- Biomass and solar thermal energy conversion

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

We also have additional programs furthering research on campus, such as the Interdisciplinary Research Program, which advances interdisciplinary research at UTA in alignment with the guiding themes of the Strategic Plan. ResearchCommons, UTA's open-access institutional repository, manages and stores scholarly resources in a robust and reliable digital environment with stable, permanent URLs. As such, ResearchCommons provides essential infrastructure for scholarship dissemination and increases the impact of faculty and student research.

Lastly, the UTA CARES Grant Program, sponsored by UTA Libraries, was established in 2017 to support educators interested in practicing open education through the adoption of Open Educational Resources (OER) and, when no suitable open resource is available, through the creation of new OER or the adoption of library-licensed or other free content.

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
AC-9	Research and Scholarship	To examine the percentage of employees and academic deparments that conduct sustainability research	7.31	12.00	60.92	△
AC-10	Support for Sustainability Research	To recognize institutions that incentivize students and academic staff to conduct sustainability research	3.00	4.00	75.00	✓
AC-11	Open Access to Research	To recognize institutions that facilitate open access publishing	1.33	2.00	66.50	✓

RECOMMENDATIONS

Publish a policy that requires employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository

Publish written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions

Currently, 9% of UTA researchers focus on sustainability. UTA should work to increase this percentage by expanding support for sustainability research

CAMPUS ENGAGEMENT

Engaging in sustainability through co-curricular activities allows students, faculty and staff to deepen and apply their understandings of sustainability principles. Co-curricular sustainability offerings help to integrate sustainability into the campus culture and encourage behavior changes that promote sustainability.

In fall of 2021, the Office of Sustainability created the Eco-Reps program, a peer-to-peer sustainability outreach program, to provide students with the tools and skills to educate and lead their peers on sustainability issues. Continuing to expand on and diversify student engagement opportunities such as the Eco-Reps program would further advance campus sustainability. UTA also has an Office Green Teams Program, which is an employee peer-to-peer sustainability outreach and education program that reaches 12.63% of employees. Through this program, the Office of Sustainability provides resources, helpful guidelines, ongoing consultation as needed, and recognition for outstanding offices.

UTA also hosts events where the community has the opportunity to engage with sustainability. In February 2022, UTA organized and hosted an interactive Sustainability Communications Workshop where participants got hands-on experience in sustainability communication and using best practices for messaging and delivery methods.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

4 QUALITY EDUCATION | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | 13 CLIMATE ACTION

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
EN-1	Student Educators Program	To capture understanding of the programs that allow students to share sustainability knowledge with their peers	2.00	4.00	50.00	✓
EN-2	Student Orientation	To determine how many new students are offered the opportunity to learn about sustainability during orientation	2.00	2.00	100.00	★
EN-3	Student Life	To identify all student co-curricular programs and initiatives that have a sustainability component	1.75	2.00	87.50	△
EN-4	Outreach Materials and Publications	To identify University outreach materials that engage and educate the campus community on sustainability	2.00	2.00	100.00	✓
EN-5	Outreach Campaign	To compile examples of recent sustainability-related outreach campaigns targeting students and employees that yielded measurable results	4.00	4.00	100.00	✓
EN-6	Assessing Sustainability Culture	To identify assessments used by the institution to understand sustainability culture	1.00	1.00	100.00	★
EN-7	Employee Educators Program	To capture understanding of ongoing peer-to-peer sustainability programs for employees	0.35	3.00	11.67	★
EN-8	Employee Orientation	To determine how many new employees are offered sustainability outreach and guidance materials during orientation	1.00	1.00	100.00	✓
EN-9	Staff Professional Development and Training	To identify professional development and training opportunities in sustainability to non-academic staff	1.25	2.00	62.50	★

RECOMMENDATIONS

Add a sustainability-based student-run enterprise or investment fund, a themed semester, and a sustainability graduation pledge to student programming

Continue to lead through faculty and staff organizations that foster collaboration and expand the sustainable community on campus

Expand the reach of community outreach programming and track attendance to measure program growth

PUBLIC ENGAGEMENT

Engagement in problem-solving with community members and organizations in the governmental, nonprofit and for-profit sectors encourages widespread solutions to sustainability challenges.

UTA regularly collaborates with other colleges through the Texas Regional Alliance for Campus Sustainability (TRACS), a network of faculty members, students, and sustainability professionals. TRACS facilitates collaboration between higher education institutions to implement climate change and sustainability solutions across campuses.

Air North Texas is a regional public awareness campaign and partnership that seeks to improve air quality in North Texas. The campaign was formed by the North Central Texas Council of Governments with support from a task force including government agencies, nonprofit organizations, and transportation authorities. UTA is a member and partner of this organization, providing space to host events and meetings and helping with social media campaigns and outreach events.

UTA's Regional Center of Expertise for Education on Sustainable Development and North Texas Food Policy Alliance are also examples of our public engagement efforts. More information about these two initiatives can be found in the center spread of this report.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
EN-10	Community Partnerships	To highlight formal partnerships between the University and community organizations to advance sustainability	3.00	3.00	100.00	✓
EN-11	Inter-Campus Collaboration	To identify collaborations with other colleges and universities to support and help build the campus sustainability community	3.00	3.00	100.00	★
EN-12	Continuing Education	To identify continuing education courses and programs that are sustainability-related	2.61	5.00	52.20	✓
EN-13	Community Service	To calculate student engagement in community service and identify formal programs that support employee volunteering	0.13	5.00	2.60	△
EN-14	Participation in Public Policy	To identify the institution's advocacy for public policies that support campus sustainability or that otherwise advance sustainability	0.00	2.00	0.00	△
EN-15	Trademark Licensing	To describe how the institution promotes labor rights and sustainable production of its trademarked products	0.00	2.00	0.00	△

RECOMMENDATIONS

As only 2.76% of UTA's student body is recorded as participating in community service, improve the opportunities for and data tracking of community service programming

Become a member of the Worker Rights Consortium or the Fair Labor Association to ensure apparel bearing our name or logo is manufactured under fair working conditions

Create a formal program to support employee volunteering during regular work hours

UTA AS A SUSTAINABILITY LEADER

NORTH TEXAS REGIONAL CENTER OF EXPERTISE

In 2003, the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) launched the Education on Sustainable Development (ESD) project. ESD entails incorporating key sustainable development issues into teaching and learning and requires innovative, participatory teaching and learning methods that empower and motivate learners to take action for sustainable development. Part of this project is the creation of Regional Centers of Expertise (RCEs), which facilitate sustainable development learning in local and regional communities.

RCE North Texas is a network of 75 multidisciplinary stakeholders, including higher education institutions, businesses, non-governmental organizations, community associations, and local, regional, state and federal government agencies.

VISION
A healthy, equitable and resilient North Texas

MISSION
We connect organizations in North Texas to enable healthier communities, shared value and sustainable development through education, collaboration and capacity building.

NORTH TEXAS FOOD POLICY ALLIANCE

Food insecurity while in college can have detrimental effects on students' academic performance and health. Limited access to fresh, healthy food is a complex challenge that calls for comprehensive, coordinated solutions. Food insecurity while in college can have detrimental effects on students' academic performance and health. To address these challenges and create a collective impact for the region, UTA has launched various programs and initiatives within and outside the campus boundary to work towards equitable and resilient food systems.

We envision a North Texas with a sustainable and equitable food system that will end hunger and ensure health and well-being for all.

One such program is a regional alliance called the North Texas Food Policy Alliance (NTFPA). This diverse group of partners ranging from community leaders to city government, from public health and community nonprofit organizations to educational institutions. Collectively, NTFPA's 42 partnering organizations represent the 16 counties in North Texas, bringing their placed-based experience and deep knowledge to work towards a more sustainable and equitable food system.

AIR, CLIMATE, BUILDINGS, AND ENERGY

For most institutions, building energy consumption is the largest source of greenhouse gas emissions. Institutions can design, build, and maintain buildings in ways that mitigate the building's impact on the outdoor environment while simultaneously providing a safe and healthy indoor environment for inhabitants. Implementing conservation measures and switching to renewable sources of energy also helps shape markets by creating demand for cleaner, renewable sources of energy.

UTA completed an inventory and Scopes 1 and 2 greenhouse gas emissions in 2019. We have also started to inventory emissions from Scope 3 sources, putting us ahead of our peers in that field. The sources we have measured include business travel, commuting, purchased goods and services, and fuel- and energy-related activities not covered in Scopes 1 or 2. Additionally, all new and renovated space at UTA in the past five years has been designed and built in accordance with LEED standards, though not certified.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
OP-1	Emissions Inventory and Disclosure	To recognize institutions that are accounting for and disclosing the greenhouse gas and air pollutant emissions that result from institutional activities	1.67	3.00	55.67	✓
OP-2	Greenhouse Gas Emissions	Recognizes institutions that have reduced their adjusted net Scopes 1 and 2 greenhouse gas (GHG) emissions	2.76	8.00	34.50	✓
OP-3	Building Design and Construction	Compiles information on institution-owned new or renovated buildings that were designed and built in accordance with a published green building code or system	1.25	3.00	41.67	☆
OP-4	Building Operations and Maintenance	Compiles information on institution-owned buildings operated and maintained in accordance with a sustainable management policy/program or green building rating system	1.98	5.00	39.60	✓
OP-5	Building Energy Efficiency	Recognizes institutions that are improving the energy efficiency of their buildings	4.16	6.00	69.33	✓
OP-6	Clean and Renewable Energy	Catalogs the institution's development and use of clean and renewable energy sources	0.00	4.00	0.00	△
IN-10	Energy System Certification	Recognizes an institution's energy system that is certified under a national or international standard	0.50	0.50	100.00	☆
IN-19	Green Laboratory Program	Recognizes comprehensive green laboratory programs that minimize the energy, water, and waste impacts of labs	0.00	0.50	0.00	△

RECOMMENDATIONS

Complete new inventories of Scopes 1, 2, and 3 greenhouse gas emissions

Continue to work to lower Scopes 1 and 2 emissions and reduce total energy consumption, and start to decrease Scope 3 emissions

Look into sourcing clean and renewable energy for UTA

PURCHASING

Collectively, institutions 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 support companies with strong commitments to sustainability, the elimination of unsafe working conditions, and the alleviation of poverty.

UTA works to purchase from local vendors and prioritizes responsible sourcing for all of our food. Almost all of our vendors are within the Dallas–Fort Worth area. These vendors were selected because of the ethical and sustainability standards they have in place. All seafood purchases, wild and farmed, follow the Monterey Bay Aquarium's Seafood Watch program sustainability guidelines for commercial buyers. All coffee served in the dining halls and Market locations is Eco-Certified. We also have a partnership with the Coalition of Immokalee Workers to ensure fair treatment of farmers.

The success of these initiatives is reflected in the data. Of our total annual food and beverage spending, 6.2% is on products that are sustainably or ethically produced and 34.9% is on plant-based foods.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
OP-7	Food and Beverage Purchasing	To compile an inventory of food and beverage purchases that are sustainably or ethically produced and/or plant-based	1.42	6.00	23.67	☆
OP-8	Sustainable Dining	To describe programs and initiatives to support sustainable food systems and minimize food waste	1.88	2.00	94.00	✓
OP-11	Sustainable Procurement	To describe sustainability criteria applied when making procurement decisions	1.5	3.00	50.00	△
OP-12	Electronics Purchasing	To highlight the institution's purchases of environmentally and socially preferable electronic products	0.52	1.00	52.00	☆
OP-13	Cleaning and Janitorial Purchasing	To highlight the institution's purchases of environmentally and socially preferable cleaning and janitorial products	0.28	1.00	28.00	△
OP-14	Office Paper Purchasing	To highlight the institution's purchases of environmentally and socially preferable office paper products	0.06	1.00	6.00	△

RECOMMENDATIONS

Work to increase percentages of purchased green cleaning and janitorial products (28%) and certified FSC Recycled office paper (1.4%)

Comprehensively integrate Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems

Increase the percentage of food and beverage expenditures that are on products that are sustainably or ethically produced

GROUNDS AND WATER

Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, conserving resources, and promoting organic care. Water conservation and reuse, as well as effective rainwater management practices, maintain and protect finite groundwater supplies.

Our organic Community Garden at UTA, built in collaboration with the City of Arlington, has become a public green space for families, community members, and garden enthusiasts. It also presents an opportunity for community service learning, conservation, and food production. Members of the community can adopt one of the 78 plots in the half-acre garden, of which 50 individuals a year take advantage. As part of the $35 annual plot use agreement, gardeners donate at least half of their produce to Mission Arlington, the garden's designated food bank program.

In 2020, UTA participated in the EPA's Campus RainWorks Challenge, which asks students and faculty members at colleges and universities to complete a green infrastructure design project. UTA's entry, titled "The Path Forward: Contain, Clean, and Connect," won first place in the Master Plan category. The team redesigned the University's master plan to strategically incorporate green infrastructure practices at key locations, including transportation corridors and local water bodies, to protect public health and water quality and promote resilience.

## U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
OP-9	Landscape Management	To quantify the amount of the total managed grounds that are managed organically or in accordance with an Integrated Pest Management (IPM) program	0.00	2.00	0.00	△
OP-10	Biodiversity	To conduct an assessment to identify endangered and vulnerable species and areas of biodiversity importance on the institution's land	0.50	1.00	50.00	✓
OP-21	Water Use	To report on potable and non-potable water use	1.74	4.00	43.50	△
OP-22	Rainwater Management	To describe green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts	2.00	2.00	100.00	☆

RECOMMENDATIONS

Develop an integrated pest management program or organic management plan to replace current conventional, chemical-based landscape management practices
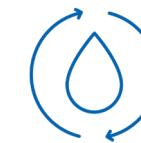
Implement policies and practices that increase UTA's rate of water use reduction on campus and decreasing potable water use

Conduct a formal assessment of University land to identify endangered and vulnerable species, as well as areas of biodiversity importance

TRANSPORTATION

Transportation-related emissions and pollutants contribute to health problems which, due to disproportionate exposure, are more pronounced in low-income communities near major transportation corridors. Institutions positively impact human and ecological health and support local economies by modeling sustainable transportation systems.

The Office of Sustainability recently created and administered the Commuting Behavior Survey to gather data for STARS. This survey will be administered at least once a year going forward and the results will be used to better understand what kind of transportation-based programming and education is needed on campus.

Current sustainable transportation initiatives include:

- An ebike-share program with a $10 credit for all "@mavs.uta.edu" email addresses
- Electric vehicle (EV) charging stations for public use, where customers can find the exact location, port status, purchase, and pay for their charge using the Chargepoint app
- A free campus shuttle bus system for all students, faculty, staff, and guests with a real-time tracking app
- Two ride sharing programs, one through *tryparkingit.com* and one through the City of Arlington's partnership with Via, which provides ride sharing through their app as a mode of public transportation

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
OP-15	Campus Fleet	To categorize the campus fleet vehicles that are hybrid, electric and/or alternatively fueled	0.00	1.00	0.00	△
OP-16	Commute Modal Split	To conduct a survey to gather data about student and/or employee commuting behavior	3.23	5.00	64.60	✓
OP-17	Support for Sustainable Transportation	To describe strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting	0.80	1.00	80.00	✓

RECOMMENDATIONS

Create a plan to begin purchasing sustainable alternatives to replace UTA's 200 fossil-fueled fleet vehicles

Expand sustainable transportation programs to increase sustainable commuting, currently 67.36% of students and 31.96% of employees commute sustainably on a daily basis

Offer incentives to employees for driving fuel efficient vehicles or relocating closer to campus

WASTE MANAGEMENT

Waste reduction mitigates the need to extract new materials from the earth and reduces waste flow to incinerators and landfills that contaminate air and water, produce greenhouse gas emissions, and result in disproportionate negative impacts on low-income communities.

Working with UTA's Food Recovery Network (FRN) chapter, Maverick Dining collects any leftovers that meet safety guidelines. This food is saved and picked up by FRN volunteers to distribute to local food banks. Maverick Dining also utilizes Chartwell's Higher Education Catering Food Insecurity feature to help distribute any recoverable food from catering events. Those who sign up for alerts will receive a notification about what is available and where to pick it up. UTA was awarded the 2021 Food Recovery Challenge National Award in Leadership for our work with the FRN.

Maverick Dining also participates in the national Stop Food Waste Day. Any post-consumer waste is intercepted from the dish room and collected in designated bins. This waste is weighed and a display is set up to help guests visualize the impact of putting too much food on a plate.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

UTA also has an award-winning composting program that is not only practical and environmentally friendly; it is an outstanding learning tool and model for others considering similar programs. We compost 32.4 tons of food waste annually from on-campus dining services, off-campus coffee shops, hospitals, and yard waste collected by campus ground crews. The University uses this compost as mulch and soil amendment on campus grounds and in the new community garden.

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
OP-8	Sustainable Dining	To describe programs and initiatives to support sustainable food systems and minimize food waste	1.88	2.00	94.00	✓
OP-18	Waste Minimization and Diversion	To compile data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator	6.55	8.00	81.88	★
OP-19	Construction and Demolition Waste Diversion	To explain efforts to divert non-hazardous construction and demolition waste from the landfill and/or incinerator	0.00	1.00	0.00	△
OP-20	Hazardous Waste Management	To determine the level of responsibility taken towards using sustainability friendly practices within the hazardous waste department	1.00	1.00	100.00	✓

RECOMMENDATIONS

Continue initiatives to track and reduce contamination incidents to decrease UTA's recycling program's average contamination rate of 14%

Improve data tracking and reporting systems for waste generation and diversion on campus as improving data collection will provide a more accurate baseline to work from

Start tracking and reporting construction and demolition waste to set a baseline

SUSTAINABILITY PLANNING, COORDINATION, AND INVESTMENT

Coordination and planning provide the infrastructure to foster sustainability, establish priorities, guide decision making and budgeting, and clarify a vision for a sustainable future.

We committed to two new major research themes, Sustainable Cities and Global Environment Impact, in the 2025 Strategic Plan. Our Sustainability Committee is charged with improving our sustainability performance in both education and operations through regular communication with the Maverick community about sustainability programs on campus. It also analyzes best practices and opportunities, recommends improvements, and helps implement new programs.

Faculty, employees, and students all have their own participatory governance bodies. The Faculty Senate voices the faculty position to University administrations. The Student Government puts on events, writes resolutions, and advocates on behalf of students to administration. The Staff Advisory Council serves as a representative body for staff that improves University operations, develops a sense of community, and enhances the work environment.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

5 GENDER EQUALITY
10 REDUCED INEQUALITIES
16 PEACE, JUSTICE AND STRONG INSTITUTIONS

AASHE STARS v2.2 2022 SCORES

STARS Category		Score description	Score	Total	% achieved	
PA-1	Sustainability Coordination	To describe sustainability committees, offices and/or officers that advise on and implement sustainable campus policies and programs	1.00	1.00	100.00	✓
PA-2	Sustainability Planning	To report on a published sustainability plan and the inclusion of sustainability in the institution's highest guiding document	2.00	4.00	50.00	△
PA-3	Inclusive and Participatory Governance	To report on formal governance bodies and diversity in the institution's highest governing body	1.38	3.00	46.00	✓
PA-4	Reporting Assurance	To submit an independent affirmation that the information in an institution's STARS report meets credit criteria	1.00	1.00	100.00	☆
PA-9	Committee on Investor Responsibility	To identify a formally established and active committee on investor responsibility (CIR)	0.00	2.00	0.00	✓
PA-10	Sustainable Investment	To identify the institution's positive sustainability investments and investor engagement policies and practices	0.00	4.00	0.00	✓
PA-11	Investment Disclosure	To identify a publicly accessible snapshot of investment holdings	0.00	1.00	0.00	△

RECOMMENDATIONS
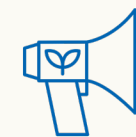
Create a formal sustainability and climate action plan through a stakeholder-engaged process

Establish a committee on investor responsibility that makes recommendations to fund decision makers on socially and environmentally responsible investment opportunities

Disclose investment information to the campus community to encourage transparency and accountability

DIVERSITY, AFFORDABILITY, AND WELLBEING

Higher education opens doors to opportunities that create a more equitable world and must be accessible to all regardless of race, gender, religion, socioeconomic status, and other differences.

UTA has many student programs facilitating DEI work. The Upward Bound Math Science program assists students in strengthening math and science education. The McNair Scholars Program prepares University juniors and seniors who are low-income, first generation, and/or underrepresented in doctoral education. The TRIO Program supports eligible students through individualized coaching, academic skills development, tutoring, and guidance on locating scholarships.

UTA also pays all employees a living wage. Our lowest paid full-time employee earns a compensation rate (with benefits) of $65,363 ($31.42 per hour), which is 100.05% of Tarrant County's living wage.

Our Wellness Committee's purpose is to create a culture and environment that supports and promotes the value of health and wellness by education, events, and access to campus facilities and programs. Committee programs and events are based on a model of Eight Dimensions of Wellness, which includes emotional, physical, occupational, financial, social, environmental, mental, and spiritual wellness.

U.N. SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT

AASHE STARS v2.2 2022 SCORES

| STARS Category		Score description	Score	Total	% achieved	
PA-5	Diversity and Equity Coordination	To identify a diversity and equity committee, office and/or officer that advises on and implements diversity-based campus policies and programs	1.56	2.00	78.00	△
PA-6	Assessing Diversity and Equity	To identify a structured assessment process to improve diversity, equity, and inclusion on campus	0.88	1.00	88.00	△
PA-7	Support for Underrepresented Groups	To compile initiatives that support underrepresented groups and foster a more diverse and inclusive campus community	2.08	3.00	69.33	△
PA-8	Affordability and Access	To compile initiatives that make sure the institution is affordable and accessible to low-income students	2.63	4.00	65.75	✓
PA-12	Employee Compensation	To report on the hourly wages and total compensation provided to employees relative to the local living wage	0.50	3.00	16.67	☆
PA-13	Assessing Employee Satisfaction	To conduct a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement	0.00	1.00	0.00	△
PA-14	Wellness Programs	To describe wellness and employee assistance programs and smoking bans within all occupied buildings	1.00	1.00	100.00	✓
PA-15	Workplace Health and Safety	To identify an occupational health and safety management system (OHSMS) and data on work-related injury or ill health	1.18	2.00	59.00	✓

RECOMMENDATIONS

Make cultural competence, anti-oppression, anti-racism, and social inclusion trainings and activities required for all campus community members

Share results of DEI assessment with the community
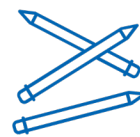
Conduct an employee satisfaction assessment that allows anonymity

APPENDIX A: U.N. SUSTAINABLE DEVELOPMENT GOALS

UN SDG		Content captured in STARS
1 NO POVERTY	No poverty	• Institutional plans and administrative policies that support low-income students • Payment of a living wage to employees, employees of on-site contractors, and student workers • Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses
2 ZERO HUNGER	Zero hunger	• Teaching and research, student and employee engagement, community partnerships, and advocacy related to ending hunger • Hosting a community garden on institution-owned land • Food and beverage purchases and dining and catering strategies that support sustainable food production systems • Hosting a food bank or pantry focused on alleviating food insecurity among students
3 GOOD HEALTH AND WELL-BEING	Good health and well-being	• Efforts to reduce air pollution and use of hazardous chemicals • Health promotion via building design, construction and maintenance • Programs to support student and employee wellness • Occupational health and safety programs • Prohibitions on smoking on campus
4 QUALITY EDUCATION	Quality education	• Sustainability learning outcomes, academic programs in sustainability, and applied learning for sustainability • Sustainability literacy assessment • Peer-to-peer sustainability education programs • Institutional plans and administrative policies that facilitate access to higher education • Support programs for underrepresented groups • Programs that increase accessibility to low-income students
5 GENDER EQUALITY	Gender equality	• Institutional plans and administrative policies that aim to end discrimination • Participation of women on the institution's highest governing body
6 CLEAN WATER AND SANITATION	Clean water and sanitation	• Operational policies and plans that relate to water use efficiency • Policies and programs to reduce stormwater runoff and resultant water pollution • Reducing water pollution by purchasing products (e.g., food, paper and cleaning chemicals) certified to meet sustainability criteria and through waste minimization
7 AFFORDABLE AND CLEAN ENERGY	Affordable and clean energy	• Facilitating access to clean energy research and technology through support for sustainability research and open access to research • Operational policies and institutional plans that aim to increase the share of renewables in the campus' energy mix and increase campus energy efficiency • Investments in clean energy companies
8 DECENT WORK AND ECONOMIC GROWTH	Decent work and economic growth	• Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses • Workplace health and safety systems • Ensure apparel is produced under fair conditions • Payment of a living wage and requirements that major campus contracts pay a living wage • Investments in companies that provide decent work
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Industry, Innovation, and Infrastructure	• Facilitating open access to research • Energy efficiency of campus infrastructure
10 REDUCED INEQUALITIES	Reduced inequalities	• Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses and small and medium-sized enterprises • Make the institution more accessible and welcoming to low-income students and underrepresented groups • Limiting the compensation of the highest paid individual relative to the compensation of the lowest paid individual
11 SUSTAINABLE CITIES AND COMMUNITIES	Sustainable cities and communities	• Operational policies and plans that support sustainable transport on campus, reduce air pollution and minimize waste • Protection of natural spaces on campus
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Responsible consumption and production	• Institutional procurement of responsibly produced goods, focusing especially on food, paper, electronics, and cleaning products • Efforts to reduce air pollution and waste on campus • Investments in companies engaged in responsible consumption and production
13 CLIMATE ACTION	Climate action	• Operational policies and institutional plans that focus on reducing greenhouse gases to mitigate climate change • Educating and raising awareness about climate change • Investments in companies that take climate action
14 LIFE BELOW WATER	Life below water	• Operational policies and institutional plans that reduce marine pollution from land-based activities, such as properly managing waste and rainwater • Institutional procurement of sustainably-sourced seafood
15 LIFE ON LAND	Life on land	• Purchasing wood products from sustainably-managed forests • Institutional plans or programs in place to protect or positively affect species habitats and/or environmentally sensitive areas
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Peace, justice and strong institutions	• Participatory and inclusive mechanisms to engage campus and community stakeholders in governance of the institution
17 PARTNERSHIPS FOR THE GOALS	Partnerships for the goals	• Programs and policies to facilitate open access to research • Collaborations with other colleges and universities to advance sustainability • Institutional plans that promote or commit to engaging with the SDGs

APPENDIX B: KEY TERMS AND ABBREVIATIONS

DEFINITIONS

carbon neutral	having no net greenhouse gas (GHG) emissions, to be achieved by either eliminating net GHG emissions, or by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions
climate change	a change in global or regional climate patterns, in particular a change apparent from the mid- to late 20th-century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
environmental justice: climate justice and environmental racism	climate justice is a term—and more than that, a movement—that acknowledges climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations; dvocates for climate justice are striving to have these inequities addressed head-on through long-term mitigation and adaptation strategies
	environmental racism refers to how minority group neighborhoods—populated primarily by people of color and members of low-socioeconomic backgrounds—are burdened with disproportionate numbers of hazards including toxic waste facilities, garbage dumps, and other sources of environmental pollution and foul odors that lower the quality of life
diversion rate	the total amount (reflected as a percentage) of a material, diverted from disposal through waste prevention, recycling, or reuse
environmentally preferable	products or services that have a lesser or reduced effect on human health and the environment when compared with competing products or services that serve the same purpose; this comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product or service
greenhouse gasses	any gas that has the property of absorbing infrared radiation (net heat energy) emitted from the earth's surface and reradiating it back to the earth surface, thus contributing to the greenhouse effect
integrated pest management	a grounds and landscaping technique that uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment
living lab	as a living lab, campus buildings and grounds become teaching tools to further sustainability learning; by blending campus infrastructure and operations with multi-disciplinary student learning projects, students are able to gain insight into campus sustainability challenges and even contribute to solutions
renewable energy	energy produced from sources that do not deplete or can be replenished within a human's life time, in contrast to non-renewable sources such as fossil fuels; most common examples include wind, solar, geothermal, biomass, and hydropower
resiliency	the ability of a system or community to survive disruption and to anticipate, adapt, and flourish in the face of change; core components of a resilient campus include community, flexibility, inclusiveness, learning, and prevention and management
Scope 1 emissions	direct greenhouse gas emissions occurring from sources that are owned or controlled by the institution, including combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators and combustion fuels by institution-owned cars, tractors, buses, and other transportation devices
Scope 2 emissions	indirect greenhouse gas emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity; includes purchased electricity, purchased heating, purchased cooling, and purchased steam
Scope 3 emissions	all indirect emissions not covered in Scope 2; examples include purchased goods and services, capital goods, waste generated in operations, business travel, commuting (employee and student), end-of-life treatment of sold products, downstream leased assets, franchises, and investments
sustainability	a path of continuous improvement where our actions protect and enhance the human and natural resources needed for future generations to enjoy a quality of life equal to or greater than our own
sustainable procurement	purchasing materials, products, and services in a manner that integrates fiscal responsibility, social equity, and community and environmental stewardship
zero waste	the conservation of all resources by means of responsible production, consumption, reuse, and recovery of products, packaging, and materials without burning and with no discharges to land, water, or air that threaten the environment or human health

ABBREVIATIONS

AASHE STARS	Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability, Tracking, Assessment and Rating System (STARS)		NACUBO	National Association of College and University Business Officers
CAPPA	The College of Architecture, Planning and Public Affairs		NTCRA	North Texas Corporate Recycling Association
CREST	The Center for Renewable Energy Science and Technology		NTFPA	North Texas Food Policy Alliance
DEI	Diversity, Equity, and Inclusion		OER	Open Education Resources
DFW	Dallas Fort-Worth		RCE	Regional Center of Expertise
EPA	Environmental Protection Agency		REC	renewable energy certificate
ESD	Education for Sustainable Development		SSI	Sustainable Sites Initiative
FRN	Food Recovery Network		STAR NTx	State of Texas Alliance for Recycling - North Texas
GRI	Global Reporting Initiative		THE Impact Rankings	Times Higher Education Impact Rankings
IPM	integrated pest management		U.N. SDGs	United Nations Sustainable Development Goals
LEED	Leadership in Energy and Environmental Design		UNU-IAS	United Nations University Institute for the Advanced Study of Sustainability
LCCA	life cycle cost assessment		USGBC	United States Green Building Council

For questions/more information please contact the Office of Sustainability at sustainability@uta.edu

@gogreenuta

@gogreenuta

UTA Office of Sustainability

stars
a program of aashe
SUSTAINABILITY TRACKING, ASSESSMENT & RATING SYSTEM
SILVER

2022 SUSTAINABILITY REPORT

THE SUSTAINABILITY TRACKING, ASSESSMENT & RATING SYSTEM

UTA Office of Sustainability