University of Texas at Arlington STARS REPORT

Date Submitted: May 13, 2025

Rating: Gold

Score: 65.44

Online Report: University of Texas at Arlington

STARS Version: 3.0

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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.

Summary of Results

Score 65.44

Rating: Gold

Report Preface
Report Preface .... 0.00 / 0.00

Academics
Curriculum .... 29.24 / 41.00

Research .... 17.07 / 23.00

Engagement
Campus Engagement .... 22.00 / 25.00

Public Engagement .... 16.90 / 25.00

Operations
Buildings & Grounds .... 10.32 / 20.00

Energy & Climate .... 10.42 / 26.00

Food & Dining .... 6.22 / 10.00

Procurement & Waste .... 7.08 / 20.00

Transportation .... 3.79 / 10.00

Planning & Administration
Coordination & Planning .... 8.15 / 11.00

Investment .... 0.67 / 7.00

Representation & Access .... 9.45 / 14.00

Wellbeing & Work .... 7.06 / 10.00

Innovation & Leadership
Innovation & Leadership .... 10.00 / 10.00

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit	Points
Executive Letter	0.00 / Total adjusted for non-applicable credits Close
Points of Distinction	0.00 / Total adjusted for non-applicable credits Close
Institutional Characteristics	0.00 / Total adjusted for non-applicable credits Close
Reporting Methodologies	0.00 / Total adjusted for non-applicable credits Close

Executive Letter

Score	Responsible Party
0.00 /	**Meghna Tare**
Total adjusted for non-applicable credits	Director
Close	Office of Sustainability

Criteria

This credit allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

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

Executive cover letter:
02112025_UTA_Executive_Letter_for_STARS_report.pdf

Notes about the information provided for this credit:

Points of Distinction

Score	Responsible Party
0.00 /	**Meghna Tare**
Total adjusted for non-applicable credits	Director
Close	Office of Sustainability

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:
Strategic Plan

Narrative and/or website URL providing an overview of the institution's featured program initiative, or accomplishment:

The University of Texas at Arlington has launched its new strategic plan, UTA 2030. In this newest strategic plan, UTA redefines community impact for universities, rooting it in academic excellence, groundbreaking discovery, and unwavering engagement. Together, we embark on a journey guided by this roadmap to realize the shared dreams of our community and shape a bright future for all.

The five Strategic Themes for guiding this growth are People and Culture, Student Success, Research and Innovation, Alumni and Community Engagement, and Finance and Infrastructure.

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. UTA's combination of outstanding academics and innovative research contribute to its designation as a Carnegie R-1 "Very High Research Activity" institution, a significant milestone of excellence.

The University is designated as a Hispanic-Serving Institution and an Asian American Native American Pacific Islander-Serving Institution by the U.S. Department of Education. The University ranks in the top five nationally for veterans and their families (Military Times, 2024) and is No. 4 in Texas for advancing social mobility (U.S. News & World Report, 2025).

https://cdn.web.uta.edu/-/media/project/website/president/documents/strategicplan2030/uta2030.ashx

https://www.uta.edu/administration/president/strategic-plan/about-the-strategic-plan

A photograph or document associated with the featured program, initiative, or accomplishment:
Strategic_Plan.png

Name of a second featured sustainability program, initiative, or accomplishment:
Campus Master Plan

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

UTA is updating its overall Campus Master Plan to guide the physical development of the entire campus, providing a visionary and implementable framework for the future. The Campus Master Plan is a powerful tool that provides an opportunity to re-examine physical campus improvements every 10 to 20 years and prioritize near, medium, and long-term capital improvements. We assess and recommend improvements to academic life, sustainability, campus life, infrastructure, mobility, and open space. The Campus Master Plan update will guide the physical development of our campus, providing a framework that is visionary and implementable.

The University of Texas at Arlington (UTA) Campus Master Plan 2025 encompasses several key goals and initiatives:

1. Comprehensive campus development: The plan aims to guide the physical development of the entire campus, providing a visionary and implementable framework for the future4.

2. West Campus revitalization: UTA Athletics has partnered with Populous to develop the #MavFuture Master Plan, which focuses on revitalizing the West side of campus. This plan addresses venues for baseball, softball, tennis, golf, cross country, and track and field programs2.

3. Balancing strategic elements: The Campus Master Plan strives to balance and harmonize all affected elements to support the strategic and academic mission of the institution3.

4. Enhancing student experience: The plan aims to improve facilities and create new opportunities for all UTA students, not just athletes2.

5. Community engagement: The master plan seeks to enhance student, alumni, and community engagement, as well as improve pedestrian and vehicular traffic2.

6. Sustainability and infrastructure: The plan assesses and recommends improvements to sustainability, infrastructure, mobility, and open space4.

7. Academic excellence: In alignment with UTA's strategic plan, the Campus Master Plan supports the university's goal of redefining community impact through academic excellence and groundbreaking discovery5.

8. Flexibility and adaptability: The plan is designed to be flexible enough to adapt to the fluctuating environment of intercollegiate athletics and changing academic demands23.

These goals demonstrate UTA's commitment to creating a comprehensive and forward-thinking campus environment that supports its academic mission, enhances student life, and engages with the broader community.

https://masterplan.uta.edu/

A photograph or document associated with the second featured program, initiative, or accomplishment:
Master_Plan_.png

Name of a third featured sustainability program, initiative, or accomplishment:
RISE 100

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

UTA is investing in its future with RISE 100 (Recruiting Innovative Scholars for Excellence), a transformative $60 million effort to hire 100 new tenure-stream faculty by 2026.

The hiring process will have multiple phases, enabling the hiring of 100 tenure-system faculty, 20-25 non-tenure track research faculty, and 40 postdocs.

Approximately half of the tenure-track positions will build off existing faculty research strengths enabling greater recognition through targeted investment. This growth in faculty will improve the undergraduate experience, enhance graduate education and amplify the impact of research in existing academic programs.

The other half of the tenure-track positions will enable the development of new academic programs and/or existing programs projected to see growth in alignment with workforce demands. This growth in faculty will continue to improve the undergraduate experience, enhance graduate education and amplify the impact of research.

The non-tenure track research faculty and postdocs will support our existing faculty in areas of significant research strength expanding the impact of our faculty.

An important aspect will be our focus on fostering greater collaboration among departments.

Sustainabiloty is one of the 5 themes for the Cluster Hire.

Phase 2 hires includes:

- 12 positions for cluster hires in the following areas:
    - Artificial Intelligence
    - Biomanufacturing
    - Sustainability

https://www.uta.edu/hr/rise100-overview/rise100-jobs

A photograph or document associated with the third featured program, initiative, or accomplishment:
RISE_100.png

Notes about the information provided for this credit:

Institutional Characteristics

Score	Responsible Party
0.00 /	**Mashaal Butt**
Total adjusted for non-applicable credits	Sustainability Program Manager
	Office of Sustainability
Close	

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the STARS Help Center.

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

Institution type:
Doctoral/Research

Institutional control:
Public

Narrative outlining the institutional boundary used to complete this report:

Founded in 1895, The University of Texas at Arlington is a Carnegie Research 1 institution with more than 100 years of academic excellence and tradition. Our campus spans 420 acres at the southern edge of downtown Arlington and includes more than 110 buildings, some dating from 1919. UTA offers state-of-the-art facilities that encourage students to be critical thinkers. Through academic, internship, and research programs, our students receive real-world experiences that help them contribute to their community and, ultimately, the world.

The University of Texas at Arlington is located in Tarrant County, also known as the mid-city area. It's centrally located between Dallas (to the east) and Fort Worth (to the west). Arlington is easily accessible and is located 30 minutes from the two major airports in the metroplex—DFW International Airport and Love Field. Less than two miles from AT&T Stadium and Globe Life Park, where the Dallas Cowboys and Texas Rangers, respectively, play, and less than three miles from Six Flags Over Texas,

UTA is just a stone's throw away from the excitement the city has to offer.

The University of Texas at Arlington (UTA) is a prominent public research university located in Arlington, Texas. Established in 1895, UTA has evolved significantly over the years, transitioning from a private liberal arts institution to a member of the University of Texas System in 1965. It is classified as an "R1: Doctoral Universities – Very high research activity," highlighting its commitment to extensive research and academic excellence.

Which of the following features are included within the institutional boundary?:
Hospital
Satellite campus(es)

Locale:
Large city

Climate zone:
3 - Warm

Gross floor area of building space:
7,244,336.0

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

Percentage of students that live in campus housing:
10.0

Percentage of students enrolled exclusively in distance education:
29.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Reporting Methodologies

Score	Responsible Party
0.00 /	**Mashaal Butt**
Total adjusted for non-applicable credits	Sustainability Program Manager
	Office of Sustainability
Close	

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

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

Narrative outlining the data collection process used in the preparation of this report:

All data points were compiled and exported into an Excel file to organize the information clearly and systematically. The Sustainability Manager then conducted a thorough review of the file, highlighting specific sections and identifying the individuals responsible for supplying each data point. Once the relevant areas were marked, the file was distributed via email to the designated contributors. Upon receiving their inputs, the submissions were carefully reviewed to verify the accuracy and completeness of the data provided.

List of personnel who led the reporting process:

Mashaal Atif Butt - Office of Sustainability Program Manager

Meghna Tare - Chief Sustainability and Economic Development Officer

List of additional personnel who contributed to the reporting process:

Eco-Reps participated in the process. They helped go through the course catalog and sort out courses that were sustaianbility related.

University Analytics

Dining Staff

Transportation department

Office of Facilities Management

Were students involved in the data collection process?:
Yes

Narrative outlining how students were involved in the data collection process:

Eco-Reps participated in the process. They helped go through the course catalog and sort out courses that were sustaianbility related.

Description of the internal data quality controls used in the preparation of this report:

All the data reported was double hecked for accuracy by the Sustainability program manager.

Were any independent audits or external assurance processes used in the preparation of this report?:
Yes

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

The report was audited by a graduate student at Texas A&M university.

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 29.24

Points Available 41.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences 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 with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	12.61 / 14.00
Undergraduate Programs	4.31 / 11.00
Graduate Programs	7.32 / 8.00
Applied Learning	2.00 / 4.00
Sustainability Literacy Assessment	3.00 / 4.00

Sustainability Course Offerings

Score	Responsible Party
12.61 / 14.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the STARS website.

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution's public website, B) through formal designation in the institution's official course catalog, or C) in a standalone publication.

Measurement

Report on the institution's currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

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

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
46.0

Number of academic departments with at least one sustainability course offering:
38.0

Annotated list or inventory of the institution's sustainability course offerings by department:
Academic_Courses.pdf

Description of the process used to identify the institution's sustainability course offerings by department:

Coded algorithm looking for explicit mention of key sustainability words in either course title or description
The sustainability inclusive course list was crowd sourced by various departments on Campus

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
82.6086956521739

Points earned for indicator AC 1.1:
6.608695652173913

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:
Yes

Online location where the institution's sustainability course listings are maintained:
https://www.uta.edu/campus-ops/office-of-sustainability/education-and-outreach/academics/academic-programs#Academic%20Programs

Publication where the institution's sustainability course listings are maintained:

Description of the process used to create and maintain the institution's sustainability course listings:

Faculty members are asked to submit detailed information about the courses they teach, specifically highlighting how sustainability concepts, principles, or practices are incorporated into the curriculum. They may include sustainability-focused course content, related assignments or projects, learning outcomes, and discussions that emphasize environmental, social, or economic dimensions of sustainability.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:
3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:
Yes

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

A small stipend of $500 when faculty turn in their syllabus at the end of summer.
Template https://sustainability.uta.edu/faculty-advisory-network/

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:
Yes

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

For the last seven years faculty and staff from every college and school across campus have joined together in groups within a Professional Learning Community (PLC) to learn from each other, research together, and develop new and creative ways to enhance and assess teaching and learning in their classrooms.

The 'Implementing Sustainability in Teaching' PLC's purpose is to integrate sustainability throughout the curriculum at UTA. By fostering a collaborative environment, they enable faculty to share innovative ideas for how to promote a sustainable mindset. Grounded in the United Nations Sustainable Development Goals (SDGs) https://sdgs.un.org/goals, the group aims to prepare UTA graduates to contribute to a more sustainable world.

Professional Learning Community - Quality Enhancement Plan - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:
3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability_Courses_2025_2.xlsx

Undergraduate Programs

Score	Responsible Party
4.31 / 11.00	**Meghna Tare** Director Office of Sustainability

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification (e.g., a degree or minor) focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:
No

Online resource detailing the institutional learning outcomes for undergraduate students:
https://www.uta.edu/administration/ier/core-assessment

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:
No

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:
Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

   https://www.uta.edu/administration/ier/core-assessment

The Reporting Tool will automatically calcuate the following figure:

Points earned for indicator AC 2.1:
0.0

2.2 Undergraduate programs with sustainability-focused learning requirements

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

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

https://www.uta.edu/campus-ops/office-of-sustainability/education-and-outreach/academics/academic-programs#Academic%20Programs

Undergraduate Degrees- Bachelor of Science in Environmental Science

· **Overview**: Prepares students for professional and graduate roles in environmental and sustainability sectors, with interdisciplinary training in environmental sciences https://www.uta.edu/academics/programs/environmental-and-earth-sciences-bs

· **Awarded by**: Department of Earth & Environmental Sciences, College of Science.

Bachelor of Science in Sustainable Urban Design

· **Overview**: One of six U.S. programs—and the only one in Texas—dedicated to resilient, inclusive, sustainable urban and landscape planning. Involves studios in climate change, mobility, resiliency, GIS, public policy, and more uta.edu.

· **Credits**: 120 credit hours (about 18 hours of prescribed electives across multiple disciplines) https://www.uta.edu/academics/schools-colleges/cappa/academics/landscape-architecture/bs-sustainability

· **Pathway**: Includes design studio sequence and culminates in a sustainability-focused capstone project reports.aashe.org+2theshorthorn.com+2uta.edu+2.

Master of Science in Sustainable Building Technology

Program Overview

· Degree: 30-credit, post-professional Master of Science in Sustainable Building Technology https://www.uta.edu/academics/schools-colleges/cappa/academics/architecture/m-sustainability?utm_source=chatgpt.com

· Key strengths: integration of building systems design, environmental systems, performance-based design; culminates in a design thesis

· Tracks (specializations):

1. Computational Performance

2. General Research

3. Historic Building Technology

4. Health & Innovation idp.com+2uta.edu+2masterstudies.com+2

Course Structure

· Core (21 credit hrs) includes:

o Performance-Based Design

o Green Design & Construction

o Energy Use & Conservation

o Environmental Control Systems

- Electives (9 credit hrs) offer flexibility: high-performance façades, digital prototyping, timber design,

- Studio components are integrated, with tracks like Computational Performance featuring a summer design studio

Environmental & Sustainability Studies Minor

- **Administered by**: CAPPA (College of Architecture, Planning & Public Affairs)

- **Credits**: 18 credit hours

- **Focus**: Foundational understanding of environmental issues and sustainability domains—environmental, economic, technological, socio-cultural, and policy aspects https://www.uta.edu/academics/schools-colleges/cappa/academics/minors/environmental-sustainability-minor

- **Flexibility**: Courses satisfy both minor and major area requirements for many degree programs .

Graduate Certificate in Sustainable Engineering and Renewable Energy

Administered by the College of Engineering under Civil Engineering. Available for both master's students and non-degree seekers.Part of Civil Engineering graduate certificates, with several courses offered online

https://www.uta.edu/academics/schools-colleges/engineering/academics/certificates/ce-sust-renew-energy

Sustainable Engineering Minor

The University of Texas at Arlington (UTA) offers a Sustainable Engineering Minor designed to prepare students to address sustainability challenges in engineering practices and projects. This minor provides a foundation in sustainable design, systems thinking, and environmental impact analysis. Here are some key details about the program:

Overview of the Sustainable Engineering Minor:

1. Objective:

o Equip students with skills to design, analyze, and implement sustainable solutions across various engineering fields.

o Promote environmental stewardship, resource efficiency, and long-term sustainability in engineering practices.

2. Core Topics Covered:

o Sustainable design principles

o Life-cycle analysis and environmental impact

o Energy efficiency and renewable energy systems

o Water resource management

o Sustainable infrastructure and urban planning

3. Credit Requirements:

o Typically requires the completion of 15-18 credit hours.

o Includes a combination of required foundational courses and electives.

4. Sample Courses:

o Introduction to Sustainable Engineering

o Environmental Systems Modeling

o   Renewable Energy Systems

o   Green Building Design

o   Urban Water Systems Sustainability

5.   Learning Outcomes:

o   Develop the ability to incorporate sustainability in engineering problem-solving.

o   Understand global and societal impacts of engineering decisions.

https://www.uta.edu/academics/schools-colleges/engineering/academics/undergraduate/sustainable-minor

Undergraduate Certificates & Modules- Certificate in Sustainability & ESG (Enterprise Development)

·   **Offered by**: UTA's Division for Enterprise Development (Continuing Education)

·   **Includes**: Sustainability management, ESG performance, air quality compliance, environmental science/professional credentials https://web-ded.uta.edu/wconnect/ace/certifications.aspx?utm_source=chatgpt.com

Sustainability Module in UNIV 1131 (Student Success Course)

·   **Launch**: Introduced Spring 2024

·   **Content**: Covers campus sustainability initiatives, composting/recycling practices, and global sustainability frameworks (e.g., UN SDGs) catalog.uta.edu+5uta.edu+5theshorthorn.com+5.

Engineering Curriculum Integration

UTA's **Civil, Electrical, and Industrial Engineering** departments have integrated **sustainability modules** across 12 core courses from freshman to capstone levels. Students may also engage in multidisciplinary sustainable design senior projects—such as biodiesel refinery development https://www.uta.edu/academics/schools-colleges/engineering/academics/undergraduate/sustainable-minor

Undergraduate Degrees- Bachelor of Science in Environmental Science

https://www.uta.edu/academics/programs/environmental-and-earth-sciences-bs

Bachelor of Science in Sustainable Urban Design

https://www.uta.edu/academics/schools-colleges/cappa/academics/landscape-architecture/bs-sustainability

Master of Science in Sustainable Building Technology

https://www.uta.edu/academics/schools-colleges/cappa/academics/architecture/m-sustainability?utm_source=chatgpt.com

Graduate Certificate in Sustainable Engineering and Renewable Energy

https://www.uta.edu/academics/schools-colleges/engineering/academics/certificates/ce-sust-renew-energy

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:
Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

SUSTAINABLE ENGINEERING MINOR

The Sustainable Engineering Minor prepares students in all engineering disciplines to ask questions and analyze problems from a sustainable engineering perspective, and develop sustainable solutions. Students seeking the minor must successfully complete the following courses with a grade of C or better and two electives from the civil, electrical, mechanical and aerospace, or material sciences engineering departments

- Introduction to Sustainable Engineering,
- Operations Research
- Sustainable Engineering Design Project
- Principles of Macroeconomics or Economics for Engineers

ENVIRONMENTAL AND SUSTAINABLE STUDIES MINOR

Taking advantage of the many courses on sustainability and the environment offered throughout the university, this broadly interdisciplinary program provides students a powerful way to enrich their education and effectively apply their major field of study to some of the most complex and crucial problems of the new millennium.The 18 credit hour Environmental and Sustainable Studies Minor offered through the College of Architecture, Planning, and Public Affairs can be combined with most majors, and in some cases completed coursework will qualify for credit.

The sustainability minor requires 18 credit hours. In addition to the core course, the minor requires 15 hours of approved courses taken in each of three areas, liberal arts; natural sciences and engineering; and urban and public affairs and architecture. In geology, for example, sustainability related courses deal with climate change and global warming. In English there are special topics classes that address environmental literature.

The requirements for the minor are straightforward:

1. Take the core course, ESST 2300.
2. Take 15 more hours of courses approved for the ESS Minor, including at least one course from Group One (Liberal Arts, Social Science, and Business) and at least one course from Group Two (Natural Sciences and Engineering).
3. At least 6 hours must be taken in 3000 or 4000 level courses.

(See below for approved courses for the ESS minor. Also note that Independent studies, Honors theses, capstone courses with senior projects, studio or design courses, internships, may all be eligible for the ESS minor if the student concentrates on topics related to environmental or sustainability studies.

Independent studies, honors theses, capstone courses with senior projects, studio or design courses, internships, or service learning courses may all be eligible for the ESS minor if the student concentrates on topics related to environmental or sustainability studies. List of approved Courses for the Sustainability Minor

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:
Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Course Code	Course	Catalog Description
ANTH 3354	ANTHROPOLOGY OF HUNTING	Covers a broad range of topics exploring hur cultural issues of meat and diet, hunter-gath Course is relevant to environmental studies
ARCH 3361	ARCHITECTURE & ENVIRONMENT	An overview of sustainable design integrated in program. Restricted to Architecture major
ARCH 3554	DESIGN STUDIO: ARCHITECTURE II	A continuation of ARCH 3553 with an increas contexts. Projects will incorporate design the specifics as design imperatives will inform b and subsequently integrate rudimentary buil structural support, materiality, building asse attention towards sustainability, accessibility understanding of project components by dev models will test and communicate spatial in environment, and project character. Prerequ
ARCH 4371	FUTURE CITIES	Future Cities focus on climate resilience of th historical and contemporary concepts of ecc urban landscapes in the age of anthropogen map, diagram, model, draw, and visualize pr Prerequisite: Junior standing in Architecture,
ARCH 4372	ADAPTIVE TYPOLOGIES	Adaptive Typologies focus on climate resilier Typologies, students explore architectural ob of the urban ecosystem. Students analyze, t biological concepts and apply a digital mixed tools. Prerequisite: Junior standing in Archite
ARCH 5361	ARCHITECTURE AND ENVIRONMENT	An overview of sustainable design integrated
AREN 1205	INTRO TO ARCHITECTURAL ENGR	This course introduces students to the educa prepares engineers to work effectively on te professional licensure, sustainability, creativ other engineering disciplines on building con
AREN 2213	BUILDING SCIENCE I	The interactions between humans and indoc in buildings. This course introduces the phys respect to human comfort in buildings. Topic quality, visual comfort, audial comfort), relev sustainable buildings. Prerequisite: Grade of
AREN 3213	BUILDING SCIENCE I	The interactions between humans and indoc in buildings. This course introduces the phys respect to human comfort in buildings. Topic quality, visual comfort, audial comfort), relev sustainable buildings. Prerequisite: Grade of
AREN 3314	BUILDING SCIENCE II	Post design & construction phase, it is impor energy efficiency and occupant comfort. Thi learning experiences using practical skills, ir occupancy evaluation for occupant comfort Prerequisite: Grade of C or better in AREN 22

AREN 4314	BUILDING SCIENCE II	Post design & construction phase, it is impor... energy efficiency and occupant comfort. Thi... learning experiences using practical skills, i... occupancy evaluation for occupant comfort ... Prerequisite: Grade of C or better in AREN 2...
ART 3374	PACKAGING & 3D CAD	Packaging structure design, materials, perfo... Corrugated Prototype Design and CAD Produ... materials, and a computer-aided design (CA... ART 2353
ART 4313	COLLECTIONS MANAGEMENT	This course will examine the history of muse... the concerns of ethics and law in relation to ... guest speakers and on-site visits to area coll... ART 1317; or permission from the instructor.
ART 4374	PACKAGING & 3D CAD	Packaging structure design, materials, perfo... Corrugated Prototype Design and CAD Produ... materials, and a computer-aided design (CA... ART 2353
BE 4350	SENIOR DESIGN PROJECT I	First of two courses in design of biomedical ... incorporating engineering standards and rea... experience incorporating engineering princi... economic, environmental, sustainability, ma... Prerequisite: C or better in BE 3317, BE 338... BE undergraduate advisor.
BE 4355	SENIOR DESIGN PROJECT II	Second of two courses in design of biomedic... incorporating engineering standards and rea... experience incorporating engineering princi... economic, environmental, sustainability, ma... Prerequisite: BE 4350, BE 4334 concurrent e...
CE 2300	INTRO TO SUSTAINABLE ENGR	Introduction to key sustainability concepts a... sustainability. Techniques for generating crea... cycle assessment to quantify environmental ... life cycle assessment into alternatives evalu... Professional Program or Junior Level Standin...
CE 3300	INTRO TO SUSTAINABLE ENGR	Introduction to key sustainability concepts a... sustainability. Techniques for generating crea... cycle assessment to quantify environmental ... life cycle assessment into alternatives evalu... Professional Program or Junior Level Standin...
CE 4395	SUSTAINABLE ENGR DESIGN PROJEC	Following the engineering design process, st... Students will evaluate the alternatives based... impacts. Life cycle assessment will be used ... Students will use a decision-making matrix i... Grade of C or better in Societal Context Elec... 6 credit hours of Sustainable Engineering El...
CE 5345	INFRASTRUC EVAL,MAINT, RENEWAL	This course is designed for engineers and m... replacement. Topics include asset managem... collection and water distribution systems, su... other structures. Prerequisite: Consent of ins...
CE 5382	CONSTRUCTION SUSTAINABILITY	Introduction to International Code Council's ... Guidelines v.3 for constructing sustainable/g... allowable height and area, life safety require... water efficiency, material reuse and indoor a...

Course	Title	Description
CHEM 1345	CHEMISTRY AROUND US	This course looks at current issues in society... sustainability, air pollution, the ozone layer,... fulfill the CHEM 1441/1442/1451/1465 requir...
CM 4357	SUSTAINABLE BUILDING PRACTICE	Ethics and application of environmental sust... Council LEED program standards, methods,... construction. Prerequisite: Admission to the...
CM 5345	INFRASTRUC EVAL,MAINT, RENEWAL	This course is designed for engineers and m... replacement. Topics include asset managem... collection and water distribution systems, su... other structures. Prerequisite: Consent of ins...
CM 5382	CONSTRUCTION SUSTAINABILITY	Introduction to International Code Council's... Guidelines v.3 for constructing sustainable/g... allowable height and area, life safety require... water efficiency, material reuse and indoor a...
EMBA 5105	LEADERSHIP LABORATORY MODULE 4	1.5 CREDITS. This module explores and deve... to be explored may include: the impact of e... business practices, cross cultural communica... pressures. This course explores such issues... ethical environments for employees, establis... sustainability, and the consequences of unet...
ENVR 4303	TOPICS IN SUSTAINABILITY	Governmental and regulatory issues as they... will be granted only once.
ENVR 4313	ENVIRONMENTAL REGULATION	This course offers an introductory knowledge... relation to chemical pollution, waste disposa... product safety. Prerequisite: CHEM 1441 or e...
ESST 2300	INTRO ENV. & SUSTAINABILITY	Introduces major topics, questions, issues ar... studies. Includes a study of some of the mos... different fields as they pertain to questions o...
ESST 3350	INDEPENDENT PROJECT	Consent of instructor and Director of Environ... Required. Independent research project or d... may be scientific or artistic, involving experi... and student. The supervising instructor may... Studies must approve of the project and req... Sustainability Studies. Prerequisite: ESST 23...
EVSE 5303	SUSTAINABILITY ISSUES SMNR III	Governmental and regulatory issues as they...
EVSE 5313	ENVIRONMENTAL REGULATION	This course offers an introductory knowledge... relation to chemical pollution, waste disposa... product safety. Prerequisite: CHEM 1441 or e...
GEOG 3327	CITIES & SUBURBS IN THE US	Explores the urban and suburban developme... present with an emphasis on the transforma... population, migration, land use, economics,... urban growth and change. Course taught as...
GEOL 4351	SUSTAIN. ENERGY RESOURCES	The seminar will review literature of sustaina... generation of hydrogen and hydrocarbons, g... management, and green energies. Prerequis...
GEOL 5351	SUSTAIN. ENERGY RESOURCES	The seminar will review literature of sustaina... generation of hydrogen and hydrocarbons, g... management, and green energies. Prerequis...

Course	Title	Description
GLOBAL 4301	RESEARCH IN GLOBAL STUDIES	This course examines multidisciplinary probl... Development Goals (SDGs). Students compl... their choice, which might involve novel appr... conservation, sanitation, ecosystem resilien... will investigate and propose solutions in the... governmental agency or non-profit organiza... pursuing a minor or certificate in Global Stud... 2301, GLOBAL 3310, POLS 3302, or POLS 33...
HCAD 5377	HEALTH CARE QUAL ASSESS	Covers an integrated case study approach t... improving value to patients, improved healt... organizational effectiveness as a health car...
HIST 3327	CITIES & SUBURBS IN THE US	Explores the urban and suburban developme... present with an emphasis on the transforma... population, migration, land use, economics,... urban growth and change. Course taught as...
IE 2308	ECONOMICS FOR ENGINEERS	Methods used for determining the comparat... the basic tools required to analyze engineeri... engineering practice. The student is introdu... engineering economy techniques. The cours... the background to enable them to pass the I...
IE 4339	MFG PROCESS & SYSTEM ANALYSIS	This course provides students with an introd... and the emerging technology of additive ma... manufacturing system, describe the system'... reliability on overall system performance su... professional program.
IE 4350	INDUST ENGR CAPSTONE DESIGN	This course provides an open-ended design... design, analysis, operation, and improveme... effective, efficient, sustainable and socially... utilized. The design experience project inclu... written project report and oral presentation... on material from the total industrial and sys... discussed. Prerequisite: All required 4000 le...
IE 4351	FUNDAMENTALS OF SYSTEMS ENGR	This course includes a survey of concepts, p... life-cycle from concept through disposal. Top... life cycle models, engineering ethics, sustain... systems engineering certification. Prerequisi...
IE 5351	INTRO TO SYSTEMS ENGINEERING	This course includes a survey of concepts, p... life-cycle from concept through disposal. Top... models, sustainability, and model-based sys...
INTD 3321	MATERIALS & RESOURCES	Survey of materials and resources in the des... Exploration of construction processes, applic... specification of materials based on performa... the program. Minimum 2.8 GPAs both cumul...
INTD 3322	MATERIALS & TECHNOLOGY	A course to investigate and explore the appl... innovation and global perspective. Through... emerging methodologies students explore n... environment and human-centered design. Pr... and within the major required.
INTD 3361	ENVIR DESIGN & SUSTAINABILITY	An exploratory course that considers the imp... are reviewed including theoretical framewor... stewardship and ethics are introduced as a... preservation, and restoration are introduced... majors. Minimum 2.8 GPAs both cumulative...

Course	Title	Description
LARC 4312	HISTORY/THEORY LANDSCAPE ARCH	Traces landscape planning and design from [...] Italian, French, and English landscape appro[...] societal, cultural, technological and belief sy[...] profession from Andrew Jackson Downing to [...] education, the environmental movement, la[...] projects of the past century and a half. Cour[...] UDES 2303 and LARC 4300 or ARCH 2303 ar[...] Interior Design majors.
LARC 4324	ENVIR ART + DATA VISUALIZATION	Siting and creating works of art; analysis of [...] of built works. Communication of ideas throu[...] or approved equivalent. Restricted to Sustai[...] and Interior Design majors. Students must h[...] 2.8.
LARC 5664	DESIGN STUDIO 4: ENVRN PLAN	Studio IV is designed to provide the fundame[...] environmental planning and design. It addre[...] and landscape architectural design within th[...] design to the environment as a large scale e[...] Geographic Information System (GIS) and G[...] LARC 5663
MAE 4350	AEROSPACE VEHICLE DESIGN I	Analysis, design, & synthesis of an aerospac[...] system, or control system; market analysis, [...] requirements; design process, methods & to[...] disciplines (aerodynamics, performance, flig[...] sustainability, manufacturability, safety, soc[...] formed to respond to a given RFP (request fo[...] Aerospace Vehicle Design (AVD) Laboratory. [...] disciplinary & design synthesis software too[...] consideration. Formal written & oral reports [...]
MAE 4351	AEROSPACE VEHICLE DESIGN II	Analysis, design, and synthesis of an aerosp[...] system, or a control system; market analysi[...] requirements; design process, methods and [...] disciplines (aerodynamics, performance, flig[...] environmental, sustainability, manufacturab[...] are required. Exit survey forms and exit essa[...] Prerequisite: Must be in the professional AE [...]
MANA 5333	MGMT INNOV CREATVTY ENTREPRE	Innovation and Sustainability motivates stud[...] identify, assess, and commercialize innovati[...] field research, students will consider how in[...] financial, and environmental demands of a c[...] opportunity to put learning into practice by [...] research, an existing company, or a current [...]
MANA 5337	ETHICS & BUSINESS ENVIRONMENT	Strategically examines ethical systems and [...] emphases are placed on leadership, corpora[...] technology.
MARK 6311	MARKETING STRATEGY & MGMT II	In increasingly global and competitive marke[...] Further, in many industries, product differen[...] complements the Marketing Strategy and M[...] course focuses on a few topics (e.g. transfor[...] organizational change, organizational agility[...] examine areas of emerging research in mar[...] underpinnings of the selected topics, and de[...] covered in the class. Prerequisite: MARK 631[...]

Course	Title	Description
MSE 4355	MATERIALS FOR ENERGY	The course aims to introduce concepts and ... systems. It will cover polymer electrolyte ma... energy conversion, energy storage, fuel cells... Prerequisite: Department consent and must ... professional program.
MSE 5355	MATERIALS FOR ENERGY	The course aims to introduce concepts and ... systems. It will cover polymer electrolyte ma... energy conversion, energy storage, fuel cells...
PAPP 5354	NONPROFIT MGMT & SOCIAL ENTREP	This course prepares students to be entrepre... perspective to examine leadership and man... training, developing skills in needs assessme... blueprint of a nonprofit organization that tak...
PLAN 4320	SUSTAINABLE COMMUNITIES	This course explores broad environmental a... water management, food and resources, wil... housing diversity, public transportation, and ... governmental and non-governmental organi... to solve real-world problems in our commun... visits, and collaborative teamwork for servic...
PLAN 5308	METRO SUSTAIN & PLAN MAKING	Provides the background for sustainability pl... comprehensive plans, small area plans, func... economic vitality and social equity including ...
PLAN 5370	SUSTAINABLE COMMUNITIES	This course explores broad environmental a... water management, food and resources, wil... housing diversity, public transportation, and ... governmental and non-governmental organi... to solve real-world problems in our commun... visits, and collaborative teamwork for servic...
PLAN 6308	METRO SUSTAIN & PLAN MAKING	Provides the background for sustainability pl... comprehensive plans, small area plans, func... economic vitality and social equity including ...
REAE 5301	SUSTAINABLE ISSUES-BUILT ENVIR	A survey-based course that analyzes current... evolving discipline is emphasized. Additiona... sustainability will be examined and discusse...
REE 3302	SUSTAINABLE ENERGY SYSTEMS	This course presents the production and con... studying global and regional environmental ... policy. First, the physics of energy and energ... encompasses resource extraction, conversio... as declining fossil fuels and climate change ...
SOCI 3347	ENVIRONMENT AND SOCIETY	Explores the causes, consequences, and pot... Topics include the social roots of environmer... and new directions in sustainable developme...
SOCI 5321	ENVIRONMENTAL SOCIOLOGY	This seminar course covers advanced topics ... affects environmental problems and respons... social construction of nature, risk assessmer... environmental social movements. We will als... stemming from disasters, climate change, ar... development.
UDES 1301	INTRO/SUSTAINABLE URBAN DESIGN	This course is an introduction to sustainable ... disciplines: landscape architecture, architect... environmental, economic, socio-cultural and ... exploration of urban ecology.

UDES 2303	HISTORY/URBAN DSGN,FORM,INFRA	This course examines the history of urban d[...] understanding of how decisions about desig[...] better in UDES 3552 and LARC 4324. Restric[...]
UDES 2441	URBAN DIAGRAM/COMMUNICATION I	This course establishes a framework for und[...] interdisciplinary course, its focus is upon hei[...] sketching and measuring, as well as by digit[...] objects and systems that comprise an urban[...] waterways, and other infrastructure. Issues [...] interaction and participation play in success[...] concurrent enrollment in UDES 2303. Restric[...]
UDES 2442	URBAN DIAGRAM/COMMUNICATION II	This course continues developing students' a[...] ecologies, while beginning to investigate hov[...] city, from the individual site to a neighborho[...] and ecological systems, encompassing the p[...] better in UDES 1301, UDES 2303, and UDES[...]
UDES 3304	DIGI METHODS/SUSTAIN URBN DSGN	This course introduces students to the use o[...] The course will cover a wide spectrum of dig[...] and sound design; static and moving images[...] Prerequisite: C or better in UDES 1301 and U[...] Design _UNIV students.
UDES 3551	URBAN DESIGN STUDIO:RESILIENCY	This studio focuses upon the planning and d[...] natural events such as earthquakes, flooding[...] strategies for rebuilding and repairing a city[...] transportation and landscape, examining iss[...] access. Group design projects are based on[...] 2442. Restricted to Sustainable Urban Desig[...] minimum major course GPA of 2.8.
UDES 3552	URBAN DESIGN STUDIO : MOBILITY	This studio examines the major shifts in the [...] mobility infrastructures, from light rail to pe[...] spaces, buildings and landscape architecture[...] group design projects at the neighborhood s[...] Prerequisite: C or better in UDES 1301, UDE[...] minimum cumulative GPA of 2.8 and a minir[...]
UDES 4304	URBAN SUSTAIN CAPSTONE PREP	This course includes preparation for the Urb[...] technology, history, or professional principle[...] selecting a faculty advisor and committee ar[...] Project undertaken in the final semester of t[...] Urban Design majors. Students must have a[...]
UDES 4404	URBAN SUSTAIN PROJECT CAPSTONE	In the Capstone Course, students will culmin[...] Sustainability and Global Impact (ISGI) at UT[...] capstone projects will address pressing issue[...] work on a project for an external organizatio[...] capstone sites will range from local non-prof[...] initiatives. The Capstone Course is a one-ser[...] Sustainable Urban Design majors. Students [...] GPA of 2.8.
UDES 4551	URBAN DSGN STUDIO:CLIMATE CHG	This studio examines specific climate chang[...] evolving set of data with shifting timelines a[...] upon the built environment. One of the area[...] cities. The students will engage in problem [...] scale. Prerequisite: C or better in UDES 3552[...] minimum cumulative GPA of 2.8 and a minir[...]

| UDES 4552 | URBAN DSGN STUDIO:ADV SUS UDES | This studio examines the roles that smart cit... the Urban Resiliency and Urban Mobility stud... based upon new locations. Prerequisite: C or... must have a minimum cumulative GPA of 2.8... |

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:
4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:
2024

Total number of undergraduate qualifications awarded:
7,431.0

Number of undergraduate qualifications awarded that are sustainability-focused:
0.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:
332.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:
332.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:
4.467770152065671

Points earned for indicator AC 2.3:
0.31274391064459695

Optional documentation

Notes about the information provided for this credit:

Our IPEDS Completions data shows the counts of bachelor's degrees awarded for these programs to be: 332

- Civil Engineering   114
- Electrical Engineering 54
- Industrial Engineering 48
- Architecture   97
- Interior Design   19

Additional documentation for this credit:

Graduate Programs

Score	Responsible Party
7.32 / 8.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in ther Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

3.1 Graduate programs with sustainability-focused learning requirements

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

List and description of the institution's sustainability-focused degrees and majors for graduate students:

ENVIRONMENTAL AND EARTH SCIENCES (MS)

The Master's degree in Environmental and Earth Sciences is designed to prepare the graduate for applied work in the private sector and governmental positions. The program offers non-thesis option (full or part time), thesis option (usually full time), and a professional option (full time, with professional mentoring and internship). The degree usually requires completing 4-5 core courses, 5-7 elective courses, and additional seminars, internships or research experiences depending on the option chosen. The student's core and elective courses are chosen in consultation with a faculty advisor, taking into account their previous background and the need for interdisciplinary training to solve environmental problems. http://catalog.uta.edu/aboututa/programs/

CITY AND REGIONAL PLANNING (EMPHASIS IN GREEN CITIES & TRANSPORTATION; MCRP)

The MCRP program prepares students for careers as professional planners with public, private and nonprofit organizations, and to make a contribution to society through basic and applied research into metropolitan planning and sustainability. The application of planning theory, knowledge, techniques, and skills to "real world" planning problems provides students with practical experience for guiding the future city, region, and nation. The application of theory and research is facilitated by research activities and centers within the School, including the Institute of Urban Studies. For more information visit https://www.uta.edu/academics/schools-colleges/cappa.

CIVIL ENGINEERING (SPECIALIZATION IN ENVIRONMENTAL ENGINEERING;, MS, ME)

The Department of Civil Engineering offers Master's degrees in Civil Engineering. Specialization is available in the area of environmental engineering, including: water quality control and modeling, water supply and wastewater treatment, air pollutie area of specialization. The Master of Engineering degree is an engineering practice-oriented program involving coursework and smaller research projects depending on specialization.

PUBLIC POLICY (CONCENTRATION IN ENVIRONMENTAL POLICY; MPP)

The Master of Public Policy degree is designed for students interested in analyzing and evaluating information to solve policy problems. The MPP at UTA prepares students for challenging careers in the development, implementation and evaluation of policies critical to 21st Century metropolitan regions. It provides a stimulating and inclusive environment for intellectual curiosity, rigorous inquiry and creativity. Its multidisciplinary focus distinguishes it from other MPP programs, and fosters a learning environment composed of students from a variety of academic backgrounds. Students select one of three policy emphasis areas: economic and community development policy, healthcare policy or environmental policy.

Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students?:
Yes

List and description of the institution's sustainability-focused certificates, concentrations, and minors for graduate students:

GLOBAL STUDIES MINOR AND CERTIFICATE PROGRAM

UTA's global studies curriculum offers a unique opportunity to engage your major field of study within a global context. This interdisciplinary program combines courses from across the College of Liberal Arts and the University, including Economics, Health, and Environmental Studies, with a focus on those courses that offer global perspectives on modern and contemporary issues. The flexible minor and certificate allow you to choose from over eighty courses as you customize a degree plan that complements your interests and career goals. Students in the global studies program graduate with a competitive skill set that transfers to careers across a range of industries.

Sustainable Engineering and Renewable Energy

The Sustainable Engineering and Renewable Energy Graduate Certificate equips students to generate and evaluate sustainable engineering design alternatives, with a particular focus on renewable energy. Students completing the certificate will be able to:

1. Explain general sustainability concepts and analyze sustainability situations/issues.
2. Generate creative and innovative sustainable engineering design alternatives.
3. Use life cycle assessment tools to analyze environmental, economic, and social impacts of various design alternatives.
4. Incorporate life cycle assessment into alternatives evaluation.

Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:
Yes

List and description of the institution's graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Graduate Certificate in Public Health Practice: Students who earn a Graduate Certificate in Public Health Practice at University of Texas at Arlington will be able to demonstrate knowledge and apply skills to solve problems in five core areas of public health.

Graduate Certificate for Diversity and Equity in Public Health: The Graduate Certificate for Diversity and Equity in Public Health is well-suited for several key audiences who work in health care or public health. This certificate addresses North Texas' growing demand for professionals with training in skills to improve health equity.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 3.1:
4.0

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

Performance year for graduate qualifications:
2024

Total number of graduate qualifications awarded:
4,993.0

Number of graduate qualifications awarded that are sustainability-focused:
2,075.0

Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:
0.0

The Reporting Tool will automatically calculate the following three figures:

Total number of graduate qualifications awarded that have sustainability-focused learning requirements:
2,075.0

Percentage of graduate qualifications awarded that have sustainability-focused learning requirements:
41.55818145403565

Points earned for indicator AC 3.2:
3.324654516322852

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Applied Learning

Score	Responsible Party
	Meghna Tare
2.00 / 4.00	Director
	Office of Sustainability

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
C. There are processes or tools in place to assess the success of the applied learning projects.
D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:
Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

Dedicated Sustainability Labs & Research Facilities

- **FASST Lab**: Focuses on sustainable food and agriculture supply chains, using simulation, modeling, and real-world case studies to reduce waste and improve logistics fasstlab.uta.edu.
- **SEAR Lab**: Develops prototypes and analytics-driven solutions for energy systems, infrastructure, buildings, transportation, and supply chains fasstlab.uta.edu+2searlab.uta.edu+2hyunlab.uta.edu+2.
- **CLEAR Lab**: Harnesses environmental sampling and remediation techniques to study and remediate air, soil, and water contamination—especially related to unconventional drilling—providing applied environmental work experience.
- **SMART Lab**: Engages in data-driven research on sustainable transportation, equitable mobility, and resiliency—often informing community-level infrastructure decisions hyunlab.uta.edu.

Architecture & Community Design-Build

- The **Community Design-Build Lab** (College of Architecture, Planning, and Public Affairs) engages students in designing and constructing sustainability-focused structures—from pavilions to micro-homes—working directly with local Arlington partners

https://www.uta.edu/news/publications/uta-magazine/summer2024/design-build-excellence

Community Garden & Educational Initiatives

A campus **community garden** managed in collaboration with UTA Libraries and the City of Arlington integrates hands-on gardening, healthy eating workshops, and produce donations to charity

https://libraries.uta.edu/news/uta-libraries-garden-plot-feeds-body-and-mind-about-healthy-eating

https://libraries.uta.edu/reimagined/innovation

The **University's Urban Resilience Fellowship** connects students and faculty with local government and industry on multidisciplinary sustainability challenges—covering topics like climate change, food systems, mobility, and environmental governance https://www.uta.edu/campus-ops/office-of-sustainability/education-and-outreach/academics?utm_source=chatgpt.com

CLEAR (Collaborative Laboratories for Environmental Analysis & Remediation) lets students study and develop solutions for environmental contamination—air, water, soil—as part of consortium-driven research clear.uta.edu.

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:
Yes

Are there processes or tools in place to assess the success of the applied learning projects?:
No

Description of the processes or tools used to assess the success of the applied learning projects:

Yes — UT Arlington has established structured, campus-wide processes and tools to evaluate the effectiveness of applied learning (and all academic) experiences. Here's how it works:

1. Unit Effectiveness Process (UEP)

The cornerstone of UTA's assessment framework: an ongoing, outcomes-based evaluation cycle that applies to all academic and administrative units. Departments must set objectives, collect evidence (e.g. student work, capstone outcomes), analyze results, and implement continuous improvements. These cycles are formally reported annually and improvement action plans are submitted the following fall. https://www.uta.edu/administration/ier

2. Nuventive Improve Software

UEP data—outcomes, evidence, reports—are managed through **Nuventive Improve**, a centralized platform for tracking, reporting, and analyzing learning outcomes https://www.uta.edu/administration/ier/program-assessment?utm_source=chatgpt.com

3. Institutional Effectiveness & Reporting (IER) Office

IER provides support through tools and rubrics (including adapted AAC&U VALUE rubrics), workshops, and guides covering best practices for assessment in both curricular and co-curricular learning. They also publish and analyze survey data—e.g., NSSE, exit surveys—for evidence of student learning and program impact

https://www.uta.edu/administration/ier

https://www.uta.edu/administration/ier/program-assessment/resources

4. Capstones, Portfolios & Discipline-Specific Systems

Many programs use assessment-integrated artifacts—senior capstones, projects, internship evaluations, and structured portfolios.
– For example, the College of Education uses **Tk20** to collect and assess teaching portfolios tied directly to learning benchmarks https://www.uta.edu/administration/ier/program-assessment

5. Librarian-Supported Competency Assessment

The libraries track student growth in **data literacy**, **maker literacy**, and **digital/information literacy** within applied learning courses, using mapped rubrics to measure learning outcomes

https://libraries.uta.edu/services/teaching-learning?utm_source=chatgpt.com#course-integrated-instruction

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges?:
No

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

Yes,

The Service Learning department collect data from faculty who teach SL courses. Here is the link to the form (and attached spreadsheet with all the data)

https://common.forms.uta.edu/view.php?id=1124756

UT Arlington Research and Innovation Portal: This is another great resource for documenting applied research projects, including student and faculty-led initiatives, with descriptions of ongoing and completed work. https://libraries.uta.edu/dataportal/home

Digital Institutional Repository (UTA Libraries): UT Arlington's institutional repository house project reports, theses, and dissertations, which can include documentation of applied learning experiences.   https://mavmatrix.uta.edu/

The Center for Innovation also has an internal software tool called Sophia which is accessible for outside folks.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

SL_Course_Data_Collection_Fall_2023-Fall_2024_for_STARRS_Report.xlsx

Sustainability Literacy Assessment

Score	Responsible Party
3.00 / 4.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

    A. Institution has conducted one or more assessments of the sustainability literacy of its students during the previous three years.

    B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

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

5.1 Sustainability literacy assessment design and administration

Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years?:
Yes

Narrative overview of of the instruments/tools used to assess sustainability literacy:

All incoming students have to take a Sustainability module as part of their UNIV-Student success courses. The course goes over sustainable initiatives on campus, various regional partnerships and gives an introduction to global sustainability. This allows students a chance to understand how they can be involved in making UTA a more sustainable campus. It also gives them a background in recycling, composting and the UN Sustainable Developmental Goals.

Description of the institution's recent sustainability literacy assessment findings and any notable trends:

The Sustainability Survey is administered to all incoming undergraduate and graduate students at The University of Texas at Arlington (UTA) as part of their required Student Success courses. These courses are designed to help first-time students transition smoothly into university life, and the survey plays a key role in introducing them to UTA's commitment to sustainability.

The purpose of the survey is to gauge students' awareness, attitudes, and knowledge regarding sustainability practices both on campus and more broadly. It also helps identify areas where students are interested in learning more or getting involved. One of the most notable trends emerging from the survey responses is that students consistently express a strong eagerness to learn about UTA's sustainability initiatives. Many also express interest in understanding how UTA compares to other institutions in terms of environmental performance and sustainability rankings.

The feedback collected from the survey not only informs campus programming and outreach efforts but also reinforces the importance of integrating sustainability education early in the student experience. This proactive approach helps cultivate a culture of environmental responsibility and engagement among the university's newest community members.

Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?:
Yes

Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy:

The survey and the course was created in collaboration with the course development team. The survey was then distributed to members of the sustainability committee to get their input on the questions asked.

Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives?:
Yes

Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives:

The sustainabilty literacy assessment is taken by students when they start at UTA and then again at each Earth Day event to see the trends. The sustainability survey also led to the execution of the Energy resilience and Transition Plan. We relied heavily on the survey to see what the the UTA community wanted to see us achieve.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.1:
2.0

5.2 Percentage of students assessed for sustainability literacy

Percentage of students assessed for sustainability literacy, either directly or by representative sample:
50 to 74

Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy:

All incoming students take the course and the sustainability literacy assessment.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.2:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Research

Points Earned 17.07

Points Available 23.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions 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 strategies and tools to address them.

Credit	Points
Sustainability Research	6.57 / 10.00
Center for Sustainability Research	6.00 / 6.00
Responsible Research and Innovation	4.50 / 7.00

Sustainability Research

Score	Responsible Party
Score	**Responsible Party**
6.57 / 10.00	

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

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

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:
37.0

Number of academic departments engaged in sustainability research:
19.0

Annotated list or inventory of the institution's sustainability research by department:
UA_Report_Awarded_Projects.xlsx

Description of the process used to identify the institution's sustainability research:

The University of Texas at Arlington uses Mentis as an application platform and management system that centralizes university administrative procedures and helps to streamline communication. Mentis tracks research projects for the university. Our method to complete the reseach inventory portion was to pull three years of research projects from Mentis and review all project descriptions to determine if they were related to sustainability. The full lists and analysis is included in the annotated list attachment.

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:
51.35135135135135

Points earned for indicator AC 6.1:
4.565135135135135

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:
Yes

Description of the sustainability research incentives for academic staff:

Interdisciplinary Research Program (IRP):
The Interdisciplinary Research Program is intended to advance interdisciplinary research at UTA in alignment with the guiding themes of the Strategic Plan: Health and the Human Condition, Sustainable Communities, Global Environmental Impact, Data-Driven Discovery, and Cultural Understanding and Social Transformations. As these guiding themes are inherently interdisciplinary, this program fosters the necessary work across campus to improve our ability to effectively compete for major extramural research grant funding on these topics.
As such, the IRP gives preference to proposals that span interdisciplinary work across groups that don't typically collaborate. A requirement of IRP award recipients is submission of at least one interdisciplinary research proposal to an extramural funding source within one year after the award ends.

In 2023 there were five IRP grants awarded:

- Public affairs and planning Associate Professor Karabi C. Bezboruah and kinesiology Associate Professor R. Matthew Brothers for their project "Food Accessibility in Dallas: A Needs Assessment."
- Brothers, bioengineering Professor Hanli Liu, and psychology Assistant Professor Matthew Robison for their project "The Effect of Transcranial Photobiomodulation on Indices of Neurocognitive and Physiological Health in Middle-Aged Non-Hispanic Black Individuals."
- Public affairs and planning Assistant Professor Evan Matthew Mistur, public affairs and planning Assistant Professor Ariadna Reyes-Sanchez, earth and environmental sciences Assistant Professor Un-Jung Kim, civil engineering and architecture Assistant Professor Michelle Hummel and civil engineering Assistant Professor Xiujuan Chen for their project "Participatory Government and Environmental Justice in Informal Neighborhoods."
- Industrial, manufacturing, and systems Engineering Assistant Professor Mahmudur Rahman and UTA Research Institute Principal Research Scientist Muthu Wijesundara for their project "Evaluation of an Elbow Exoskeleton to Reduce the Risk of Work-related Musculoskeletal Disorders."
- Nursing Assistant Professor Sohyun Kim, nursing Professor and Associate Dean for Academic Affairs Kathryn M. Daniel, social work Associate Professor Noelle L. Fields and information systems and operations management Assistant Professor Jiaxiu He for their project "Promoting Socialization and Family Relationship Quality for Persons Living with Dementia in Nursing Homes and Their Family Caregivers Using Regular Video Chat: Feasibility Study."

Research Enhancement Progam (REP) Grants: Research Enhancement Program (REP) grants are awarded specifically for the support of research and professional creative activity. The grant serves as seed funding for launching new research and serves as a foundation for future research and funding from external sources. Any full-time tenured or tenure-track faculty member of The University of Texas at Arlington is eligible to apply for a Research Enhancement Program grant. The budget for a Research Enhancement Program grant proposal submitted by a single investigator is up to $12,000; a proposal submitted by two or more investigators is up to $16,000, regardless of the number of collaborating faculty.

In 2024 10 REP grants were awarded:

- **Landscape Architecture Assistant Professor Letora Fortune Anderson and Public Affairs Assistant Professor Emily I. Nwakpuda:** The two received a $16,000 grant for their project on community-based design for green infrastructure. Their research will investigate the extent to which residents of Arlington's Johnson Creek understand their community's environmental conditions—such as the ecological impact on their households caused by the degradation of the waterway—and their perception of local floodplain mitigation efforts. The

data collected from this project will help stakeholders address the community's environmental needs.

- **Civil Engineering Assistant Professor Xiujuan Chen:** Chen was awarded $12,000 for her project to improve PFAS water filtration. PFAS, or pre- and polyfluoroalkyl substances, are a group of man-made chemicals used to make everyday items like food wrapping, stain repellants, and nonstick cookware. PFAS chemicals do not break down easily and often end up in the water supply, causing health risks. Researchers have found that filtration processes using nanofiltration are effective, but they can often "foul" when organic materials bind to the membranes, reducing efficiency. Chen hopes to develop new nanocomposite membranes that can prevent fouling to improve filtration efficiency.
- **Art and Art History Assistant Professor Fletcher John Coleman:** Coleman received an $11,683 award for his project "Solace in Painting: Conflict Art of the Asian Diaspora." Contemporary art markets are often driven by an unspoken interest in trauma. But what of artists from underrepresented communities whose lives were altered by conflicts of the 20th century, yet who chose to never directly represent their traumatic experiences? "Solace in Painting" explores artwork by conflicted artists of the Asian diaspora who never produced overt "conflict art."
- **Assistant Professors Leslie Ann Jennings and Regina Wilder Urban from the College of Nursing and Health Innovation:** The duo received $16,000 to research social support, stress, and resilience among students preparing to apply to formal nursing programs. The insight gleaned into the well-being of nursing students will guide the researchers' creation of course-specific content aimed at ensuring future nursing student successes, boosting retention rates, and equipping students with the tools necessary for their future nursing careers.
- **Nursing Assistant Professor Sohyun Kim, Social Work Associate Professor Noelle Fields, and Mathematics Professor Shan Sun-Mitchell.** The team received $16,000 for its project to promote quality of life for persons living with dementia and their family caregivers. The professors will conduct a feasibility study by providing six weekly video family visits with residents living with dementia in nursing homes. The team will monitor changes in the stress levels of participants using wrist bands and will assess family relationship quality, feelings of loneliness, and overall quality of life via surveys.
- **Curriculum and Instruction Assistant Professor Taylor M. Kessner and Economics Professor Michael R. Ward:** The professors received $16,000 for their project tracking eye movements of players using the off-the-shelf video game Offworld Trading Company. Tracking the movements will enable the team to create a cognitive map of how economists think about dynamic economics problems. This better understanding of expert thought processes will inform how and to what end educators will teach this critical 21st-century toolkit.
- **Public Affairs and Planning Assistant Professor Hannah Lebovits:** Lebovits received a $9,950 grant for her project studying supportive housing for formerly homeless older adults. The grant will enable her to evaluate housing support services and determine their capacity to respond to the unique needs of homeless individuals over the age of 55. The findings will be used to inform policymaking and service provision efforts.
- **Mathematics Associate Professor Suvra Pal:** Pal received a $12,000 grant to devise a precision-medicine machine-learning algorithm for all ailments. Currently, there are algorithms and decision trees that help people with cancer understand the likelihood of a cure along with the risks associated with treatments. With Pal's new approach, the algorithm would be expanded to go beyond cancer treatments to also include risks and benefits associated with other diseases that may occur at the same time as cancer. Understanding the increased probability of additional ailments will help health care providers ensure adequate resources are available to offer the healthiest outcomes for patients.
- **Finance and Real Estate Professor David A. Rakowski:** He received $12,000 to examine the funding of conflict-linked investments in Africa. Specifically, Rakowski plans to identify the characteristics of institutional investors who appear to discourage conflict in Africa through their investments, as well as foreign institutional investors whose funding is correlated with increased conflict. This work will inform investors and policymakers on the potential impact of foreign investment on conflicts in emerging markets.
- **Kinesiology Public Health Assistant Professor Feinuo Sun:** She received a $10,483 grant to study county-level variations in chronic pain conditions among U.S. Medicare beneficiaries. The project is among the first to examine how geographic distributions vary across different pain-related conditions as well as to identify contextual determinants that shape the distributions.

Does the institution provide incentives for students to conduct sustainability research?:
Yes

Description of the sustainability research incentives for students:

Yes, the University of Texas at Arlington (UTA) provides various incentives and support mechanisms for students to engage in sustainability research across disciplines.

The Center for Renewable Energy Science and Technology (CREST) coordinates research, development, and technology transfer in the area of renewable energy at the University of Texas at Arlington. Recognizing the importance of this critical problem, many individual faculty members and students on campus have been active on various aspects of energy research and development, and these activities are supported by various funding agencies. CREST has the overarching goal of bringing together these dispersed activities under one organizational umbrella. It coordinates the research and development efforts of various faculty members on campus and lead to focused multidisciplinary research teams pursuing a common theme within the energy framework. It also provides a centralized facility with state-of-the-art instrumentation to enable cutting-edge energy research and development. CREST faculty members have close ties with institutions such as Sandia National Labs, the National Renewable Energy Laboratory and SPRING (Strategic Partnership for Research in Nanotechnology, comprised of UT Arlingon, UT Austin, UT Dallas, UT Brownsville, UT Pan American, University of Houston and Rice University). CREST faculty also work with the Arlington Technology Incubator for technology transfer and commercialization.

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
• Integrated resource planning and distributed generation schemes
• Novel analytical methods for characterization of energy materials and devices
• Wind, hydro, and tidal sources
• Energy system and power grid integration
• Fuel cells
• Biomass and solar thermal energy conversion
The Center draws faculty teams from major research programs in Chemistry, Electrical Engineering, Physics, Materials Science and Engineering, Mechanical and Aerospace Engineering, and the NanoFab Center. It also acts as a recruiting vehicle for new faculty members, thereby adding value to its current activities and bringing a critical mass of researchers, instrumentation, and infrastructure together in a cooperative enterprise. Collaborations extend beyond campus via the close ties already existing between the CREST faculty and institutions such as Sandia National Labs in Albuquerque, NM, National Renewable Energy Laboratory in Golden, CO, and SPRING partners (Strategic Partnership for Research in Nanotechnology, including UT Austin, UT Dallas, UT Brownsville, UT Pan American, and Rice University). The CREST faculty work with the Arlington Technology Incubator for technology transfer and commercialization. CREST serves as a center of excellence in energy research and development in the State of Texas. The center offers students an opportunity to learn cutting edge technology as it applied to renewable energy and Sustainability. The technologies and intellectual properties that will accrue from this major initiative will promote local and regional economic development by spawning spin-off companies and technology licensing. It will serve to catalyze the evolution of UTA into a major comprehensive research university.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

UA_Report_Awarded_Projects.xlsx

Center for Sustainability Research

Score	Responsible Party
6.00 / 6.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

7.1 Organized sustainability research center, institute, or unit

Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges?:
Yes

List and description of the institution's sustainability research units:

The mission of the Organized Research Center of Excellence (ORCE) – Solid Waste Institute for Sustainability (SWIS) is to work on developing clean and healthy urban cities through sustainable waste management.

The major facilities that are part of the SWIS for research and training are: Engineering Research Building (ERB), University of Texas at Arlington Research Institute (UTARI), Civil Engineering Lab Building (CELB), and Trainging and Laboratory Facility at City of Denton's landfill.

CREST (The Center for Renewable Energy and Science Technology) seres as a center of excellence in energy research and development in Texas. The technologies and intellectural properties that will accrue from this major initiative address important national energy needs and will promote local and regional economic development by spawning spin-off companies and technology licensing.UT Arlington's College of Engineering and College of Science faculty are the leaders for CREST. CREST faculty members have close ties with institutions such as Sandia National Labs, the National Renewable Energy Laboratory and SPRING (Strategic Partnership for Research in Nanotechnology, **c**omprised of UT Arlingon, UT Austin, UT Dallas, UT Brownsville, UT Pan American, University of Houston and Rice University). CREST faculty also work with the Arlington Technology Incubator for technology transfer and commercialization.

Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research?:
Yes

List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research:

UTA has multple centers for research.

- **The Center for Entrepreunership and Technology Development:** The Center for Entrepreneurship and Technology Development fosters a vibrant and supportive atmosphere for our students, scholars and researchers as they drive to innovate, commercialize new technologies, and pioneer new companies that will impact our North Texas communities and the global economy for decades into the future.
- **Shimadzu Institute for Research and Technologies:** Focused on providing access to instrumentation and expertise to support research in biochemistry, biology, chemistry, cognition, engineering, geoscience, material science, nanotechnology, and neuroscience.
- **STEM Education Research Collaboratorium and Resource Center:** Housed within the UTA College of Education, the new STEM Education Research Collaboratorium and Resource Center, also known as STEM-E(RC)^2, is designed to help education researchers address questions about the nature and outcomes of education programs for the fields of science, technology, engineering, and mathematics – while also assisting teachers, universities, school districts, and other education stakeholders in refining educational programming in ways that will enhance student learning and engagement.
-

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 7.1:
6.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Responsible Research and Innovation

Score	Responsible Party
4.50 / 7.00	**Meghna Tare** Director Office of Sustainability

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website. The code of conduct may address research ethics in the context of human subjects research, animal care & use, biosafety, radiation & lab safety, conflicts of interest, community engaged research, export controls and/or other topics.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI). A list of example networks is available in the STARS Help Center.

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

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

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:
Yes

Online location of the institution's ethical code of conduct for research:
https://resources.uta.edu/research/policies-and-procedures/index.php

Copy of the institution's ethical code of conduct for research:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:
1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:
No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

Yes, the University of Texas at Arlington (UTA) has established policies and initiatives that explicitly recognize and promote interdisciplinary, transdisciplinary, and integrated research within its promotion and tenure (P&T) framework.

Interdisciplinary Research in P&T Policies

· UTA's promotion and tenure guidelines, particularly within the College of Science, emphasize the importance of "research and creative work" as a criterion for tenure and promotion decisions. While the guidelines do not explicitly mention "integrated research," they underscore the necessity for a "clear-cut demonstration of nationally recognized, scholarly work" and the potential for "active and long-term scholarship" in the candidate's discipline. This focus on impactful and sustained research implicitly supports interdisciplinary approaches that address complex, real-world problems. uta.edu

Institutional Support for Interdisciplinary Research

· UTA has institutionalized support for interdisciplinary research through initiatives like the Interdisciplinary Research Program (IRP). Launched by the Office of the President, the IRP The Interdisciplinary Research Program is intended to advance interdisciplinary research at UTA in alignment with the guiding themes of the Strategic Plan: Health and the Human Condition, Sustainable Communities, Global Environmental Impact, Data-Driven Discovery, and Cultural Understanding and Social Transformations. As these guiding themes are inherently interdisciplinary, this program fosters the necessary work across campus to improve our ability to effectively compete for major extramural research grant funding on these topics. As such, the IRP gives preference to proposals that span interdisciplinary work across groups that don't typically collaborate. A requirement of IRP award recipients is submission of at least one interdisciplinary research proposal to an extramural funding source within one year after the award ends. research proposal to an extramural funding source by the end of the award period.

https://www.uta.edu/research/funding-resources/faculty-research

https://www.uta.edu/news/news-releases/2024/07/09/uta-increases-interdisciplinary-grants

https://www.uta.edu/news/news-releases/2023/09/07/grants-to-faculty-for-interdisciplinary-research

Departmental Recognition of Interdisciplinary Research

· Certain departments at UTA explicitly value interdisciplinary research in their faculty recruitment and evaluation processes. For instance, the Department of Management seeks candidates with a "strong record of participating in interdisciplinary research work" for their open-rank faculty positions. UTA is undergoing a major **"RISE 100" initiative**, aiming to hire interdisciplinary research-active faculty across the university The Department of Management is especially interested in candidates who not only publish at the highest level but also work effectively across disciplines—this aligns with UTA's institutional drive to broaden its research impact and secure major external funding

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?:
Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:
Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

Yes, the University of Texas at Arlington (UTA) has established policies that recognize community-based research as a valuable component of faculty scholarship, which can positively influence promotion and tenure decisions. The College of Science's tenure policy states:

"Research and creative work – A clear-cut demonstration of nationally recognized, scholarly work (publications in quality refereed journals) and the potential for active and long-term scholarship in the candidate's discipline is also an expected minimum for tenure. Satisfying this requirement will usually include a demonstration of the candidate's ability to acquire the external support and resources needed to sustain a long term program of independent research. In making decisions on this matter letters regarding the importance of published work and the potential for future support and development must be sought from recognized scholars in the candidate's field. A minimum of three letters from scholars not academically associated with, nor suggested by, the candidate will be required, in addition to at least three letters from a list of reviewers nominated by the candidate. Normally, the department chairman will secure these letters and all letters received will become part of the candidate's dossier."

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?:
Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:
No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:
No

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:
https://www.uta.edu/administration/president/strategic-plan/rise100

Copy of the institution's promotion/tenure guidelines or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:
1.5

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives that have an explicit mission to promote responsible research and innovation?:
No

Description of the institution's inter-campus collaborations for responsible research and innovation:

UTA emphasizes the responsible and ethical conduct of research (RCR) through its RCR Institute, which offers educational programming and certification to faculty and students, ensuring that research is conducted with integrity and public trust4.

The university also has policies and frameworks in place to protect research integrity and intellectual property, balancing openness with the need for security and compliance with ethical, legal, and regulatory standards5.

Additionally, UTA's Office of the Vice President for Research and Innovation and its Innovation and Commercialization office work to integrate responsible innovation by supporting multidisciplinary research, partnering with industry, and fostering a culture of ethical research and entrepreneurship. The university's broader commitment to innovation is also recognized by national organizations, highlighting its impact on economic development and community engagement

> https://www.aplu.org/news-and-media/blog/2024/05/24/2024-iep-designee-the-university-of-texas-at-arlington/

The goal of this guide is to facilitate negotiations and give a basic understanding to sponsoring agencies and to UTA faculty of the reasoning behind recommended language for UTA to enter into sponsored research agreements. These guidelines are designed primarily to clarify relationships and obligations between UTA and private industry

UT Arlington (UTA) demonstrates a strong commitment to responsible research and innovation through multiple initiatives and institutional structures:

- Responsible Conduct of Research (RCR):

    - UTA has established the Responsible Conduct of Research (RCR) Institute, which provides educational programming and a certification program for both faculty and students. This includes core instructional areas, emerging issues, and online training modules, all aimed at ensuring research is conducted ethically and responsibly. The RCR program aligns with national standards, covering topics such as research integrity, data management, and ethical decision-making

        - https://www.uta.edu/academics/schools-colleges/gradschool/resources/academic/rcr

- Office of the Vice President for Research and Innovation:

    - The Office of the Vice President for Research and Innovation (VPRI) oversees the integration and enhancement of research activities, supporting multidisciplinary research and innovation across the university. The office emphasizes strategic growth in areas like environmental sustainability, biosciences, and energy systems https://www.uta.edu/research/administration/vp-for-research-and-innovation

- Innovation and Commercialization:

    - UTA's Office of Technology Management (OTM) and Innovation & Commercialization unit are dedicated to protecting, marketing, and licensing inventions and intellectual property developed on campus. Their mission is to bridge university research with industry for societal benefit, ensuring responsible stewardship of innovations https://www.uta.edu/research/innovation-and-commercialization

- Ethical AI and Social Impact:

- UTA's recent initiatives in artificial intelligence, such as the AI "Prompt-a-Thon" with Microsoft, are guided by principles of ethical and responsible research and decision-making. The university actively promotes the responsible adoption of new technologies, including AI, through certified training and community engagement https://www.eurekalert.org/news-releases/1046716

Interdisciplinary Research Program (IRP)

- Launched in 2015 to advance UTA's strategic themes—like health, sustainability, and data-driven discovery—IRP supports teams from multiple disciplines

- IRP grants require recipients to submit at least one interdisciplinary proposal to an external agency within a year

- In 2024, UTA awarded **seven IRP grants** totaling nearly **$140 K**, a 40% increase from 2023 https://www.uta.edu/news/news-releases/2024/07/09/uta-increases-interdisciplinary-grants?utm_source=chatgpt.com

- Past rounds include strong collaborations across fields such as psychology, communication, kinesiology, medical technology, science, engineering, and arts

- https://www.uta.edu/news/news-releases/2022/08/08/irp-awards-2022

UTA also subscribes to the Contract Accords developed by the University-Industry Demonstration Partnership (www.uidp.org), or UIDP. The Contract Accords were developed by attorneys and representatives from industry and universities to address many of the common positions each takes when conducting industry sponsored research or federally contracted / flow down - research. https://www.uta.edu/research/innovation-and-commercialization/for-industry

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:
0.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:
Yes

Narrative and/or website URL providing an overview of the open access repository:

The University of Texas at Arlington's open access institutional repository, ResearchCommons, manages scholarly resources for UTA scholars and beyond.

The repository is an important tool for preserving and showcasing the university's legacy. A service of UTA Libraries, ResearchCommons houses research output produced by UTA's community of scholars, as well as materials from the University Archives and Special Collections, and makes both openly and freely available to local, national, and global audiences.

Content deposited in ResearchCommons is stored in a robust and reliable digital environment with stable, permanent URLs. As such, ResearchCommons provides essential infrastructure for scholarly dissemination and increases the scholarly impact of UTA faculty, students, and researchers.

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
No

Do the open access policies cover all of the institution's research-producing academic divisions?:

Text or online location of the institution's open access policies:

While no official policy exists, the UT Arlington Libraries encourages all faculty to publish their scholarly work in an Open Access repository. They provide infrastructure and support to facilitate open access publishing.

- **MavMatrix**: UTA's institutional repository, MavMatrix, serves as a platform for faculty to deposit their scholarly works. This repository offers increased visibility and accessibility for research outputs.

- **Open Access Publishing Support**: UTA Libraries offer assistance with publishing open access journals and books, providing services such as obtaining ISSNs/ISBNs, layout and copyediting support, and ensuring compliance with copyright and licensing requirements.

- **Article Processing Charges (APCs) Funding**: Through the Open Initiatives Grant program, UTA provides funding to cover APCs for faculty publishing in open access journals. This initiative aims to reduce financial barriers to open access publishing.

- **Transformative Agreements**: UTA has entered into agreements with publishers like the Association for Computing Machinery (ACM) and Cambridge University Press, which cover the costs of open access publishing for UTA-affiliated authors. These agreements facilitate the dissemination of research without financial barriers.

Copy of the institution's open access policies:

Does the institution provide an open access article processing charge (APC) fund for employees?:
Yes

Narrative and/or website URL providing an overview of the open access APC fund:

UTA has entered into Transformative OA Agreements with Cambridge University Press (CUP) and Association for Computing Machinery (ACM), which cover publication in CUP or ACM's journals. During the pilot period (2021-2023), the subscription fee paid to the publishers is partially used to cover the Article Processing Charge (APC) for publishing articles in OA journals and hybrid journals with an OA option. In other words, all publications from corresponding authors from UTA published during the term in CUP or ACM journals, conference proceedings and magazines will be made Open Access at the time of publication at no cost to UTA scholars.
https://libguides.uta.edu/c.php?g=549177&p=8349607

Mavs Open Press offers no-cost services for scholars who wish to publish a new open-access journal or for those who would like to convert an existing print journal that has traditional copyright.
https://libraries.uta.edu/research/scholcomm/open/publishing

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 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. Additionally, the program promotes innovation in teaching and learning through the exploration of open educational practices, such as collaborating with students to produce educational content of value to a wider community. All awards are competitive.

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:
Yes

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

Yes, the UTA participates in transformative open access agreements that align with the guidelines established by the ESAC guidelines. These agreements aim to transition scholarly publishing from traditional subscription models to open access, ensuring broader dissemination and equitable access to research outputs.

- **Association for Computing Machinery (ACM)**: UTA-affiliated corresponding authors can publish in all ACM journals, conference proceedings, and magazines at no cost, retaining copyright and publishing under a Creative Commons Attribution (CC BY) license. Additionally, ACM deposits articles into institutional repositories for all UTA co-authors.

- **Cambridge University Press (CUP)**: Through a Read & Publish agreement, UTA faculty can publish open access in eligible CUP journals without incurring Article Processing Charges (APCs). The agreement also provides system-wide access to CUP journals.

- **Institute of Physics (IOP)**: UTA authors can publish open access in eligible IOP journals at no cost, with the corresponding author required to sign an open access copyright form to publish under a CC BY license.

- **PLOS**: UTA Libraries have joined the PLOS Flat Fee model, starting January 2025, to waive open access publication fees for corresponding authors publishing in select PLOS journals.

Article Processing Charges (APCs) & Open Access Publication Support | UTA Libraries

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Engagement

Campus Engagement

Points Earned 22.00

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	5.00 / 5.00
Co-Curricular Activities	9.00 / 9.00
Staff Engagement and Training	6.00 / 8.00
Sustainability Culture Assessment	2.00 / 3.00

Outreach and Communications

Score	Responsible Party
5.00 / 5.00	**Meghna Tare** Director Office of Sustainability

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution's sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are annually reached through the institution's sustainability outreach and communications efforts or are aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

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

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:
Yes

Website URL of the institution's central sustainability website:
https://www.uta.edu/campus-ops/office-of-sustainability

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:
Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

- Incoming students take a Intro to sustainability module.
- We participate in the Maverick stampede and organization fairs so students are educated about the office.

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:
Yes

Narrative outlining how sustainability information is integrated into new employee orientation of the equivalent:

The Office of Sustainability has prepared Brochure with all the information about sustainability at UTA and presented to the HR to be shown to the new employees. They are also informed about the sustainability policies such as Anti Idling, Recycling policies, transportation programs adopted and implemented by UTA.

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:
Yes

Description of the institution's sustainability dashboards and/or signage:

UTA's Sustainability Dashboard is a dynamic, frequently-updated resource that the Office of Sustainability uses to share key performance metrics with UTA's campus community.

Sustainability Dashboard - Administration and Campus Operations - The University of Texas at Arlington

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:
Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

The office of Sustainability has an Instagram account: GoGreenUTA that interacts with students. We also have a newsletter that goes out to students, staff and faculty each semester.

Newsletters - Administration and Campus Operations - The University of Texas at Arlington

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:
Yes

Description of sustainability-focused outreach campaigns from the previous three years:

UTA hosts various sustainability focused events each semsester. Campus sustainability month in the fall semester and Earth Week in the spring semester are our biggest events but we also participate in America Recycles Day and host various workshops.

Upcoming Events - Administration and Campus Operations - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:
3.0

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:
Yes

Percentage of campus stakeholders reached annually through sustainability outreach and communications:
80 to 100

Approach used to determine the percentage of campus stakeholders reached annually:
Survey or assessment results

Description of the methodology used to determine the reach of the institution's sustainability outreach and communications:

We conduct regular surveys with the campus community at various outreach events like Earth Day, Campus Sustainability Month. The Survey is conducted using Internal campus survey tool call Question Pro

The survey is sent to the entire campus community (Stadf, students, and faculty) via the cmapus newsletter Mavwire and Trailblazer, via email blast through distribution lists, and through the sustainability committee members. Such educations survey and quiz are also organized by the student organization like Eco rep for winning prizes at the Campus sustainability events

Attached one file as example of such surveys results in the optional documentation section below

Here is another written documentation to show case

Sustainability Cultural Assessment

1. How familiar are you with the following sustainability-related resources and programs on campus?

a. Respondents are most familiar with food pantries followed by Bikeshare program

b. Least familiar with UNA Mavs followed by the Faculty Advisory Network

c. The percentages of familiarity ranges from 25.23% and 61.74%

Office of Sustainability : 4.31 | 47.91%

Bikeshare Program : 5.11 | 56.77%

Food pantries : 5.56 | 61.74%

Vegan and Vegetarian On-Campus...: 4.33 | 48.09%

Mavs Go Green (Student Org) : 3.62 | 40.19%

UTA Volunteers (Student Org) : 4.56 | 50.63%

Alternative Spring Break : 3.46 | 38.45%

UNA Mavs (Student Org) : 2.27 | 25.23%

Office Green Teams Program (Fo...: 2.86 | 31.73%

Faculty Advisory Network on Su...: 2.58 | 28.65%
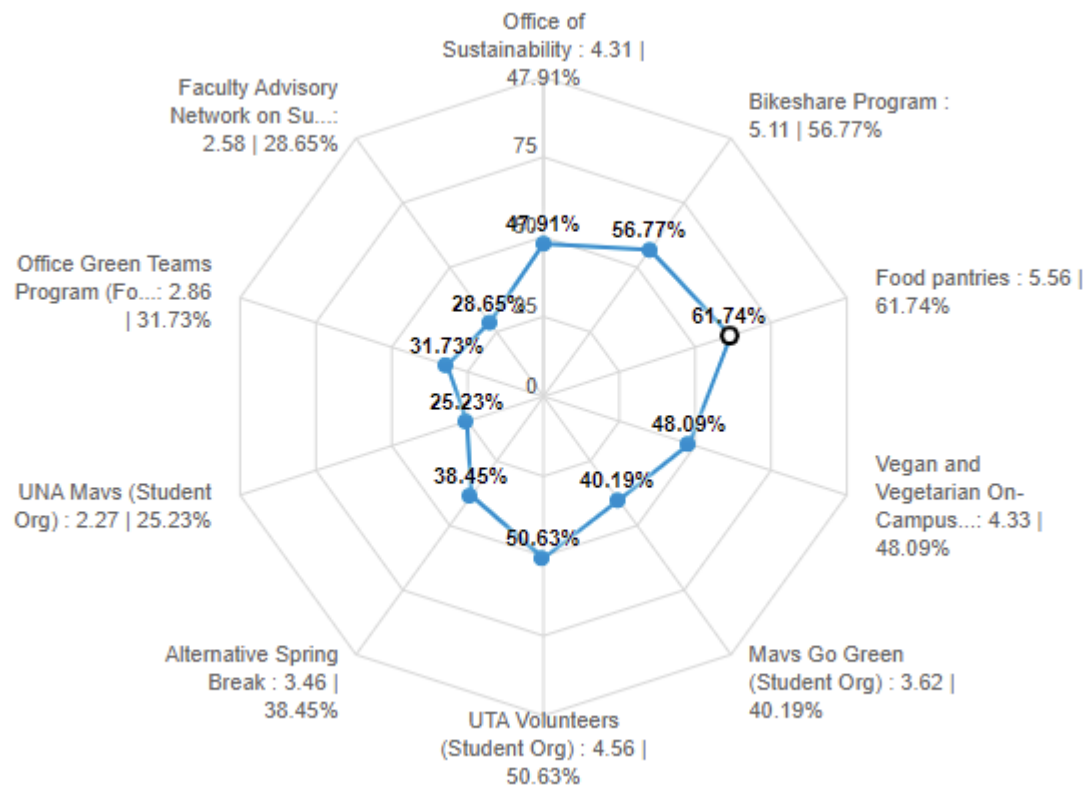
2. Have you ever volunteered or partaken in any service learning during your time at UTA?

a. 34.67% of respondents have volunteered or partaken in service learning at UTA

b. 45.92% of respondents that said no said that they plan to in the future.

3. How do you hear about sustainability opportunities on campus?

a. Most common method is through email newsletters

b. Least common is through Twitter

4. Which of these items can be recycled on campus through general recycling bins on campus?

Item	Correct	% Correct	Wrong	% Wrong
Envelopes	117	78%	7	4.67%
Styrofoam	75	50%	27	18%
Cardboard	137	91.33%	5	3.33%
Aluminum cans	132	89.19%	4	2.7%

Used napkins	97	65.1%	22	14.77%
Dead batteries	49	32.67%	62	41.33%
Metal cans	103	69.59%	15	10.14%
Used takeout boxes	90	60.81%	30	20.27%
Plastic grocery bags	58	38.67%	63	42%
Colored paper	96	64%	20	13.33%
Total	**954**	**63.6%**	**255**	**17%**

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability_Assessment_Results.pdf

Co-Curricular Activities

Score	Responsible Party
9.00 / 9.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution's sustainability activities (e.g., as described in indicators 2. 1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

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

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

1) United Nations Association Chapter (UNA Mavs)
Description: UNA community chapters consist of active leaders and members campuses who are passionate about taking action for the UN in their local community https://mavorgs.campuslabs.com/engage/organization/unamavs

2) Environmental Science Club
Description: The Environmental Science Club invites guest speakers, participates in volunteer events (on and off campus), seeks to promote sustainable practices on campus, and provides a social space for Environmental Science students. https://mavorgs.campuslabs.com/engage/organization/environmental-science

3) Eco-Reps
Description: The Eco-Reps is a group of student volunteers that work to create and foster a more sustainability-focused community at UTA. They are trained and advised by Office of Sustainability Staff. https://sustainability.uta.edu/outreach-and-education/

4) Geological Society

Description: The Geo Society promotes student success and networking. We aim to provide young geoscientists the chance to get outside of the classroom and take an opportunity to enjoy studying the Earth and its beauty.

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:
Yes

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

- National Association for the Advancement of Colored People: National Association for the Advancement of Colored People - MavEngage
- League of United Latin American Citizens: League of United Latin American Citizens - MavEngage

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:
2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:
Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

The office has hosted various activities for Campus Sustainability Month in the past two years. Campus Sustainability Month - Administration and Campus Operations - The University of Texas at Arlington

We also hosted our Earth Day celebration last year and it was attended by over 300 students, staff and faculty. Earth Day Celebration 2024 - Administration and Campus Operations - The University of Texas at Arlington

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:
Yes

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

UTA Office of Sustainability's Eco-Reps program is a way for students to directly engage in peer-to-peer sustainability education and promote a stronger culture of sustainability on campus. Students work in teams to create and implement educational opportunities around the UTA campus. They work to educate Mavericks on all 17 of the UN's Sustainable Development Goals.

Does the institution regularly provide sustainability-focused employment opportunities for students on at least an annual basis?:
Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

We have hired students to help with:

1) Student to help at the compost site.

Does the institution have at least one student-managed enterprise that is sustainability-focused?:
Yes

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

Bike repair workshop

UTA Fab Lab consistently runs workshops to teach students different life skills such as repairing, sewing etc.

Description of additional sustainability-focused co-curricular activities for students:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:
2.0

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:
Yes

Percentage of students that participate in sustainability activities annually:
50 to 100

Approach used to determine the percentage of students that participate in the institution's sustainability activities annually:
Conservative estimate based on mixed/limited data sources

Narrative outlining how student participation in the institution's sustainability activities was determined:

We calculate the number of students engaged in sustainabiliy activities very loosely based on the number of participants taking merchansdise.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:
5.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Staff Engagement and Training

Score	Responsible Party
6.00 / 8.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., "brown bag" events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution's sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

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

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

> The Sustainability Committee is charged with improving our sustainability performance in both education and operations. The committee will facilitate regular communication with the maverick community about sustainability programs on campus. It will also review and analyze best practices and opportunities, recommend improvements, and help implementation of new programs.
>
> Sustainability Committee - Administration and Campus Operations - The University of Texas at Arlington

Does the institution have at least one voluntary staff network or engagement program open to non-academic staff that is focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:
Yes

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

> Employee Resource Groups (ERGs), also known as Employee Networks, are voluntary, employee-led groups that promote employee engagement workplace.
>
> - Native American-Serving Nontribal Institution (NASNTI):To provide a safe and welcoming space to further the education of Native American and Indigenous students by continuously building a robust community of Native American and Indigenous faculty, staff, students, and allies who are committed to the development of faculty and student scholars.
> - Latinx Faculty and Staff Association (LaFSA): are a campus-wide organization seeking to achieve a visible commitment to the inclusion and valuing of Latino/Hispanic Faculty, Staff, and Students at UTA and the community at large.
> - African American Faculty and Staff Association (AAFSA): provides support, resources, and mentoring for African and African American faculty, staff, and students, promoting academic excellence university-wide.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:
2.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:
Yes

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

Each year, we conduct comprehensive recycling training sessions for our custodial staff to ensure they stay informed about the latest recycling regulations and best practices. These sessions serve as both an introduction to any new policies implemented and a refresher on UTA's existing recycling guidelines. By providing annual training, we reinforce the importance of proper waste sorting and disposal, ultimately contributing to a more sustainable campus environment.

In addition to custodial training, we also hold regular composting training sessions for our dining staff. Given that a significant portion of the dining staff consists of student employees, we prioritize frequent training sessions to accommodate staff turnover and ensure all team members are up to date on proper composting practices. These trainings help reinforce UTA's commitment to sustainability by reducing food waste and promoting responsible waste diversion in campus dining facilities.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:
2.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:
Yes

Percentage of employees that participate in sustainability activities annually:
25 to 49

Approach used to determine the percentage of employees that participate in the institution's sustainability activities annually:
Conservative estimate based on mixed/limited data sources

Narrative outlining how employee participation in the institution's sustainability activities was determined:

Our Sustainability Committee plays a pivotal role in supporting and advancing our sustainability initiatives across campus. Comprising 59 dedicated faculty and staff members, the committee has been instrumental in promoting key programs, particularly the Energy Resilience and Transition Plan. Their expertise, input, and advocacy have significantly contributed to the development and implementation of sustainability efforts at UTA.

In addition to the Sustainability Committee, we have an active Office Green Team program, where staff members engage in various sustainability initiatives on campus. This commitment was exemplified during our 2024 Earth Day event, which saw participation from 22 departments, highlighting the widespread support for sustainability within UTA's workforce.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Culture Assessment

Score	Responsible Party
2.00 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution's sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:
Yes

Narrative and/or website URL providing an overview of the instruments/tools used to assess sustainability culture:

The Sustainability Cultural Assessment was an integral component of the UTA Energy Resilience and Transition Plan survey. This assessment was designed to gather insights from staff, faculty, and students regarding their perspectives on sustainability initiatives across campus. Through this survey, we were able to identify the specific sustainability priorities that our campus community values most, as well as gauge the urgency with which they would like to see these changes implemented. The results of this assessment play a crucial role in shaping our sustainability strategies, ensuring that our initiatives align with the needs and expectations of the UTA community.

Description of the institution's recent sustainability culture assessment findings and any notable trends:

We received 360 responses to the survey, and the results were clear—most participants wanted sustainability initiatives to be implemented sooner rather than later. There was a strong sense of enthusiasm within the community, with many eager to actively participate in these efforts. Additionally, respondents expressed a desire to see sustainability woven into every aspect of campus life, making it a fundamental part of daily operations and long-term planning.

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:
Yes

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

The survey was made to be taken again after the ETRP is published to measure our success.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:
1.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:
25 to 49

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

    This is an estimate. When we took the survey we didn't separate the employees and students.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:
0.5

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:
25 to 49

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

This is an estimate. When we took the survey we didn't separate the employees and students.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:
0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:
Sustainability_Cultural_Assessment_Results.docx

Public Engagement

Points Earned 16.90

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	3.50 / 8.00
Community Partnerships	6.00 / 9.00
Continuing Education	3.00 / 3.00
Shared Facilities	2.00 / 2.00
Inter-Campus Collaboration	2.40 / 3.00

Civic Engagement

Score	Responsible Party
3.50 / 8.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.
Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employees volunteering for community organizations during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's employee community service programs.
Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution (e.g., a faculty member) have helped initiate and/or develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years.
To qualify for Criterion B, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by the institution (i.e., by administrators or entities with authority to speak on behalf of the institution). For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not. Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

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

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:
Yes

Narrative and/or website URL providing an overview of the institution's civic engagement programs for students:

Yes, UTA offers several programs designed to support and enhance student civic engagement, fostering a culture of community involvement and social responsibility.

The Ceter for Service Learning: The CSL is a central hub for integrating community service with academic coursework. It collaborates with faculty to incorporate service learning components into courses, allowing students to engage in projects that address community-identified needs. These experiences promote civic awareness, social responsibility, and personal growth. The CSL partners with over 170 community organizations and supports more than 100 faculty members in this endeavor. Additionally, the CSL offers programs like the Faculty Fellows Program and ACE (Academic Community Engagement) Ambassadors to further encourage civic involvement among students and faculty.

Percentage of students that participate in community service and/or other civic engagement programs annually:
25 to 49

Approach used to determine the percentage of students that participate in civic engagement programs annually:
Direct tracking of participation

Narrative outlining how student participation in civic engagement programs was determined:

CSL keeps a track of the number of students that work with them every semester. The Follett leadership center keeps a track of the number of students that volunteer with them each semester.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:
2.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:
Yes

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

Yes, UTA offers several programs designed to support and encourage employee community service, fostering a culture of civic engagement among its staff.

State Employee Charitable Campaign: The **SECC** is an annual donation drive held from September 23 to October 25, 2024, providing UTA employees with the opportunity to contribute to over 1,000 participating charities, including more than 50 that serve the North Texas community directly. Employees can participate through payroll deductions, one-time credit/debit card donations, or checks, with the first payroll deduction beginning on January 2, 2025. The campaign aims to raise over $20,000 in donations from UTA employees .

Volunteer opportunities with the Office of Sustainability: The Office of Sustainability offers various volunteer opportunities for UTA employees to engage in community service. Employees can participate in campus-wide events, assist at the compost site, or join initiatives like the Green Event Certification and the Office Green Teams.

Does the institution support employees volunteering for community organizations during regular work hours?:
No

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:
0.5

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:
Yes

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

Yes, there are a few individuals who have contributed to regional and local policies.

Meghna Tare, the CSO for UTA, established the RCE North Texas which fosters partnerships between academic institutions, governments, and the private sector to promote sustainability education and policy development.

In 2024, Meghna introduced the initiative to create UTA's first Energy effeciency plan. UTA is the first UT campus to create a plan that provides a strategic framework for integrating green infrastructure into campus planning, addressing stormwater management and energy resilience. This initiative positions UTA as a leader in regional sustainability efforts, especially in the absence of a comprehensive climate action plan in Tarrant County .

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Has the institution advocated for public policies to advance sustainability during the previous three years?:
No

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:
1.0

Optional documentation

Notes about the information provided for this credit:

https://www.keranews.org/education/2024-02-22/arlington-becomes-first-ut-campus-to-set-sights-on-climate-action-plan?utm_source=chatgpt.com

Additional documentation for this credit:

Community Partnerships

Score	Responsible Party
6.00 / 9.00	**Meghna Tare** Director Office of Sustainability

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it follows guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

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

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships:

> The UTA Office of Sustainability not only engages with the UTA population but also strives to engage with the metroplex at large. We do this through many different programs like leading sustainability coalitions like RCE and NTFPA, working with UTA's Center for Service Learning, and NCTCOG.
>
> Community Engagement - Administration and Campus Operations - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:
3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:
Yes

Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

RCE North Texas was acknowledged by the United Nations University on February 7, 2019 as a Regional Centre of Expertise on Education for Sustainable Development. RCEs support multi-stakeholder implementation of the U.N. Sustainable Development Goals at the regional level through education and training. The North Texas RCE comprises the sixteen counties of North Texas. The sixteen counties of North Texas encompass a diverse and vibrant demographic and economic region.

In response to the Texas Health Resources' commitment to community responsibility and sustainability, the proposed food recovery initiative emerges as a strategic endeavor aimed at addressing environmental impacts, improving public health, and enhancing the overall well-being of the Fort Worth community.

The significance of tackling food waste becomes evident when considering its far-reaching consequences. Beyond the loss of resources, recovering wasted food could alleviate food insecurity, a pressing concern associated with various health challenges, especially in vulnerable populations. The initiative acknowledges the interconnection between food waste, climate change, and public health challenges, emphasizing the need for a comprehensive and sustainable solution to address these complex issues.

This project- a collaboration between UT Arlington and Texas Health Resources (a member of RCE North Texas) seeks to contribute not only to the immediate challenges of food waste but also to the broader context of climate change and its implications for public health.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:
3.0

6.3 Community partnership assessment

Does the institution follow published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:
No

Publication that includes the community partnership guidelines:
Carnegie_Application_Submitted_4-11-20258.pdf

Online resource that includes the institution's community partnership guidelines:
https://www.uta.edu/administration/crtle/programs/csl

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:
No

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Continuing Education

Score	Responsible Party
3.00 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution's continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

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

7.1 Continuing education offerings in sustainability

Does the institution have at least one continuing education course or program that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings:

The Environmental Training Institute (ETI)at UTA offers compliance assistance training for those managing environmental challenges or implementing environmental regulations in Air, Waste, Water and Management. Through training and education, employees can play an active role in sustainable compliance strategy.

ETI offers a certificate in Sustainability for professionals such as Sustainability/Environmental Manager, Safety Manager, Business Development Manager, City Planner, Waste Management Professional, Renewable Energy Sales Representative, Supply Chain Manager, Political Strategist or citizens who want to learn more about Sustainability and Environmental Social and Governance (ESG) skills. The learned skills from this course help individuals stay up-to-date in their current role or advance their careers in the field of Sustainability and ESG.

Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge?:
Yes

Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges:

The Division for Enterprise Development offers a wide range of certifications and certificate programs. Programs include Environmental, Health and Safety certifications, Professional development certificates and Health certificates.

UTA EEC Division for Enterprise Development

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 7.1:
3.0

Optional documentation

Notes about the information provided for this credit:

https://web-ded.uta.edu/wconnect/ace/index.aspx

Additional documentation for this credit:

Shared Facilities

Score	Responsible Party
2.00 / 2.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

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

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:
Yes

Does the institution provide free or low cost access to the meeting or event space?:
Yes

Description of the institution's publicly accessible space for meetings or events, including any free or low cost access options:

UTA has several meeting rooms and auditoriums that can be used for meeting or events.

Meeting Rooms - Student Centers - The University of Texas at Arlington

Does the institution have at least one on-site facility with services or programs to help people meet their basic needs and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the basic needs facilities?:
Yes

Description of the institution's publicly accessible facilities that help people meet their basic needs, including any free or low cost access options:

The organic Community Garden at UTA, built in collaboration with the City of Arlington has become a popular green space for families, community members, and garden enthusiasts.The garden is located on campus and is one of many projects on campus that demonstrate the University's commitment to environmental stewardship and natural resource conservation. Plots at the community garden are available on a fist come first serve basis to any one in the community.

The Maverick Pantry is a resource to the UTA community and is committed to creating and maintaining equitable access to food and essential items so that all members of the University Community can thrive academically, personally, and professionally. Education, support, and advocacy are the pillars that guide our mission in alleviating food insecurity within our Maverick community. In addition to providing food, the pantry also offers cap and gown rental, resources for student parents and a professional closet.

UT Arlington Health Services is a fully accredited ambulatory health care facility. They strive to provide eligible UTA students with quality, accessible, comprehensive, and cost-effective health care. Their services include a medical clinic, sports medicine, gynecological services, psychiatry, immunizations, lab testing, x-rays, pharmacy, student health insurance claims, health promotion, and substance misuse prevention.

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the cultural service facilities?:
Yes

Description of the institution's publicly accessible facilities that provide cultural services, including any free or low cost access options:

UTA has several libraries across campus. The central library has numerous study spaces and offers several resources for students and staff such as:

- Fab Lab: The Central Library FabLab is an 8,000-square-foot makerspace containing 3D printers, laser cutters, screen printers, kilns, sewing machines, and much more for learners from any discipline or experience level.The UTA FabLab is the first MIT-affiliated FabLab in a university in Texas. It is a creative hub for students, faculty and staff, providing:

  - access to technologies, equipment, training
  - opportunities for interdisciplinary collaboration
  - inspirational spaces in support of invention and entrepreneurship
- The Studio: The Studios are place for ideation and creation, providing opportunities to create digital art, develop novel technologies, and craft audio and video projects.

The West Campus Library houses a comprehensive print collection along with digital research resources focused on art, architecture, and music. Similarly, the Science and Engineering Library offers an extensive print collection and digital resources dedicated to the fields of science and engineering.

UTA Planetarium is one of the three largest planetariums in Texas. With its 60-foot dome projection surface, fully digital projection system, and advanced Digistar 7 software, UTA Planetarium provides unparalleled views of the night sky, the solar system, stars, and distant galaxies.

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the recreational service facilities?:
Yes

Description of the institution's publicly accessible facilities that provide recreational services, including any free or low cost access options:

The Maverick Activity Center has something for everyone. It provides recreational and leisure opportunities for students, faculty and staff through several areas: Informal Recreation, Intramural Sports, Fitness & Wellness, Sport Clubs, Adaptive Recreation, Aquatics and Spirit Groups.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Inter-Campus Collaboration

Score	Responsible Party
2.40 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

A. Institution participates in one or more sustainability-focused networks for educational institutions.
B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

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

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:
Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

UTA is an active member of both AASHE and TRACS. For the past three years, we have consistently participated in the AASHE and TRACS summits, demonstrating our commitment to sustainability and higher education best practices.

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:
Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

Conferences attended by Meghna

workshops at UTA

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:
No

Description of institution's sustainability-focused articulation/transfer agreements:

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:
Yes

Description of the institution's sustainability mentoring activities:

UTA is a member of TRACS.
The Texas Regional Alliance for Campus Sustainability (TRACS) is a network of faculty members, students and sustainability professionals supporting higher education in Texas by implementing climate change and sustainability solutions across campus operations, academic curriculum and off-campus fields of influence. TRACS facilitates collaboration between higher education institutions through a variety of means including the Annual TRACS Summit. TRACS is supported by volunteer members representing Texas colleges and universities.

Has at least one individual affiliated with the institution served in a leadership role for a sustainability-related inter-campus sustainability network, conference, or community of practice during the previous three years?:
Yes

Description of the institution's leadership roles in inter-campus collaboration:

Our Chief Sustainability Officer was on the AASHE executive board and serves on the current TRACS exective committee.

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:
No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:
2.4

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned 10.32

Points Available 20.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	1.00 / 3.00
Building Operations and Maintenance	3.33 / 5.00
Water Use	2.76 / 7.00
Ecologically Managed Grounds	3.23 / 5.00

Building Design and Construction

Score	Responsible Party
1.00 / 3.00	**Meghna Tare** Director Office of Sustainability

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the STARS Help Center.

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

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:
2,795,570.521771989

Floor area of new building space third party certified to a comprehensive green building standard:
0.0

Floor area of new building space third party certified to a less comprehensive green building standard:
0.0

Floor area of new building space built to green building standards, but not third party certified:
2,795,570.521771989

List and description of building and renovation projects completed within the previous five years:

Unsorted Bldg Name	Unsorted Address	GSF	Unsorted Year Built
New Greenhouse	500 Summit Ave., Arlington 76019	1,461	1/1/2020
School of Social Work and CoNHI	501 W. Mitchell, Arlington 76010	167,272	1/17/2023
Composting Ctr Office	1100 S. Davis Dr., Arlington 76011	375	2/1/2024
WETZ OUTDOOR RESEARCH 1	Lot -50 South @ Grand Ave, Arlington 76010	321	4/1/2024
WETZ OUTDOOR RESEARCH 2	Lot -50 South @ Grand Ave, Arlington 76010	163	4/1/2024
WETZ OUTDOOR RESEARCH 3	Lot -50 South @ Grand Ave, Arlington 76010	89	4/1/2024
Pulsed Power Lab South	1221 S. Pecan Street, Arlington 76019	3,000	9/3/2024
ENGINEERING RESEARCH SOUTH A	905 Speer Street, Arlington 76019	14,909	10/7/2024
Village of Willow Park	243 Willow Bend Dr, Suite 100, Willow Park 76008	1,543	4/1/2025
		189,133	

If reporting on the institution's custom green building standards, at least one of the following two fields is also required:

Online location of the institution's green building standards:

https://cdn.web.uta.edu/-/media/project/website/campus-ops/sustainability/documents/sustainability-main/operations/sustainability-reporting/building-and-development/greenbuildingpolicy.ashx

Copy of the institution's green building standards:
Buildings_Details.docx

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Building Operations and Maintenance

Score	Responsible Party
3.33 / 5.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution's buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the STARS Help Center.

2.1 Percentage of existing buildings managed for sustainability performance

Gross floor area of existing building space:
7,162,148.0

Floor area of existing buildings managed under a green cleaning program:
2,387,382.5873295567

Online location of the institution's green cleaning policy:

Copy of the institution's green cleaning policy:

Description of the institution's certified green cleaning service:

UTA employs AHI Facilities Services for their janitorial services. AHI has a CIMS GB certification. The ISSA CIMS GB Certification is a specialized designation within the ISSA Cleaning Industry Management Standard (CIMS) that focuses on sustainable and environmentally responsible cleaning practices. It is designed for cleaning organizations aiming to align their operations with green building standards.

Floor area of existing buildings individually assessed for energy performance:
7,162,148.0

Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance:

UTA uses the Siemens Apogy Energy Management System to collect and analyze data from 95% of our campus buildings, including HVAC operations, to identify areas not operating at optimal efficiency in real-time. The Siemens Apogee Energy Management System provides automated, schedule-based temperature setback control to the majority of campus building HVAC systems, and several buildings on campus utilize dual-technology (PIR/Infrared and Ultrasonic) occupancy sensors to control area lighting.

The UtiliVisor software installed at the thermal energy plant helps in continually optimizing the entire plant to ensure all systems are as efficient as possible.

Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance:
7,162,148.0

Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance:

Yes, the University of Texas at Arlington (UTA) conducts individual assessments of indoor environmental quality (IEQ) as part of its comprehensive Indoor Air Quality (IAQ) Management Program. The program is managed by UTA's Environmental Health and Safety (EH&S) department and is designed to proactively address and resolve IAQ issues within campus buildings.

The program aims to prevent IAQ problems and resolve them promptly when they arise. It includes formal procedures for maintaining HVAC systems, assessing building operations, and addressing activities that may impact IAQ. EH&S is then responsible for investigating IAQ complaints, conducting assessments, and implementing corrective actions as needed.

Floor area of existing buildings managed or individually assessed for water performance:
7,162,148.0

Online location of the institution's minimum standards for water efficient fixtures, fittings, and equipment:
https://www.uta.edu/campus-ops/office-of-sustainability/operations/water-conservation

Copy of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Narrative outlining how building-level water performance is assessed and how the results are used to improve performance:

Floor area of existing buildings third party certified to a green building standard that addresses operations and maintenance:
0.0

List of the institution's existing buildings and their green building certifications:

Inventory of the institution's existing buildings and their green building certifications:

The Reporting Tool will automatically calculate the following six figures:

Percentage of existing buildings managed under a green cleaning program:
33.33333222470253

Percentage of existing buildings assessed for energy performance:
100.0

Percentage of existing buildings assessed for IEQ performance:
100.0

Percentage of existing buildings managed or assessed for water performance:
100.0

Percentage of existing buildings third party certified to a green building standard that addresses operations and maintenance:
0.0

Points earned for indicator OP 2.1:
3.333333322247025

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Water Use

Score	Responsible Party
2.76 / 7.00	**Meghna Tare** Director Office of Sustainability

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the US Environmental Protection Agency (EPA).

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

3.1 Potable water use per person

Level of physical water quantity risk for the institution's main campus:
Extremely high

Performance year for water use:
2024

Peer group:
Doctoral universities and research institutions

Potable water from off-site sources:
313,991,852.46171993

Reclaimed water from off-site sources:
0.0

Other off-site water sources:
0.0

Potable water from on-site sources:
0.0

Other on-site water sources:
0.0

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:
313,991,852.46171993

Full-time equivalent students and employees:
48,312.0

Annual potable water use per person:
6,499.2505103311805

Points earned for indicator OP 3.1:
1.2990035330048724

3.2 Potable water use per square meter

Gross floor area of building space:
7,244,336.0

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:
43.343105914422075

Points earned for indicator OP 3.2:
0.2970891254444541

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:
Yes

Narrative and/or website URL providing an overview of the institution's on-site rainwater harvesting systems:

The Engineering Research Building utilizes a 20,000 gallon water harvesting system to capture rain and HVAC condensate for irrigation use.The HVAC condensate water from the College Park Center is used to fill their water feature.

Does the institution recover water on-site for reuse?:
Yes

Narrative and/or website URL providing an overview of the institution's on-site water recovery and reuse systems:

Yes, UTA installed a 28,000-gallon capacity rainwater collection system capable of capturing up to one inch of rainfall from the building's catchment area. This system also collects condensate water from the air conditioning system during summer months. The harvested water is stored and reused for landscape irrigation.

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:
Yes

Narrative and/or website URL providing an overview of the institution's on-site green infrastructure:

The Special Events Center and Campus Green Park is one of the pilot sites project and features native and adapted plants that consume approximately 70% less water than a typical landscape for the area. A dry creek and ecological retention areas manage rainwater and storm water runoff that, ultimately, drains into Johnson Creek. The Park also features a large lawn of drought tolerant grass for student activities, innovative seating surfaces made from seat walls and stone ledges, and permeable paving made from recycled glass.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:
1.0

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:
Yes

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

We collect about 25 million gallons of condensate per year from chilled water coils to use for irrigation.

Estimated volume of rainwater harvested on-site for storage and use:
0.0

Estimated volume of water recovered on-site for reuse:
24,999,999.96610652

Estimated volume of water collected and returned through on-site green infrastructure:

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:
24,999,999.96610652

Total water withdrawal:
313,991,852.46171993

Ratio of water recovered/returned to total water withdrawal:
0.0796199002302277

Points earned for indicator OP 3.4:
0.1592398004604554

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:
UTA_OP_21_Water_Use.xls

Ecologically Managed Grounds

Score	Responsible Party
3.23 / 5.00	**Meghna Tare** Director Office of Sustainability

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use i-Tree Tools or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the STARS Help Center.

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

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:
Yes

Online location of the institution's IPM protocol:
https://www.uta.edu/campus-ops/ehs/stormwater/docs/
UT%20Arlington%20Storm%20Water%20Management%
20Plan_11-10-2020.pdf?utm_source=chatgpt.com

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:
No

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:
Yes

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

The Community garden at UTA is completely organic. This is in partnership with the City of Arlington with around 80 plots. The food is grown organically without the use of pesticide or fertilizers. The compost from the nearby on-campus composting program is used for mulch at this site. A certified Arborist helps and educated the plot owners on how to garden organically.

https://www.uta.edu/campus-ops/office-of-sustainability/operations/community-garden-and-composting

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:
No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:
1.0

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:
95.87674

Area protected or restored:
12.182276499999999

Area of tree canopy:
88.1917745

Area managed organically:
0.7660255

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:
0.12706185567010309

Ratio of tree canopy to total managed green space:
0.9198453608247423

Ratio of areas managed organically to total managed green space:
0.007989690721649486

Points earned for indicator OP 4.2:
2.2288659793814434

Optional documentation

Notes about the information provided for this credit:

Currently, UTA has **about 93 acres (38.8 hectares)** of dedicated green space across tree canopy, formal lawns, parks, and naturalized areas. With continued projects—like Innovation Park and Central Mall transformation—that figure is on track to rise to around **115 acres (~46.5 ha)** in the near future, as native plantings and water-wise green infrastructure expand.

UTA Green Infrastructure Report produced in partnership with EPA https://mavmatrix.uta.edu/cmd_pubs/1/

The information and date for 4.2 was provided by Smith Group who designed our Campus Master Plan

Additional documentation for this credit:

Energy & Climate

Points Earned 10.42

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas 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. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	3.21 / 10.00
Greenhouse Gas Emissions	7.21 / 16.00

Energy Use

Score	Responsible Party
3.21 / 10.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the STARS Help Center.

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

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

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the STARS energy calculator or an equivalent resource.

Performance year for energy use:
2024

Peer group:
Doctoral universities and research institutions

Gross floor area of building space:
7,244,336.0

Electricity

Electricity generated by on-site renewable systems:
228.0

Description of the on-site renewable systems:

UTA designed and installed a 385 kW Photovoltaic system that became operational in 2011. This system is installed at the North Parking Garage Sections A and B. The system consists of 1652 Schott 235 photovoltaic panels and two Satcon S-Type 210 kW inverters. Each panel is rated for 235 W max output. The array is grouped into 15 sub arrays of about 110 panels each.

On-site renewable electricity exported:
0.0

Electricity from off-site sources:
120,706.188

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:
121,636.5

Propane/LPG:
121,636.489

Heating oil:
0.0

Coal/coke:
0.0

Bioenergy products:
0.0

Other stationary fuels:
2,227.95024397433

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:
0.0

Hot water from off-site sources:
0.0

Chilled water from off-site sources:
0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:
120,934.188

Total stationary fuel consumption:
245,500.93924397434

Total heating and cooling from off-site sources:
0.0

Total annual energy consumption:
366,435.12724397436

Annual energy consumption per unit of floor area:
50.582271387159075

Points earned for indicator OP 5.1:
0.7621419169527333

5.2 Energy consumption per person

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:
48,312.0

Annual energy consumption per person:
7,584.764183721941

Points earned for indicator OP 5.2:
2.446154434045202

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:
0.0

Electricity from certified off-site renewable sources:
0.0

Description of the certified off-site renewable sources of electricity:

Electricity from uncertified off-site renewable sources:
0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:
0.0

Description of the certified unbundled EACs:

Renewable stationary fuels

Convert all units to MWh using the STARS energy calculator or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:
0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:
0.0

Description of the uncertified biomethane products:

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the STARS energy calculator or an equivalent resource.

Heating and cooling from certified off-site renewable sources:
0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:
0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction

Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:
228.0

Electricity from renewable sources:
228.0

Renewable stationary fuels:
0.0

Heating and cooling from off-site renewable sources:
0.0

Annual renewable energy consumption:
228.0

Percentage of energy from renewable sources:
0.062221109017257636

Points earned for indicator OP 5.3:
0.001866633270517729

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:
228.0

Percentage of electricity from on-site and/or third party certified renewable sources:
0.18853229493714382

Points earned for indicator OP 5.4:
0.0018853229493714383

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Greenhouse Gas Emissions

Score	Responsible Party
7.21 / 16.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

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

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:
Yes

Copy of the institution's GHG emissions inventory:
GHG_emissions_2024.csv

Online location of the institution's GHG emissions inventory:
https://www.uta.edu/campus-ops/office-of-sustainability/operations/emissions-inventory

Performance year for scope 1 and 2 GHG emissions:
2024

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

UNH's Sustainability Indicator Management & Analysis Platform (SIMAP) was used for UT Arlington's inventory. SIMAP is a browser-based tool for use in tracking and calculating greenhouse gas emissions. We selected the this platform because it was designed specifically for higher education campuses, measures three major greenhouse gases (CO_2, CH_4, N_2O), and is being regularly improved and updated to reflect the most accurate emissions rates.

The major emission source categories are on-campus energy production, purchased electricity, transportation, waste, agriculture and refrigerants. Looking at the emissions levels in each of these categories provides a good idea of the best opportunities for emissions reduction. The Campus Carbon Calculator uses standard methodologies codified by the Greenhouse Gas Protocol (GHG) Initiative, and employed by corporations, the state of California, The Climate Registry, and other entities to account for greenhouse gas emissions.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:
22,977.64

Scope 1 GHG emissions from mobile combustion:
534.85

Scope 1 GHG process emissions:

Scope 1 GHG fugitive emissions:
2,869.51

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution's scope 2 GHG emissions?:
Market-based

Scope 2 GHG emissions from off-site sources of electricity (market-based):
39,730.42

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):

Scope 2 GHG emissions from off-site sources of heating and cooling:
0.0

The Reporting Tool will automatically calculate the following three figures:

Annual scope 1 GHG emissions:

Annual scope 2 GHG emissions:

Annual scope 1 and 2 GHG emissions:
66,112.42

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:
No

GHG emissions from biogenic sources:
0.0

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:
Not at all

Scope 3 GHG emissions from business travel:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:
Not at all

Scope 3 GHG emissions from commuting:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:
Not at all

Scope 3 GHG emissions from purchased goods and services:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:
Not at all

Scope 3 GHG emissions from capital goods:
0.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:
Not at all

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:
2,803.3

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:
Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:
Not at all

Scope 3 GHG emissions from waste generated in operations:
0.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:
Not at all

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

We do not track Scope 3 emissions yet.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:
1.0

6.2 Greenhouse gas emissions per square meter

Peer group:
Doctoral universities and research institutions

Gross floor area of building space:
7,244,336.0

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:
9.126080230499609

Points earned for indicator OP 6.2:
2.025480354746271

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:
48,312.0

Annual scope 1 and 2 GHG emissions per person:
1,368.4471766848817

Points earned for indicator OP 6.3:
3.3298495706734172

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:
0.0

Description of the institution's third party certified carbon offsets:

Carbon storage from on-site composting:
13.55

Description of the institution's carbon storage from on-site composting:

   UTA's composting program annually composts food waste from on-campus dining services and off-campus coffee shops and hospitals as well as yard waste collected from campus ground crews. The University uses this compost as mulch and soil amendment on campus grounds and in the new community garden.

   The data is posted here:
   https://sustainability.uta.edu/community-garden-and-composting/

Carbon sold or transferred:

Carbon storage from non-additional sequestration on institution-owned land:
0.0

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:
Yes

Copy of the institution's baseline GHG emissions inventory:

Online location of the institution's baseline GHG emissions inventory:
https://www.uta.edu/campus-ops/office-of-sustainability/operations/emissions-inventory

Baseline year for scope 1 and 2 GHG emissions:
2005

Narrative outlining when and why the GHG emissions baseline was adopted:

   2005 was adopted as baseline since we had data from this year

Baseline scope 1 and 2 GHG emissions:
83,978.0

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:
0.0

Adjusted net scope 1 and 2 GHG emissions:
66,098.87

Percentage reduction in scope 1 and 2 GHG emissions from baseline:
21.29025459048799

Points earned for indicator OP 6.4:
0.8516101836195196

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food & Dining

Points Earned 6.22

Points Available 10.00

This impact area 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 has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	4.22 / 8.00
Food Recovery	2.00 / 2.00

Dining Service Procurement

Score	Responsible Party
4.22 / 8.00	**Meghna Tare** Director Office of Sustainability

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope	Sustainability criteria

• Fresh food, e.g, produce, meat, eggs, fish, and shellfish
 	
• Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods
 	
• Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water
	A. Sustainably or ethically produced
	
	• Certified to one or more of the following:
	
	  ◦ An organic standard that is endorsed by I-FOAM Organics International or requires conformance to an I-FOAM endorsed organic standard
	
	  ◦ An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization
	
	  ◦ An environmental sustainability, fair trade/labor, or animal welfare standard recognized at Level 1, 2, or 3 in the Anchors in Action Aligned Framework (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.

- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:

  ○ Participatory Guarantee System (PGS)

  ○ Short food supply chain (SFSC)

  ○ Small Producers' Symbol (SPP)

  ○ World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership

  ○ An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an updated list of qualifying certifications and programs.

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)

- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimis purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). A template is available. For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the "percentage of food and beverage spend on products that are sustainably or ethically produced" and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

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

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:
2024

Percentage of food and beverage spend on products that are sustainably or ethically produced:
20.17

Percentage of food and beverage spend on plant-based foods:
33.43

Inventory of qualifying food and beverage purchases:
Copy_of_Copy_of_STARS_3.0_Food_and_Beverage_Purchasing_Inventory.xlsx

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

Maverick Dining uses a purchasing tracking program provided by Chartwells Higher Ed to compile all items purchased within a time frame. The report for this time frame was organized by the Maverick Dining team. Once organized, items were analyzed, and possible qualifying items were researched and recorded if they fit any of the sustainability criteria.

Description of the methodology used to determine the spend on plant-based foods:

For the plant-based portion, some products were already identified as plant-based in the purchasing report. The remaining items were reviewed to determine if they met the criteria, and were categorized accordingly.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:
3.216

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:
Yes

Performance year for social impact dining service purchasing:
2024

Percentage of dining service spend with social impact suppliers:
5.36

Narrative and/or website URL providing an overview of the dining service program's social impact suppliers:

The percentages and inventory of food and beverage purchases are informed by the food service provider contracted at UT Arlington, Chartwells Higher Ed. This data does not include national retail brands on campus. The final numbers were calculated using the STARS Food and Beverage Purchasing Inventory Template.

Description of the methodology used to determine the spend with social impact suppliers:

The information was provided by the Chartwells Sustainability Team. The procurement data is scrubbed through looking at plant-based ingredients in items, per each category. A business that is 51% or more owned, controlled, and operated by a minority, or a woman is categorized under this spend.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food Recovery

Score	Responsible Party
2.00 / 2.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

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

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:
Yes

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

Food Recovery Network: Working with UTA's 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. Catering Food Insecurity: Maverick Dining utilizes Chartwell's Higher Ed Catering Food Insecurity feature to help distribute any recoverable food from catering events. This typically happens when too much is order. Similarly to FRN, any food that meets safety requirements is saved. Those who sign up for alerts will receive a notification of what is available and where to pick up.

The UTA Chapter was awarded the 2021 Food Recovery Challenge National Award in Leadership for their work with the FRN https://www.epa.gov/sustainable-management-food/about-2021-food-recovery-challenge-national-award-winners#Arlington%C2%A0

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:
Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

Campus Composting: Maverick Dining works with the campus composter to ensure that all back of house food scraps and coffee grounds are collected for compost on a daily basis.

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:
Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

The Post-consumer composting program at UTA, which began in June2023, expands on the success of the pre-consumer composting initiative. In this program, compostable waste from the cafeterias at the UC and Commons is meticulously separated by staff.

Community Garden and Composting - Administration and Campus Operations - The University of Texas at Arlington

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:
Yes

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

Chrtwells is contracted by UTA in the dining halls. they use the waste not tracker to see how much food they're composting.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Procurement & Waste

Points Earned 7.08

Points Available 20.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	0.20 / 7.00
Purchased Goods	0.84 / 4.00
Materials Management	3.00 / 4.00
Waste Generation and Recovery	3.04 / 5.00

Sustainable Procurement System

Score	Responsible Party
0.20 / 7.00	**Meghna Tare** Director Office of Sustainability

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Techical Manual.

Measurement

Report on the current status of the institution's written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Techical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of $50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of $50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

The analysis may be limited to the institution's Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier's subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the "Notes" field provided in the Reporting Tool.

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

9.1 Supplier code of conduct

Does the institution have a published code of conduct to guide suppliers on the institution's social and environmental expectations for them?:
Yes

Copy of the institution's supplier code of conduct:

Online location of the institution's supplier code of conduct:
https://www.uta.edu/business-affairs/suppliers

Does the institution's supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance?:
No

Does the institution's supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance?:
No

Does the institution's supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance?:
Yes

Does the institution's supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain?:
No

Does the institution's supplier code of conduct include one or more expectations of monitoring and review?:
No

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.1:
0.2

9.2 Percentage of bid solicitations that identify sustainability considerations

Does the institution have sufficient data on its bid solicitations to pursue this indicator?:
No

Percentage of bid solicitations that identify product sustainability specifications:

Percentage of bid solicitations that identify supplier sustainability considerations:

Description of the methodology used to assess the institution's bid solicitations:

If claiming points for this indicator, at least one of the following two fields is also required:

Online resource supporting the percentage of bid solicitations reported:

Document supporting the percentage of bid solicitations reported:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.2:
0.0

9.3 Average weight given to sustainability considerations in bid appraisal

Average weight assigned to product sustainability specifications in the institution's bid appraisal process:
Data not available

Average weight assigned to supplier sustainability considerations in the institution's bid appraisal process:
Data not available

Narrative outlining how the average weights given to sustainability considerations were determined:

We do not

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.3:
0.0

9.4 Percentage of contract spend with social impact suppliers

Does the institution have sufficient data on its contract spend to pursue this indicator?:
No

Performance year for contract spend:

Local currency code:

Total annual contract spend:

Annual contract spend with social impact suppliers:

Narrative and/or website URL providing an overview of the institution's contracts with social impact suppliers:

Description of the methodology used to assess the institution's contract spend with social impact suppliers:

The Reporting Tool will automatically calculate the following two figures:

Percentage of contract spend with social impact suppliers:

Points earned for indicator 9.4:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Purchased Goods

Score	Responsible Party
0.84 / 4.00	

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope	Sustainability criteria
- General purpose bathroom, glass, and carpet cleaners - Degreasing agents - Biologically-active cleaning products (enzymatic and microbial products) - Floor-care products (e.g., floor finish and floor finish strippers) - Hand soaps and hand sanitizers - Disinfectant - Metal polish and other specialty cleaning products An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.	A. Preferable Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is: - Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization AND/OR - Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization An updated list of preferable standards is available in the STARS Help Center. B. Other qualifying - Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed ibelow. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
- Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations) - Displays (monitors and signage displays) - Servers - Data center and networking equipment - Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners) - Televisions - Mobile phones An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently. Exclude goods that are reused on-site (i.e., not purchased).	A. Preferable - EPEAT Gold (Green Electronics Council) AND/OR - TCO Certified B. Other qualifying - EPEAT Silver or Bronze - Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable - ENERGY STAR, EU Energy A, or local equivalent - Refurbished AND/OR - Extended producer responsibility (e.g., a closed-loop or product take-back program)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope

- Individual and group seating

- Workstations, desks, and tables

- Storage and shelving units

- Filing cabinets and cases

- Integrated visual display products (e.g., markerboards and tackboards)

- Hospitality furniture

- Miscellaneous items such as mobile carts, freestanding screens, and movable partitions

An institution may include other types of furniture, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Sustainability criteria

A. Preferable

Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is:

- Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization

  AND/OR

- Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization

An updated list of preferable standards is available in the STARS Help Center.

B. Other qualifying

- Environmental Product Declaration (EPD) or Health Product Declaration (HPD)

- Extended producer responsibility (e.g., a closed-loop or product take-back program)

  AND/OR

- Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope	Sustainability criteria
Standard office printing and copier paper An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.	A. Preferable • 100 percent postconsumer recycled and/or agricultural residue content • Forest Stewardship Council (FSC) Recycled label AND/OR • Paper Step 'Superior' (Canopy Ecopaper Database / Environmental Paper Network) B. Other qualifying • 30 percent minimum postconsumer recycled and/or agricultural residue content • Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix) AND/OR • Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

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

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:
USD

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:
Yes

Performance year for cleaning products spend:
2024

Total annual spend on cleaning products:
53,616.0

Annual spend on cleaning products that meet preferable sustainability criteria:
25,868.0

Annual spend on cleaning products that meet other qualifying sustainability criteria:
3,861.0

List or sample of cleaning product purchases and the preferable and/or other qualifying criteria that each purchase meets:

Title	Commodity	Sustainability Certification Type	Policy Domain
Air Purifiers for Bedroom Home, KOIOS H13 True HEPA Filter Air Purifiers for Desktop Office Car Pets with USB Cable, Small Air Cleaner, Night Light, Timer, Remove Smoke, Dust, Odors, Pollen	Air filters	Recycled Claim Standard Blended	Preferred products with sustainability certifications
Tide Hygienic Clean Heavy Duty 10x Free Power PODS Laundry Detergent 45 count Unscented For Visible and Invisible Dirt	Laundry products	GreenCircle Certified: Certified Energy Savings	Preferred products with sustainability certifications
3 Pack E-200 H13 HEPA Air Filter Compatible with LUNINO E-200 Air Purifier Filter Replacement 3 Stage Strong and Efficient Filtration For LUNINO Home Large Room up to 1740sq.ft	Air filters	The Forest Stewardship Council	Preferred products with sustainability certifications

Air Purifiers for Home Large Room up to 1740sq.ft, LUNINO H13 HEPA Air Filter with PM 2.5 Display Air Quality Sensors, Aromatherapy Function, Air Cleaner for Dust, Smoke, Dander, Pets Hair, Pollen	Air filters	Global Recycled Standard	Preferred products with sustainability certifications
Beatbot AquaSense 2 Cordless Robotic Pool Vacuum Cleaner, Smart Surface Parking, Double-Pass Waterline Scrubbing, Cleans Floor, Walls, and Waterline, Above & In-Ground Pools up to 3,230 sq.ft - Blue	Wet or dry combination vacuum cleaners	Carbonfree Certified	Preferred products with sustainability certifications
4 Pack 3-in-1 H13 True HEPA Replacement Filter Compatible with Pure Enrichment PureZone Air Purifier Part No. PEAIRPLG	Air filters	The Forest Stewardship Council	Preferred products with sustainability certifications
Core 300 Replacement Filter for LEVOIT Core 300 Core300-P Core 300S Core 300S/P VortexAir Air Purifier, Core 300-RF, 3-in-1 H13 Grate True HEPA Activated Carbon, 2 Pack, White,Core 300-P	Air filters	The Forest Stewardship Council	Preferred products with sustainability certifications
OROPY Paper Towel Holder Countertop with Heavy Duty Wood Base, Farmhouse Paper Towel Roll Stand for Kitchen Counter fits Standard and Jumbo Size Paper Towels (Brown - Easy to Tear)	Restroom supplies	The Forest Stewardship Council	Preferred products with sustainability certifications
Purell Advanced Hand Sanitizer Refreshing Gel, Clean Scent, 2 fl oz Travel Size Flip Cap Bottle (Pack of 6) - 3155-04-EC	Hand sanitizer	Cradle to Cradle Certified	Preferred products with sustainability certifications
Glad ForceFlex MaxStrength with Clorox Tall Kitchen Trash Bags, 13 Gal, 34 Ct (Package May Vary)	Trash bags	GreenCircle Certified: Certified Environmental Facts Label	Preferred products with sustainability certifications
Air Purifiers for Home Large Room 2000 Ft² with Washable Filters, MOOKA H13 HEPA Filter Pet Air Purifier for Bedroom with Fragrance, Air Cleaner for Smoke	Cleaning and disinfecting solutions	Recycled Claim Standard Blended	Preferred products with sustainability certifications

Dust Pollen Pets Hair Odor, KJ190L White			
Glad ForceFlex MaxStrength XL Kitchen Trash Bags, 20 Gal, Fresh Clean, 80 Ct (Package May Vary)	Trash bags	GreenCircle Certified: Certified Environmental Facts Label	Preferred products with sustainability certifications
New brothread Wash Away - Water Soluble Machine Embroidery Stabilizer Backing & Topping 10" x 3 Yd roll - Light Weight - Cut into Variable Sizes for Machine Embroidery and Hand Sewing	Laundry products	OEKO-TEX STANDARD 100	Preferred products with sustainability certifications
Germ-X Advanced Hand Sanitizer, Non-Drying Moisturizing Clear Gel, Instant and No Rinse Formula, Large Family Size Pump Bottle, 34 Fl Oz (1 Liter)	Hand sanitizer	Green Seal	Preferred products with sustainability certifications
Mrs. Meyer's Clean Day Liquid Hand Soap, Cruelty-Free, and Biodegradable Hand Wash Made with Essential Oils, Lemon Verbena Scent, 12.5 Oz (Pack of 3)	Hand cleaner	ECOLOGO	Preferred local sellers
BNX TruFilter 16x16x1 Air Filter MERV 13 (6-Pack) - MADE IN USA - Electrostatic Pleated Air Conditioner HVAC AC Furnace Filters for Allergies, Pollen, Mold, Bacteria, Smoke, Allergen, MPR 1900 FPR 10	Air filters	OEKO-TEX STANDARD 100	Preferred local sellers

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:
48.246792002387345

Percentage of cleaning product spend that meets other qualifying sustainability criteria:
7.201208594449418

Points earned for indicator OP 10.1:
0.5184739629961206

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:
No

Performance year for electronics product spend:

Total annual spend on electronics:

Annual spend on electronics that meet preferable sustainability criteria:

Annual spend on electronics spend that meet other qualifying sustainability criteria:

List or sample of electronics purchases and the preferable and/or other qualifying criteria that each purchase meets:

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:

Percentage of electronics spend that meets other qualifying sustainability criteria:

Points earned for indicator OP 10.2:
0.0

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:
Yes

Performance year for furniture spend:
2024

Total annual spend on furniture:
111,676.0

Annual spend on furniture that meets preferable sustainability criteria:
12,086.0

Annual spend on furniture that meets other qualifying sustainability criteria:
0.0

List or sample of furniture purchases and the preferable and/or other qualifying criteria that each purchase meets:

Title	Commodity	Sustainability Certification Type	Policy Domain	Seller Name
Greenvelly 72"H Metal Storage Cabinet with 2 Doors and 4 Adjustable Shelves, Black Metal Cabinet with Lock,Garage Cabinets Steel Tool Cabinet for Office,Home, Garage, Gym, School New Recessed Handle	Storage cabinets	Recycled Claim Standard 100	Preferred products with sustainability certifications	GreenVelly
Furmax Office Executive Chair High Back Adjustable Managerial Home Desk Chair, Swivel Computer PU Leather Chair with Lumbar Support (Black)	Office or work chair	The Forest Stewardship Council	Preferred products with sustainability certifications	SimonDreamer
Aloudy Ergonomic Memory Foam Office Chair Armrest Pads, Comfy Gaming Chair Arm Rest Covers for Elbows and Forearms Pressure Relief(Set of 2), Stretch Fit, Black	Arm chair	OEKO-TEX STANDARD 100	Preferred products with sustainability certifications	Aloudy Life

Tri-Fold Memory Foam Mattress, 4 inch Single Folding Mattress with Collapsible and Washable Cover, Travel and Guest Mat, 75"×25"×4", Grey	Mattresses or sleep sets	OEKO-TEX STANDARD 100	Preferred products with sustainability certifications	Amazon
GARDIFE 20 Pack 4 inch Plant pots, planters for Indoor Plants, Flower pots, White	Outdoor furniture	ClimatePartner certified	Preferred products with sustainability certifications	uranstore
COLAMY High Back Executive Office Chair-Ergonomic Home Computer Desk Leather Chair with Padded Flip-up Arms, Adjustable Tilt Lock, Swivel Rolling Chair for Adult Working Study-Black	Office or work chair	The Forest Stewardship Council	Preferred products with sustainability certifications	Amazon
Letaya 2 Drawer Metal Filing Organization Office Cabinets with Lock,Lateral File Cabinets for Home Office Hanging Files Letter/Legal/F4/A4 Size (2 Drawer-White)	Filing cabinets or accesories	Recycled Claim Standard Blended	Preferred products with sustainability certifications	Aonisite

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:
10.822379025036714

Percentage of furniture spend that meets other qualifying sustainability criteria:
0.0

Points earned for indicator OP 10.3:
0.10822379025036713

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:
Yes

Performance year for office paper spend:
2024

Total annual spend on office paper:
94,098.0

Annual spend on office paper that meets preferable sustainability criteria:
17,549.62

Annual spend on office paper that meets other qualifying sustainability criteria:
5,360.2

List or sample of office paper purchases and the preferable and/or other qualifying criteria that each purchase meets:

Title	Commodity	Sustainability Certification Type	Policy Domain
Amazon Basics Multipurpose Copy Printer Paper, 20 lb, 92 Bright, 8.5" x 11", White, 5 Reams, 2500 Sheets	Printer or copier paper	GreenCircle Certified: Certified Environmental Facts Label	Preferred brands, Preferred products with sustainability certifications
HP Papers | 8.5 x 11 Paper | BrightWhite 24 lb |1 Ream - 500 Sheets| 100 Bright | Made in USA - FSC Certified | 203000R	Printer or copier paper	The Forest Stewardship Council	Preferred products with sustainability certifications
Amazon Basics Multipurpose Copy Printer Paper, 8.5-x-11-inch, 24lb, 1500 Sheets (3 Packs of 500), 97 Bright, White	Printer or copier paper	GreenCircle Certified: Certified Environmental Facts Label	Preferred brands, Preferred products with sustainability certifications
Hammermill Colored Paper, 20 lb Cream Printer Paper, 8.5 x 11-1 Ream (500 Sheets) - Made in the USA, Pastel Paper, 168030R	Printer or copier paper	The Forest Stewardship Council	Preferred products with sustainability certifications
Sticky Notes, 12 Pads, 3x3 inches, Aesthetic Vintage Self-Sticky Note Pads, Ideal for Office, Study, and Daily Life Organization - Neutral Colors	Self adhesive note paper	The Forest Stewardship Council	Preferred products with sustainability certifications

HP Printer Paper | 8.5 x 11 Paper | Copy &Print 20 lb | 5 Ream Case - 2500 Sheets| 92 Bright Made in USA - FSC Certified| 200350C	Printer or copier paper	The Forest Stewardship Council	Preferred products with sustainability certifications
Hammermill Colored Paper, 20 lb Blue Printer Paper, 8.5 x 11-1 Ream (500 Sheets) - Made in the USA, Pastel Paper, 103309R	Printer or copier paper	The Forest Stewardship Council	Preferred products with sustainability certifications
Booknow 60 Sheets Colored Cardstock Paper for Crafts, 30 Assorted Colors 180GSM Construction Paper, 12x12 Inches, Scrapbook & DIY Crafts	Cardstock papers	The Forest Stewardship Council	Preferred products with sustainability certifications
Amazon Basics Multipurpose Copy Printer Paper, 8.5 x 11 in, 20 lb, 3 Reams, 1500 Sheets, 92 Bright, White	Printer or copier paper	GreenCircle Certified: Certified Environmental Facts Label	Preferred brands, Preferred products with sustainability certifications
Hammermill Cardstock, Premium Color Copy, 60 lb, 11 x 17-1 Pack (250 Sheets) - 100 Bright, Made in the USA Card Stock, 122556R , White	Printer or copier paper	The Forest Stewardship Council	Preferred products with sustainability certifications
Amazon Basics Bright White 30% Recycled Multipurpose Copy Printer Paper, 8.5" x 11", 10 Reams, 5000 Count (Sheets)	Printer or copier paper	The Forest Stewardship Council	Preferred brands, Preferred products with sustainability certifications

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:
18.65036451359221

Percentage of office paper spend that meets other qualifying sustainability criteria:
5.696401623838976

Points earned for indicator OP 10.4:
0.21498565325511698

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Copy_of_Procurement-_credentials_from_20230611_to_20250611_20250611_1148.xlsx

Materials Management

Score	Responsible Party
	Mashaal Butt
3.00 / 4.00	Sustainability Program Manager
	Office of Sustainability

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

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

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

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

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:
Yes

Narrative and/or website URL providing an overview of the institution's surplus program:

In an effort to reuse items, Distribution Services has created a platform where staff and faculty can view items available for departments to use. Items are available for departments to use for University business and cannot be given or sold to individuals or used for non-UTA activities.

Surplus Property and Document & Hard Drive Destruction - Division of Business Affairs - The University of Texas at Arlington

Waste Management - Administration and Campus Operations - The University of Texas at Arlington

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:
Yes

Narrative and/or website URL providing an overview of the institution's reuse program:

The Maverick Pantry, in collaboration with the Office of Sustainability, hosts Thrift Pop-Up events once each semester. These events encourage students and employees to donate gently used clothing and accessories, which are then made available for other students to browse and take as needed—completely free of charge.

Additionally, the Maverick Pantry offers a **cap and gown rental program** to support students who need graduation attire but may not be able to purchase it.

Maverick Pantry - Dean of Students - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:
1.0

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:
Yes

Narrative and/or website URL providing an overview of the institution's composting program:

The post -consumer composting program accepts all compostable material including napkins and compostable utensils, plates and cups.

Community Garden and Composting - Administration and Campus Operations - The University of Texas at Arlington

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:
Yes

Narrative and/or website URL providing an overview of the institution's reusable container program:

Maverick Dining is proud to participate in the Ozzi box program, which offers reusable to-go containers for both students and staff. Prior to its launch, Connections Cafe and Mav Cafe were distributing more than 200,000 styrofoam boxes annually. Since the program's introduction in 2022, Maverick Dining has successfully eliminated the use of over 600,000 styrofoam boxes. Currently, more than 1,400 students are actively using Ozzi boxes, contributing to a more sustainable campus.

Sustainable Dining - Administration and Campus Operations - The University of Texas at Arlington

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:
No

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:
No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:
0.5

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:
Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):
Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

UTA has a e-waste recycling program. We have 17 locations acrss campus for students and employees to bring their e-waste to. The e-waste gets collected once a month and is processed by United Electronics.

Waste Management - Administration and Campus Operations - The University of Texas at Arlington

Does the institution use an e-waste recycler that is certified to a qualifying standard?:
Yes

Standard to which the institution's e-waste recycler is certified:
R2v3, RIOS, NAID AAA certified

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:
1.0

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:
Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

The UTA EH&S hazardous waste program assists university entities with the safe and compliant handling and removal of hazardous waste. Hazardous waste program staff directly remove waste, provide containers and materials to labs for waste storage, and offer technical expertise to labs and entities in need of assistance. Program staff work with university entities to ensure legally compliant, safe, and timely hazardous waste storage and removal while minimizing impact on lab activities and research.

Hazardous Waste : UT Arlington

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:
No

Online resource that provides information about the specific types of hazardous waste managed by the institution:

Document that provides information about the specific types of hazardous waste managed by the institution:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:
0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Waste Generation and Recovery

Score	Responsible Party
3.04 / 5.00	**Meghna Tare** Director Office of Sustainability

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

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

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:
2024

Peer group:
Doctoral universities and research institutions

Non-hazardous waste recycled:
745.4261144

Non-hazardous waste composted:
36.37623

Non-hazardous waste prepared for reuse:
0.0

Non-hazardous waste disposed of to a landfill or incinerator:
2,629.0424193

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:
0.0

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:
781.8023443999999

Annual non-hazardous waste generated:
3,410.8447637000004

Full-time equivalent students and employees:
48,312.0

Annual non-hazardous waste generated per person:
141.20072709471768

Points earned for indicator OP 12.1:
0.8656119173915411

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:
7,244,336.0

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:
0.4271293695621493

Points earned for indicator OP 12.2:
0.6669183073091588

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:
22.9210766998355

Points earned for indicator OP 12.3:
0.5088479027363482

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:
Yes

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:
Yes

Performance year for construction and demolition waste:
2024

Construction and demolition waste recycled:
3,475.5834299999997

Construction and demolition waste prepared for reuse:
0.0

Construction and demolition waste disposed of to a landfill or incinerator:
153.84940669999997

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:
3,475.5834299999997

Annual construction and demolition waste generated:
3,629.4328367

Percentage of construction and demolition waste diverted from disposal:
95.76106202753472

Points earned for indicator OP 12.4:
1.0

Optional documentation

Notes about the information provided for this credit:

The reported year is FY 2024

Additional documentation for this credit:

Transportation

Points Earned 3.79

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems though fleet management, infrastructure investment, and behavior change. 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 oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.02 / 2.00
Commute Modal Split	3.77 / 6.00
Air Travel	0.00 / 2.00

Vehicle Fleet

Score	Responsible Party
0.02 / 2.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

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

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution's fleet:
220.0

Number of cars, vans, trucks, and buses in the institution's fleet that are zero emission vehicles (ZEVs):
0.0

Number of cars, vans, trucks, and buses in the institution's fleet that are plug-in hybrid electric vehicles (PHEVs):
2.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:
0.9090909090909091

Points earned for indicator OP 13.1:
0.01818181818181818

Optional documentation

Notes about the information provided for this credit:

From Patty in OFM

Additional documentation for this credit:

Commute Modal Split

Score	Responsible Party
3.77 / 6.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

14.1 Percentage of students and employees using more sustainable commuting options

Performance year for commute modal split:
2024

Full-time equivalent student enrollment:
43,434.0

Full-time equivalent of employees:
4,878.0

Has the institution gathered data about student commuting behavior?:
Yes

Percentage of students that use more sustainable commuting options:
67.36

Description of the methodology used to gather data about student commuting:

When we conducted the

The Commuting Behavior Survey was a part of the UTA Sustainability Assessment, the survey that was sent to all UTA students, faculty and staff in early 2022. The survey was distributed through snowball sampling via email though UTA's Sustainability Committee, student organizations, and through professors in class. Respondents took the survey and then distributed it to other potential respondents. Overall, 152 responses were completed and included in the analysis.

The Office of Sustainability created this assessment to better understand what kind of programming and education is needed at the UTA campus. The commuting behavior of this survey was created contains 4 questions about how respondents, which include students and employees, commute to campus (or telecommute). This survey will be administered at least once a year in the upcoming years.

Has the institution gathered data about employee commuting behavior?:
Yes

Percentage of employees that use more sustainable commuting options:
23.25

Description of the methodology used to gather data about employee commuting:

The Transportation Survey, was sent to all UTA students, faculty and staff in 2023. The survey was distributed through various methods; Mavwire and Trailblazer newsletters, Sustainability newsletter and emailed out by the parking and transportation department. Respondents took the survey and then distributed it to other potential respondents. Overall, 42 responses were completed and included in the analysis.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 14.1:
3.7743762295081966

Optional documentation

Student commuting data

The following 10 fields are included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

Percentage of students that commute using single-occupancy car, van, or truck:

Percentage of students that commute by walking or the equivalent:

Percentage of students that commute by cycling or another micro-mobility option:

Percentage of students that commute by carpool or vanpool:

Percentage of students that commute by bus, shuttle, or ferry:

Percentage of students that commute by rail:

Percentage of students that commute by light rail or tram:

Percentage of students that commute by motorcycle or moped:

Percentage of students that commute by zero emission vehicle:

Percentage of students that avail of remote learning:

Employee commuting data

The following 10 fields are included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

Percentage of employees that commute using single-occupancy car, van, or truck:

Percentage of employees that commute by walking or the equivalent:

Percentage of employees that commute by cycling or another micro-mobility option:

Percentage of employees that commute by carpool or vanpool:

Percentage of employees that commute by bus, shuttle, or ferry:

Percentage of employees that commute by rail:

Percentage of employees that commute by light rail or tram:

Percentage of employees that commute by motorcycle or moped:

Percentage of employees that commute by zero emission vehicle:

Percentage of employees that avail of remote work:

Notes about the information provided for this credit:

Additional documentation for this credit:

Air Travel

Score	Responsible Party
0.00 / 2.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

A. Institution provides incentives designed to encourage employees to reduce their air travel.
B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

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

Planning & Administration

Coordination & Planning

Points Earned 8.15

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	5.40 / 6.00
Institutional Governance	1.75 / 4.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Meghna Tare** Director Office of Sustainability

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

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

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:
Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

Sustainability is a path of continual 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. As we continue down our path to becoming a sustainable campus, it is imperative that we have increased participation from the campus community to guarantee success.

The Sustainability Committee is charged with improving our sustainability performance in both education and operations. The committee will facilitate regular communication with the maverick community about sustainability programs on campus. It will also review and analyze best practices and opportunities, recommend improvements, and help implementation of new programs.

The mission of the Sustainability Committee is to cultivate a culture of environmental responsibility and stewardship. The committee will focus on advancing sustainability in several areas such as energy efficiency, waste management, transportation, education, outreach, community engagement, community garden, composting, student engagement, Office Green Team, and interdisciplinary and sustainability-focused curriculum. The committee will meet twice every semester.

Chair – Robbie Werner, Assisstant Director
Co-Chair – Abeer Almughrabi, Department of Civil Engineering groups.

Does the institution have one or more sustainability officers?:
Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

Meghna Tare is the Chief Sustainability Officer. Contact - Administration and Campus Operations - The University of Texas at Arlington

Does the institution have one or more sustainability offices with more than one full-time equivalent employee?:
Yes

Description of each sustainability office:

The Office of Sustainability at the University of Texas at Arlington aspires to provide the framework for environmental stewardship, natural resource conservation, emissions reductions, and sustainability. The office will act as a conduit to support and promote the University's environmental commitments and policies. In addition to promoting the University's environmental policy, the Office of Sustainability is committed to enhancing awareness and understanding of the principles of sustainability throughout the University community. This awareness will help UT Arlington students, staff, and faculty to incorporate green practices and procedures within all areas and aspects of the University. The Office of Sustainability is concerned with the health and safety of the University community as well as with the health of the environment. This office is focused on the continual implementation of programs and initiatives that not only create a sustainable campus, but improves the quality of campus life in general. The Office of Sustainability also helps to develop and promote academic programs, scholarship, research, service learning, and educational events focused on environmental and sustainability studies.

In addition to on campus activities, the Office of Sustainability at The University of Texas at Arlington remains steadfast in maintaining direct involvement within local, regional, national, and international organizations and programs which promote environmental sustainability. Beyond compliance with these sustainable agencies, the office actively pursues outreach opportunities to expand its impact beyond the physical boundaries of UT Arlington.

Aligned with the UT Arlington core values of academics, community, and social responsibility, the Office of Sustainability provides innovative initiatives, projects, programs, campaigns, educational services, group activities, and outreach opportunities. The various activities aspire to facilitate a culture of sustainability on campus, regionally and nationally that will position the university as a leader in sustainability.

Full-time equivalent of people employed in the sustainability offices:
2.0

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:
Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Developing a GRI report
The University Sustainability Committee used two frameworks
to support the evaluation of UT Arlington's key impacts and
to determine report topics: the GRI Reporting Framework,
the most widely used standard for sustainability reporting
worldwide; and AASHE's Sustainability Tracking, Assessment
& Rating System™ (STARS), a transparent, self-reporting
framework for colleges and universities to measure their
sustainability performance. UT Arlington's first STARS
submission in January 2011 received a bronze rating. STARS
submissions are available at https://stars.aashe.org.
The committee identified an initial set of goals that focus on
the University's key environmental impacts and align with and
support the University's Strategic Plan and the Campus Master
Plan, as described in the Managing Our Impacts section on page
18. The impacts, action plans, and performance in these areas are
the focus of this report. In addition, the committee performed
an initial review of economic and social aspects in relation to
University priorities and considered these aspects alongside
external feedback to determine the scope of topics in this report.
For future sustainability reports, we will incorporate a more
formal process for determining material sustainability topics.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:
1.0

Optional documentation

Notes about the information provided for this credit:

   https://sustainability.uta.edu/about/sustainability-committee/

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution's sustainability officer (1st position):

Copy of the job description for the institution's sustainability officer (1st position):

Text of the job description for the institution's sustainability officer (2nd position):

Copy of the job description for the institution's sustainability officer (2nd position):

Text of the job description for the institution's sustainability officer (3rd position):

Copy of the job description for the institution's sustainability officer (3rd position):

Commitments and Planning

Score	Responsible Party
5.40 / 6.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and/or research, B) campus and/or community engagement, C) campus operations, D) racial equity and/or social justice, and E) administration and/or finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution's active plans, e.g., the institution's current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on assessments, activities and plans completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

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

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:
Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

The University of Texas at Arlington's (UTA) Energy Effeciency Plan (EEP) is a forward-thinking strategy designed to identify and address the university's most pressing vulnerabilities while transforming them into intentional opportunities for sustainable growth and operational excellence.

Recognizing the need for a comprehensive transition—rather than a mere pathway—the EEP establishes a robust policy framework to guide UTA through a period of significant change, empowering sustainability champions across both the campus and the broader Dallas-Fort Worth region.

UTA's Energy Effeciency Plan is both a roadmap and a call to action—one that seeks not only to safeguard the university's assets but also to inspire a culture of resilience, innovation, and sustainability for generations to come.

Energy Efficiency Plan

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:
2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and/or research?:
Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and/or research:

To maximize social impact, initiatives aim to highlight existing sustainability research, rethink mindsets around sustainability, and effectively communicate its social implications. This involves establishing a shared vision of sustainability, enhancing communication with younger generations, and offering educational opportunities like walking tours and community engagement events.

Highlight existing sustainability research

ACTION ITEMS   6

Group recent sustainability stories in a featured section on the UTA website

Be more explicit in communicating research related to sustainability

Align recruiting efforts with key hiring districts

Create a searchable catalog of faculty experts, projects, and sustainability efforts

Host walking tours with educational signage on trails

Ensure sustainability vision is integrated into on-boarding and recruiting efforts

Ensure widespread Research Access by hosting published articles on publicly available infrastructure

ACTION ITEMS   2

Create a Sustainability category on UTA Libraries DAZL and the BrowZine library for easy access to related research

Ensure common keywords are being used in all published work to ensure UTA research is being cataloged and referenced effectively

Deepen conne fostering a su campus comm

ACTION ITEM

Expand networ sustainability pr by connecting v other institution region with pro in sustainability environmental- (examples inclu of Oklahoma, S State University of Houston, Tex

Advocate for so and environmer sustainability at national, and ir levels

Has the institution adopted one or more measurable sustainability objectives that address campus and/or community engagement?:
Yes

Narrative listing the institution's measurable sustainability objectives that address campus and/or community engagement:

The economic development strategy focuses on fostering leadership in the green jobs market through collaboration with local businesses. This involves identifying problems that campus research can help solve, offering hands-on learning experiences and capstone opportunities for the students, and connecting startups with UTA researchers. Sustainability plans often drive investment in clean energy technologies, carbon
capture and storage, sustainable agriculture, and other areas. This can stimulate academic research in
engineering, materials science, biology, and other fields aimed at developing innovative technologies
to address climate change.

Establish Green Tech Network	Develop partnerships for infrastructure modernization training utilizing UTA courses	Encourage leadership i the green jobs market
ACTION ITEMS 2	**ACTION ITEMS 3**	**ACTION ITEMS**
Identify faculty to foster research within Green Technology	Create a professional learning opportunity/ program for existing professionals to benefit from UTA's sustainable offerings	Connect with local businesses to identify problems that campus research could help solve
Identify collaboration opportunities for green technology transfer and commercialization	Leverage the cluster hire initiative to drive a sector of research that is focused, across disciplines, on forwarding research around sustainability	Identify target areas for sustainability to further grant-funded research
	Develop administrative capacities to pursue grants in these fields	Collaborate on sustainability-focused workforce training
		Leverage Center for Entrepreneurship and Technology Developmen for collaboration with lo businesses/organizations
		Expand green workforce development funding

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:
Yes

Narrative listing the institution's measurable sustainability objectives that address campus operations:

High-performance buildings are an essential building block to a low-carbon future for UTA. Building operations are the driver for nearly all scope 1 and 2 emissions at UTA, and improving their efficiencies will have some of the most immediate impact on overall carbon emissions reductions efforts. Additionally, high-performance buildings complement on-site renewable power generation, and taking steps to reduce consumption will allow for more effective use of on-site renewables. It Is also important to integrate the sustainability principles into construction and design documents for consultants and contractors.

STRATEGIES

UTA sustainable design guidelines	Lower building water intensity	Lower building level Energy Use Intensity
ACTION ITEMS 2	**ACTION ITEMS 1**	**ACTION ITEMS 1**
Develop sustainable design guidelines for UTA	Use high-efficiency fixtures where possible	Pursue high-performance energy targets for new buildings
Share sustainable design guidelines to all contractors on UTA projects		

35

Reduce existing building energy consumption	Reduce campus embodied carbon	Best utilize roof space for sustainability measures
ACTION ITEMS 2	ACTION ITEMS 1	ACTION ITEMS
Reduce building energy consumption on existing buildings through targeted retrofitting	Consider low carbon materials in order to reduce embodied carbon in new construction	Prioritize roof space for high-efficiency HVAC equipment
Pursue energy conservation measures at each building		Develop new buildings as rooftop solar ready
		Identify future candidates for green roof projects as available

Has the institution adopted one or more measurable sustainability objectives that address racial equity and/or social justice?:
No

Narrative listing the institution's measurable sustainability objectives that address racial equity and/or social justice:

Has the institution adopted one or more measurable sustainability objectives that address administration and/or finance?:
Yes

Narrative listing the institution's measurable sustainability objectives that address administration and/or finance:

   In operations and finance, strategies are directed towards minimizing the ecological impact of new construction, adopting green financial practices, and developing a zero net carbon plan for the campus. This involves exploring renewable energy options, improving water efficiency, and establishing a hub for interdisciplinary sustainability research.

Identify opportunities to improve water conservation and efficiency

ACTION ITEMS 3

Research small-scale water treatment options

Establish rainwater catchment systems for irrigation

Minimize environmental impact of Landscape Management by focusing on xeriscaping

Utilize a shadow cost of carbon in accounting practices and energy pricing

ACTION ITEMS 3

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

Develop best practices guidelines

Refer to LEED O+M scorecard for building operations and maintenance improvement

Reinforce a culture of social and environment responsibility through UTA's financial investments

ACTION ITEMS

Form a sub-committee of the Executive Budget Committee focused on investor responsibility, addressing the topics of sustainability and social responsibilities as it relat to university investment

Include students, faculty, and non-academic staff a members of the Committe on Investor Responsibility ensure proper representa of each group

Implementation Strategies

Immediate Actions
Timeline: 0-2 Years

- Establish separate energy investment tracking systems
- Implement comprehensive building-level metering
- Develop staff training programs for new systems
- Create standard LCCA templates and procedures
- Begin pursuit of available utility rebates and incentives

Near-Term Development
Timeline: 2-5 Years

- Create dedicated Energy Investment Fund
- Implement comprehensive resource management systems
- Develop public-private partnership frameworks
- Expand grant pursuit capabilities
- Establish energy savings reinvestment protocols

Long-Term Integration
Timeline: 5+ Years

- Fully separate energy investment from O&M budgets
- Implement comprehensive energy management system
- Develop innovative funding mechanisms
- Create cross-institution learning networks
- Establish UTA as a regional leader in sustainable operations

This comp
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The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:
2.4

2.3 Climate resilience assessment and planning

Has the institution conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:
Yes

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

Campus Comfort Analysis
To understand heat stress conditions throughout the year, a Universal Thermal Climate Index (UTCI) study
was completed. The UTCI is an internationally recognized standard that evaluates how the human body
responds to outdoor conditions. This comprehensive metric proves particularly valuable in Texas, where
the combination of intense solar radiation, high humidity, and variable winds creates complex comfort
challenges throughout the academic year.

Percentage of Hours Comfortable

0 ▬▬▬▬▬▬▬▬▬▬▬▬▬ 100

UTA Spring Comfort Time
46.36%

Outdoor The
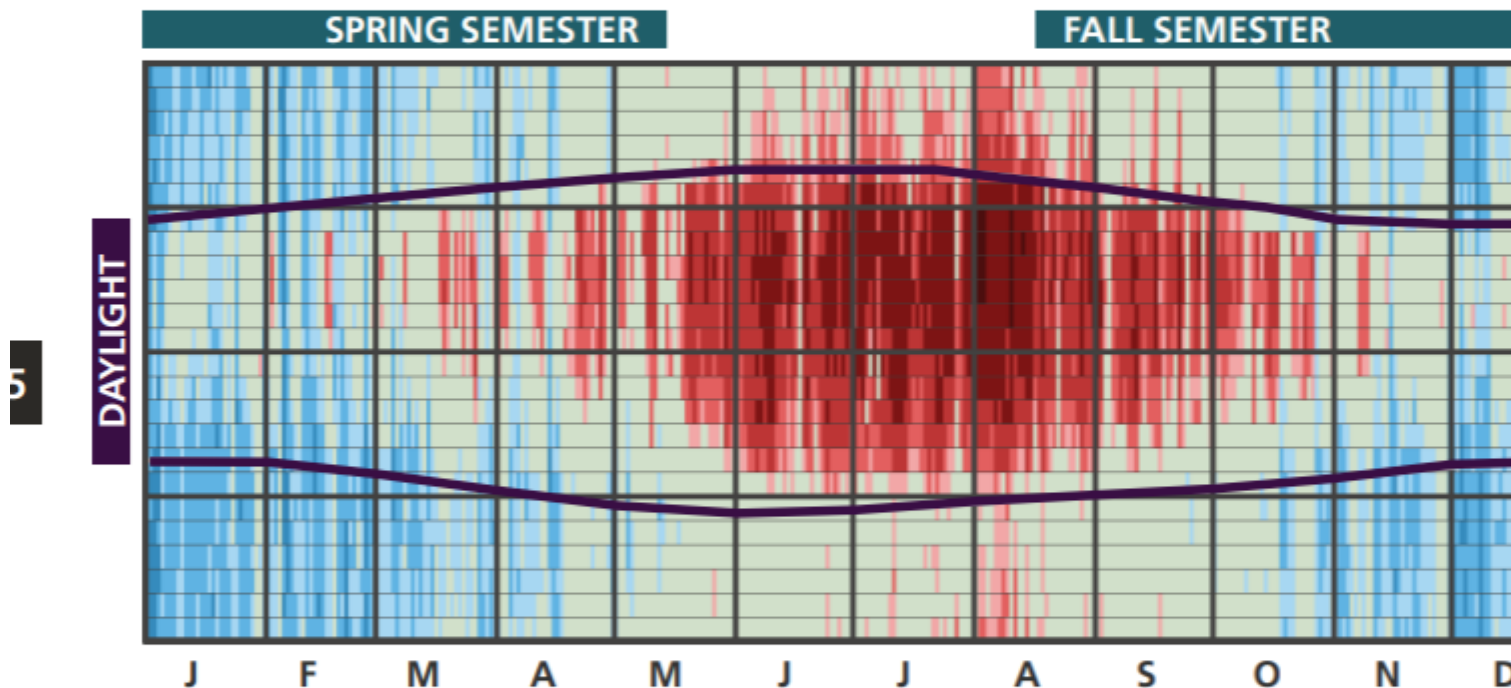% of Hours Comfortab

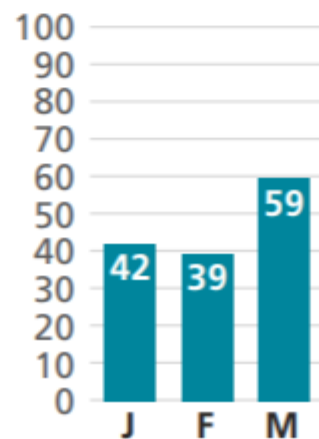| MILD	SLIGHT	MODER

The UTA campus, situated in the heart of Arlington, experiences the full
patterns. The most challenging periods occur between May and October,
the end of spring semester and the beginning of fall semester - importan
During these months, outdoor spaces experience sustained heat stress du
conditions often exceeding comfortable thresholds between late mornin
particularly impacts students moving between classes or studying in outd
and evening hours provide some relief, the extended Texas summer mea
can persist well into the fall semester.

24-Hour Thermal Comfort Patterns

SPRING SEMESTER

FALL SEMESTER

DAYLIGHT

J F M A M J J A S O N D

Outdoor Thermal Comfort
Percentage of comfortable daytime hours

100
90
80
70
60
50
40
30
20
10
0

42 39 59

J F M

UTA

**Does the institution participate in an ongoing campus-community task force or
committee that is focused on climate resilience?:**

Yes

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

- Culture and Communication- Jeff Clapton, Director of Media, and Communications
- Food and Waste-
    - Robbie Werner, Assisstant Director University Center
    - Phillip Bivens- Executive Housekeep, Facilities
- Economic Development- Dane A. Richardson, Office of Research, and Innovation
- Social and Community Impact and Engagement
    - Mari Duncan, Director Residence Life
    - Andrew Miller, Senior Associate VP, Student Affairs
    - Charles MacBride, CAPPA Assistant Dean for Student Success and Operations
    - Ming-Han, Dean CAPPA
- High performance Buildings- Don Lange, AVP OFM
- Campus Mobility- Greg Hladik, Executive Director P&T
- Energy Infrastructure
    - Robb Chock, Facilities Engineer, OFM
    - Aijaz Khan, Energy Management Specialist, OFM
- Finance
    - John Davidson, CFO
    - LaRence Snowden AVP Corporation and Foundation

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:
Yes

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

Securing Energy Resilience

Texas is the only state to operate its own power grid; it doesn't have si
grids serving the eastern and western grids of the country. The Texas Ir
the Electric Reliability Council of Texas (ERCOT) and is responsible for
generation units through 54,100 miles of transmission lines to more th

Without major interconnections to other grid operators across the coun
leaving it susceptible to outages and failures during weather or grid em
companies have interstate links allowing them to import and export pov
the grid as we know it was not built to withstand the stressors it faces t
unfortunately has already become a reality in recent years.

Texas had the most weather-related power outages, 210 to be precise,
nonprofit Climate Central based on power outage data from the U.S. [
temperatures brought about during the Great Freeze in 2021 resulted
electricity distribution service disruptions, resulting in the unfortunate
Tarrant counties.[6] That wasn't just a one-off, more than 650,000 custor
out in the DFW area after severe storms in May 2024.[7]

4   About | ERCOT

5   Weather-related Power Outages Rising | Climate Central

6   Texas winter storm deaths: 246 total, 22 in Dallas County | wfaa.com

7   Oncor: May storm most damaging in Dallas County's history | wfaa.com

The University purchases all its power and fuel through long term utility contracts to provide energy for heating, cooling, lighting, a electricity demands across the campus. This means it is as exposed energy-related events just as any other customer of the Texas grid As much as 75% of UTA's total GHG emissions come only from util energy consumption.[8]

With utility costs soaring due to large-scale grid infrastructure upgrades, reducing energy consumption and associated emissions wh maintaining energy security is imperative for the safety of its commu

What have we learned?

UTA should plan to:

- Reduce energy consumption at buildings through Energy Cost Reduction Measures (ECRM's)
- Implement energy metering and monitoring to enlist all camp buildings in Demand Response programs by the grid operator distributor
- Upgrade utility feeder and power distribution line weatherization as applicable
- Increase on-site energy generation through clean and renewa energy sources
- Secure redundant power and thermal energy supply for all buildings
- Equip the campus with generators and energy storage systems for backup and emergency power and thermal energy deman critical campus buildings including student residences

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8   UTA FY2023 Greenhouse Gas Emissions Report

What have we learned?

To ensure a resilient future, UTA should implement:

- Active and pre-emptive emergency communication networks and systems
- Redundant power and thermal energy supplies
- Energy storage for backup and emergency power and thermal energy demand at critical campus buildings including student residences
- Campus utility systems weatherization (where applicable)
- Regular maintenance and strict adherence to prescribed standards for management of campus stormwater infrastructure
- Increase percentage of green cover across campus
- Increase stormwater flow capacity and detention of creek to prevent flooding of campus areas
- On-site stormwater management including managing stormwater flows to building rain barrels and underground collection tanks
- Strict pre- and post-construction waste management standards to reduce pollutants entering runoff to local watershed

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Source: City

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:
1.0

Optional documentation

Notes about the information provided for this credit:

RPT_UTA IRP Report_2025-0416

Additional documentation for this credit:

Institutional Governance

Score	Responsible Party
1.75 / 4.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.

B. One or more student representatives are included as members of the institution's highest decision-making body.

C. At least one student representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.

B. One or more academic staff representatives are included as members of the institution's highest decision-making body.

C. At least one academic staff representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.

B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.

C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.

B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

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

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

Student Government has been a part of the University since 1922 and gives voice to the student body. It is the primary way for students to participate in the policy-making that directly affects their educational and campus experience at the University. The group does this by putting on events, writing resolutions, and advocating on behalf of students to administration.

Student Government - Student Governance - The University of Texas at Arlington

Are one or more student representatives included as members of the institution's highest decision-making body?:
Yes

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

The highest governance body of the **U**niversity of Texas at Arlington (UTA) is the University of Texas System Board of Regents. UTA is part of the University of Texas System, and the Board of Regents oversees the entire UT System, including UTA. This board is responsible for major decisions such as approving budgets, academic programs, policies, and the appointment of university presidents.

Each year, one student regent is appointed by the Governor of Texas to serve a one-year term on the Board. This student regent can come from any of the UT System institutions, including UTA. The student regent participates in meetings, provides a student perspective, and can serve on committees—but does not have voting rights.

Anthony John Dragun | The University of Texas System

Does at least one student representative have voting rights on the highest decision-making body?:
No

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

UTA has various ways for students to be involved in the institutional decisions, plans and policies.

- Student Advisory Committees: These groups meet regularly with university leadership to discuss student concerns, academic policies, diversity, campus services, and other strategic priorities.

    ○ President's Student Advisory Board

    ○ Provost's Student Advisory Committee

- Participation on University Committees: Anytime UTA is about to embark on a plan that will govern the universities future, students are involved in the process and serve on the working groups along with other employees. The most recent plans include:

    ○ Strategic Planning Committees

- Campus Master Planning groups

- Infrastructure and Resilience Plan committee

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:
0.75

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

The Faculty Senate is the elected legislative and deliberative faculty body whose primary purpose is to represent the faculty to the University administration, UT-System administration, the Board of Regents of The University of Texas System, and such other parties as may be appropriate or necessary. The Faculty Senate reviews and formulates policy and enacts legislation on all matters pertaining to the professional concerns, duties, standards, ethics, responsibilities, privileges, and perquisites of the faculty.

Faculty Senate - The University of Texas at Arlington

Are one or more academic staff representatives included as members of the institution's highest decision-making body?:
No

Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body:

Does at least one academic staff representative have voting rights on the institution's highest decision-making body?:
No

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

Faculty and staff participate in a number of committees that are essential to the University's operations.

Committees - Administration - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:
0.5

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

Staff Advisory Council (SAC) serves as a representative body for staff that strives to: (1) improve University operations, (2) develop a sense of community, and (3) enhance the work environment. The Staff Advisory Council (SAC) is an elected group of staff members across UTA who serve as representatives of the staff to the University administration. The SAC is an integral part of the policy-making arm of the University with elected members of the Council representing the needs and desires of each constituency. Meetings are held at 3 p.m. on the second Tuesday of each month in the Student Congress Chambers, located in the upper level of the University Center. Participation as an elected Representative or an Alternate in the Council is very important; however, all employees are encouraged to attend the meetings.

Staff Advisory Council - The University of Texas at Arlington

Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body?:
No

Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body:

Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?:
No

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:
0.5

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:
No

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:
No

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment

Points Earned 0.67

Points Available 7.00

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Credit	Points
Sustainable Investment Program	0.00 / 4.00
Investment Holdings	0.67 / 3.00

Sustainable Investment Program

Score	Responsible Party
0.00 / 4.00	

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees. Policies adopted by investment managers or other external parties are not sufficient.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

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

Investment Holdings

Score	Responsible Party
0.67 / 3.00	**Meghna Tare** Director Office of Sustainability

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution's behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution's long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

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

5.1 Investment holdings disclosure

Is the total value of the institution's investment pool $1 billion USD or more?:
No

Has the institution published a snapshot of the holdings in its investment pool within the previous three years?:
Yes

Copy of the investment snapshot:
book-board-of-directors-december-12-2024.pdf

Online location where the investment snapshot may be found:
https://resources.uta.edu/budgets-planning-and-analysis/files/fy-budgets/FY2024-UTA-Budget-Book-with-B6-B7-3.pdf?utm_source=chatgpt.com

Performance year for investment:
2024

Does the snapshot detail the amount or percentage allocated to specific funds, companies, and institutions?:
No

Is the snapshot inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation?:
Yes

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 5.1:
0.6666666666666666

5.2 Percentage of the investment pool allocated to positive sustainability investments

Local currency code:
USD

Value of the investment pool:
223.2

Amount allocated to funds that are explicitly focused on sustainability or environmental, social, and governance (ESG):
0.0

Amount allocated to sustainability-focused industries or sectors:
0.0

Amount allocated to businesses selected for exemplary sustainability performance using positive screens:
0.0

Amount allocated to community development financial institutions (CDFIs):
0.0

Amount allocated to place-based investments that target positive social and environmental impacts in economically divested areas:
0.0

Amount allocated to green revolving funds seeded from the investment pool:
0.0

Narrative and/or website URL providing an overview of the institution's positive sustainability investments:

The Reporting Tool will automatically calculate the following three figures:

Total positive sustainability investments:
0.0

Percentage of the investment pool allocated to positive sustainability investments:
0.0

Points earned for indicator PA 5.2:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Representation & Access

Points Earned 9.45

Points Available 14.00

This impact area seeks to recognize institutions that are working to expand access and ensure that their students and employees are representative of the communities they serve. A safe and supportive campus climate and a student body staff that are representative of the communities served by an institution provide a richer environment for learning and collaboration.

In a broader context, the populations that are underrepresented in higher education settings tend to suffer disproportionate exposure to environmental burdens, social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources.

To achieve sustainability, a society and its institutions must make higher education accessible to all, improve the lived reality of marginalized groups, and dismantle the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting representation and access a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	1.83 / 3.00
Racial and Ethnic Representation	1.65 / 3.00
Gender Parity	1.67 / 2.00
Affordability and Access	1.50 / 3.00
Student Success	2.80 / 3.00

Institutional Climate

Score	Responsible Party
1.83 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

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

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

The SAR Center provides services, in the form of academic accommodations, to students with all types of disabilities. Our accessibility specialists provide aid and guidance to students in personal, academic, and career matters. We also have an Alternative Testing area where we provide testing accommodations as well as offer a range of assistive technology for students. In addition to providing services to students, we strive also to be a resource to faculty and staff.

Student Access & Resource Center - The University of Texas at Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

The Center for African American Studies (CAAS) was established in 2012 to facilitate the discourse on race and contextualize it in the historical, cultural, and community influences that shape the diverse experiences of Blacks in America.

Through teaching, civic engagement, and community-based research focused on diverse contextual conditions of Black Americans, CAAS serves as a vital intellectual and social resource for the community, on and off campus.

Center for African American Studies < University of Texas Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:
No

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

UTA has several programs for first generation students. The First generation forward initiative, provides individual and collective support and advocacy to all first-gen students and their families through mentorship, personal development, streamlined resources and services. At the forefront, first-generation experiences are valued and woven into the culture and climate of the University of Texas Arlington, as well as the Department of Transition Programs and Services.

First-Generation College Initiatives - Transfer Nation - The University of Texas at Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

UTA provides dedicated resources for DACA (Deferred Action for Childhood Arrivals) students. They offer guidance on academic advising, financial aid, and legal resources, aiming to create a welcoming and supportive environment for these students. What is DACA? - DACA - The University of Texas at Arlington

UTA's International Student and Scholar Services (ISSS) offers comprehensive support for international students, including those from refugee backgrounds. Services encompass immigration advising, orientation programs, employment guidance, and cultural exchange opportunities, ensuring students have the resources needed to succeed academically and socially. International Student and Scholar Services - Office of International Education - The University of Texas at Arlington

The Emerging Mavericks program at UTA is designed to support students transitioning from foster care or those facing homelessness by offering a comprehensive network of services tailored to their unique circumstances. Emerging Mavericks - Office of the President - The University of Texas at Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:
Yes

Narrative and/or website URL describing the additional underrepresented groups and the institution's programs, initiatives, and networks for students from these groups:

UTA has several programs for Veterans and survivors of conflicts:

Veteran's Edge Peer Mentor Program: This program connects new military-connected students with established peers who provide personal guidance, academic support, and resource referrals to ease the transition into university life. UTA Veteran's Edge Peer Mentor Program - Military & Veteran Services - The University of Texas at Arlington

Veterans Upward Bound (VUB) – TRIO: VUB is a free program aimed at motivating and assisting veterans in developing academic skills necessary for success in post-secondary education. Veterans Upward Bound - TRIO Pre-College Programs - The University of Texas at Arlington

Veterans Business Outreach Center (VBOC): UTA's VBOC offers training, mentoring, and resources to veterans interested in entrepreneurship, in collaboration with the U.S. Small Business Administration. About Us – Veterans Business Outreach Center

The University also offers programs for women such as the M-Power residential learning community. M-Power is a retention-based program for women from historically underserved communities, but all are welcome to join. M-Power members have amazing opportunities for mentorship, academic support and to develop leadership skills. Members enjoy networking and social activities including faculty/staff mixers, career development and guest speakers.

The Gender, Women, and Sexuality Studies (GWSS) Program fosters the examination of women, gender, and sexuality through an interdisciplinary lens. GWSS classes explore social norms and the ways in which race, class, nationality, and history shape gender identity. The GWSS Program at UTA offers an academic minor that allows students to pursue a study of women, gender, and sexuality issues alongside their major courses. The GWSS Program also offers a graduate certificate for students currently enrolled in a Master's or Doctoral program at UT Arlington. Gender, Women and Sexuality Studies - College of Liberal Arts - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:
0.8333333333333333

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

> The University of Texas at Arlington is committed to the full and total inclusion of all individuals and to the principle of individual empowerment. To this end, policies and procedures must ensure that any person with a disability will not, on the basis of that disability, be denied full and equal access or otherwise be subjected to discrimination under programs or activities offered by the University. The University of Texas at Arlington is also committed to the principle of Equal Employment Opportunity in the employment of individuals with disabilities. ADA – UTA Faculty & Staff Resources

> UTA has the Disability Employee Network resource group. The DE is open to all employees and promotes visibility and builds community for people with disabilities and allies. Spotlight Leadership of Disability Employee Network - Office of Talent, Culture and Engagement - The University of Texas at Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

> There are several employee resource groups that promote engagement, support and professional development amongst employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups. Employee Engagement - Employee Engagement - The University of Texas at Arlington

> **African American Faculty and Staff Association (AAFSA)**: Provides support, resources, and mentoring for African and African American faculty, staff, and students, promoting academic excellence university-wide. AAFSA hosts events such as mixers, receptions, and an annual Black History Month program.

> **Native American-Serving Nontribal Institution (NASNTI) Network**: Serves as a support network for Native American and Indigenous faculty and staff, aiming to develop a robust community committed to the development of student scholars. In 2024, NASNTI was recognized as one of the Top 25 ERGs in the nation by the Global ERG Network.

> **Latinx Faculty and Staff Association (LaFSA)**: Provides resources and serves as a support network for Latinx employees at UTA.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:
Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

The QTA: LGBTQ+ is a voluntary employee resource group which provides resources and is open to all employees.

Employee Engagement - Employee Engagement - The University of Texas at Arlington

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:
Yes

Narrative and/or website URL describing the additional underrepresented groups the institution's programs, initiatives, and networks for employees from these groups:

Yes, the University of Texas at Arlington (UTA) supports several programs, initiatives, and networks designed to address the specific needs of employees from underrepresented groups.

Military and veterans employee network: MVE provides resources and support to military and veteran employees. Open to all employees.

Women's Faculty and Staff Network: empowers women faculty and staff by advocating for opportunities to advance their professional development in research, teaching, and service, while balancing personal, career, physical, and mental health demands. This network provides resources and serves as a support system for women and other marginalized gender identities within the university community.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:
1.0

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:
No

Description of the methodology used to assess institutional climate:

Does the institution publish the results of its institutional climate assessments?:
No

Published results of the institution's most recently finalized institutional climate assessment:

Online resource where the results of the institution's institutional climate assessments are publicly available:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Racial and Ethnic Representation

Score	Responsible Party
1.65 / 3.00	**Meghna Tare** Director Office of Sustainability

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a racial and ethnic diversity worksheet. Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the STARS Help Center.

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed racial and ethnic diversity worksheet provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed racial and ethnic diversity worksheet provided for indicator 7.1.

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

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:
Copy_of_STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet.xlsx

Ethnic diversity index for students:
0.77

Ethnic diversity index for academic staff:
0.71

Ethnic diversity index for non-academic staff:
0.65

Ethnic diversity index for executive staff:
0.58

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:
0.8966666666666667

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:
8.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:
3.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

Information was Provided by University Analtyics Department

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:
37.5

Points earned for indicator PA 7.2:
0.375

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:
3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:
3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:
3.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:
37.5

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:
37.5

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:
37.5

Points earned for indicator PA 7.3:
0.375

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Copy_of_STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet.xlsx

Gender Parity

Score	Responsible Party
1.67 / 2.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period.
An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's human resources system.
Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

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

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of students that identify as women or other marginalized gender identities:
59.75

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:
1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:
58.4

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:
57.5

Percentage of executive staff that identify as women or other marginalized gender identities:
0.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:
0.6666666666666666

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Affordability and Access

Score	Responsible Party
1.50 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US College Navigator. If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the STARS Help Center.

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the STARS Help Center.

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution's admissions policies and procedures.

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

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:
Yes

Local currency code:
USD

Local hourly minimum wage for students:
7.25

Average annual net price of attendance for low-income students:
13,535.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:
1,866.896551724138

Points earned for indicator PA 9.1:
0.0

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:
Yes

Percentage of students that are low-income:
47.5

Description of the methodology used to identify low-income students:

Data provided by the Division of Student Affairs

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:
0.5

9.3 Legacy and donor admissions

Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions?:
No

Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions:

Beginning Fall 2025 and beyond, applicants who do not meet guaranteed admissions requirements at UTA will automatically go through an individual review process. The individual review process at UTA will a holistic review of the high school academic record, academic achievements, advance credits pursued, GPA, test score, and a review of a personal statement to be requested on the application asking students to articulate any challenges or other extenuating circumstances experienced during their high school career and what they've done to overcome them. Students admitted under individual holistic review are admitted under conditional admission. Students conditionally admitted do not have a minimum level of enrollment and must achieve a 2.0 GPA at the end of their first term of enrollment at UTA.

First-Year Students - Admissions - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:
1.0

Optional documentation

Notes about the information provided for this credit:

College Navigator - The University of Texas at Arlington

UTA earns recognition for supporting students, postgraduate success. Here's how it won. | News | theshorthorn.com

Additional documentation for this credit:

Student Success

Score	Responsible Party
2.80 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.90 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the STARS Help Center.

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.90 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate.
An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.90 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

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

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:
39.5

Does the institution have completion rate data for low-income students?:
Yes

Completion rate for low-income students:
38.3

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:
0.9696202531645569

Points earned for indicator PA 10.1:
1.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:
Yes

Completion rate for students that identify as women or other marginalized gender identities:
42.6

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:
1.0784810126582278

Points earned for indicator PA 10.2:
1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:
5.0

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:
4.0

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

Asian 43.8%

Black 31.2%

Hispanic 37.2%

International 63.1%

Other 41%

White 41.6%

Overall 39.5%

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:
Performance_Metrics_-_SAS_Visual_Analytics_06112025.pdf

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:
80.0

Points earned for indicator PA 10.3:
0.8

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Wellbeing & Work

Points Earned 7.06

Points Available 10.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution's people define its character and capacity to perform, therefore an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	2.86 / 3.00
Employee Rights	1.00 / 3.00
Pay Equity and Living Wage	3.20 / 4.00

Health, Safety and Wellbeing

Score	Responsible Party
2.86 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on "smoking" as defined by the institution (e.g., to include or exclude vaping).

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

UT Arlington Health Services is a fully accredited ambulatory health care facility. We strive to provide eligible UTA students with quality, accessible, comprehensive, and cost-effective health care. Our services include a medical clinic, sports medicine, gynecological services, psychiatry, immunizations, lab testing, x-rays, pharmacy, student health insurance claims, health promotion, and substance misuse prevention.

Health Services - The University of Texas at Arlington

Does the institution make behavioral health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

Counseling And Psychological Services (CAPS) assists students in increasing self-awareness, addressing mental health and emotional concerns, and making positive changes in their lives.

Timely Care: University of Texas at Arlington students have FREE, 24/7 access to virtual care services with TimelyCare — the virtual health and well-being platform from TimelyCare, designed for college students. Current UTA students do not need insurance to access TimelyCare. TimelyCare telehealth services can be accessed 365 days a year, from anywhere in the United States.

Does the institution make sexual and reproductive health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's sexual/ reproductive health services for students:

Gynecological Services - Health Services - The University of Texas at Arlington

Does the institution make contemplative and/or spiritual activities available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

The Maverick Activities Center provides regular yoga classes.

Group Fitness - Campus Recreation - The University of Texas at Arlington

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:
No

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:
Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

   UTA students with a temporary financial hardship resulting from a sudden emergency may apply for financial help.

   Typical expenses may include but are not limited to:

   - Housing expenses related to eviction
   - Utilities such as water and electricity bills, etc.
   - Replacement of essential personal items due to a fire, natural disaster, or theft
   - Funds for immediate emergency shelter
   - Safety needs (changing locks on vehicle or home)
   - Prescriptions or other costs related to medical care

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:
Yes

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

   The Maverick Pantry is committed to creating and maintaining equitable access to food and essential items so that all members of the University Community can thrive academically, personally, and professionally. Education, support, and advocacy are the pillars that guide our mission in alleviating food insecurity within our Maverick community.

   Maverick Pantry - Dean of Students - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:
0.857142857142857

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

Yes, UTA offers comprehensive physical health services and wellness programs to its employees.

Living Well Program: UTA participates in the UT System's Living Well program, providing employees, retirees, and their dependents (ages 18+) who are enrolled in the UT SELECT Medical plan with resources to manage their health. This includes access to the UT Living Well platform powered by Limeade, which offers personalized activities to improve physical, emotional, financial, and work well-being. Participants can earn points toward recognition and rewards by engaging in various wellness activities.

Living Well Release Time: Full-time employees may receive up to 1.5 hours of release time each week to participate in physical activities, promoting regular exercise and a healthy lifestyle.

Health Screenings and Vaccinations: UTA organizes Wellness Connect events, offering free health screenings and vaccinations to benefits-eligible employees, their spouses, and dependents aged 18 and older. These services include diabetes, blood pressure, cholesterol screenings, and various vaccinations such as flu, COVID-19, and RSV. Appointments are available on campus at no additional cost.

Maverick Activities Center: Employees have immediate access to the MAC, which offers gym facilities, group fitness classes, personal training, and massage services.

Does the institution make behavioral health services available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

Yes, The UTA provides comprehensive behavioral health services to its employees through several programs:

Employee Assisstance Program: UTA partners with ComPsych GuidanceResources to offer confidential, no-cost counseling and support services to employees and their dependents. This includes:

- **Emotional Support**: Assistance with anxiety, depression, stress, grief, and life adjustments.

- **Work-Life Solutions**: Support for child, elder, and pet care, moving and relocation, and shelter and government assistance.

- **Legal Guidance**: Consultation on divorce, adoption, family law, wills, trusts, and estate planning.

- **Financial Resources**: Advice on retirement planning, taxes, budgeting, debt, and bankruptcy.

Eligible participants receive up to eight (8) counseling sessions. Services are available 24/7 via phone, online, or mobile app.

Learn to Live: UTA employees enrolled in the UT SELECT Medical Plan have access to **Learn to** Live (L2L), an online platform offering self-paced programs based on Cognitive Behavioral Therapy (CBT). Programs include:

- Depression

- Stress, Anxiety & Worry

- Social Anxiety

- Insomnia

- Substance Use

Centered App: UTA employees have access to the Centered app, a free stress management and mindfulness tool available through the UT System. The app offers guided activities to help reduce stress and improve mental well-being.

Does the institution make free or reduced cost fitness activities available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

All faculty and staff are able to purchase a membership to use facilities and programs managed by the Department of Campus Recreation. Membership lets staff and faculty have access to the MAC, swimming pools and participate in programs such as Intramural Sports, group exercise classes, massage therapy, personal training and Sport Clubs.

UTA MAC membership for staff

Does the institution make contemplative and/or spiritual activities available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

The MAC also offers yoga classes which employees are able to participate in.

UTA group activity classes

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:
Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

Yes UTA has an Environmental Health and Safety department which is responsible for developing, implementing, and administering various health and safety programs across the university. These programs encompass areas such as biological safety, fire and life safety, chemical safety, research and laboratory safety, indoor air quality, occupational and construction safety, radiation and laser safety, stormwater management, vehicle safety, and workers' compensation. The department's

mission is to "TrailBLAZE health, safety, and environmental protection so that UTA can become one of the nation's most impactful and inclusive research universities". UTA EH&S

UTA adheres to the University of Texas System's policy UTS 174, which outlines the responsibilities and procedures for maintaining appropriate environmental, health, and safety programs. Each institution within the UT System, including UTA, is required to perform an Environmental Health and Safety (EH&S) risk assessment to identify potential hazards and develop policies and procedures to address these risks. Departments responsible for EH&S are tasked with establishing, supporting, and maintaining written policies, programs, training, and procedures necessary to manage identified risks

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:
Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

Yes, the University of Texas at Arlington (UTA) offers an **Employee Emergency Fund (EEF)** to provide short-term financial assistance to employees facing unexpected hardships. This fund provides eligible employees help to cover basic needs.

Temporary financial hardship means a hardship event rather than pre-existing financial concerns. A temporary financial hardship is one caused by a specific event such as but not limited to:

- Death of a family or household member
- Serious illness or injury
- Loss of livable housing due to structural damages caused by fire or natural disaster.
- Significant loss of household income affecting your ability to pay for basic needs.
- Medical expenses resulting from an accident may qualify as an emergency.

UTA EEF

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:
0.9999999999999999

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
Yes

Narrative and/or website URL providing an overview of the institution's smoke-free policies:

Yes, UTA's Tobacco-Free Campus Policy prohibits the use of tobacco on campus.

UTA Tobacco free campus policy

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Employee Rights

Score	Responsible Party
1.00 / 3.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is supplemented by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:
0.0

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

Employees of the University are eligible for 12 weeks of unpaid family leave per year for certain family reasons provided they have been employed by the state for at least 12 months prior to the commencement of leave, and worked at least 1250 hours. Employees are required to utilize all accumulated sick, vacation, and compensatory leave, if applicable, when taking leave under the act.

The University will grant unpaid leave for reasons such as birth or placement of a child; serious health conditions of a spouse, child or parent of an employee; or serious health condition of an employee (unable to perform assigned responsibilities). However, an employee will be required to support the leave request with certification from the health care provider. Intermittent leave will be permitted.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:
0.0

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:
0.0

Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave:

Employees of the University are eligible for 12 weeks of unpaid family leave per year for certain family reasons provided they have been employed by the state for at least 12 months prior to the commencement of leave, and worked at least 1250 hours. Employees are required to utilize all accumulated sick, vacation, and compensatory leave, if applicable, when taking leave under the act.

The University will grant unpaid leave for reasons such as birth or placement of a child; serious health conditions of a spouse, child or parent of an employee; or serious health condition of an employee (unable to perform assigned responsibilities). However, an employee will be required to support the leave request with certification from the health care provider. Intermittent leave will be permitted.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:
0.0

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:
Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:
Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:
Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:
Yes

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

Report a Concern - Dean of Students - The University of Texas at Arlington

Freedoms of Speech - Free Speech, Expression and Assembly - The University of Texas at Arlington

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Pay Equity and Living Wage

Score	Responsible Party
3.20 / 4.00	**Meghna Tare** Director Office of Sustainability

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Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on pay equity assessments completed within the previous three years and the results of the most recent assessment. Collectively, these assessments must cover at least 50 percent of the institution's employees (either directly or by representative sample). External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer, accreditation program criteria must be reasonably consistent with the Anker Methodology and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the STARS Help Center.

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the STARS Help Center. A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the Massachusetts Institute of Technology Living Wage Calculator.

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example, based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
C. The contractor is a worker cooperative.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

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

13.1 Internal pay equity assessment

Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience?:
Yes

Description of the methodologies used to assess internal pay equity:

In June 2024, TCE deployed a modernized job architecture and pay structure for non-management staff roles, with the goal of establishing and deploying sustainable and competitive pay practices.

The structure optimizes the way jobs are organized and is an important step in achieving a consistent framework which enables the University to better align base pay with the external market.

The new job architecture consists of five (5) job groups (Operations, Research, Information Technology, Administrative, Professional); each job group has its own unique salary structure. Jobs are assigned to the job group that best describes the type of work being performed. Each salary structure has 4 to 9 pay grades. Each pay grade was built using market data from the roles in the pay grade. Jobs were placed in the pay grade that best reflects the market value of the role, resulting in each role being placed in a sustainable and market competitive pay grade.

In May 2024 salary adjustments were provided to align employees' salaries with their new pay grade. Please note that not all employees required a salary increase to align their pay with the new pay grades. Departments are encouraged to utilize the pay range (i.e., pay grade Minimum, Midpoint and Maximum) when determining salaries for promotions, new hires, market adjustments, etc., to make informed decision around salaries.

Are the pay equity assessment(s) inclusive of both academic and non-academic staff?:
Yes

Do the pay equity assessment(s) explicitly address pay equity by gender identity?:
No

Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity?:
No

Does the institution publish the results of its internal pay equity assessments?:
No

Published results of the institution's most recently finalized internal pay equity assessment:

Online resource where the results of the institution's internal pay equity assessments are available:
https://preview.prod.web.uta.edu/hr/compensation

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.1:
0.2

13.2 Percentage of employees that receive a living wage

Is the institution a third party accredited living wage employer?:
No

Narrative and/or website URL detailing the institution's living wage accreditation:

Provide wage figures in the institution's local currency and expressed as hourly rates.

Local currency code:
USD

Performance year for living wage:
2024

Living wage:
26.33

Standard or methodology used to determine the living wage:

   The living wage was determined using MIT's Living wage calculator. UTA is in Arlington TX, and the living wage in Arlington for a family of 4 (two working adults and 2 children) is $26.33 per hour.

Wage floor for regular/permanent employees:
31.42

Wage floor for short-term/casual academic staff:
27.9

Wage floor for short-term/casual non-academic staff:
7.25

Percentage of employees that receive remuneration equivalent to at least a living wage:
100.0

Narrative outlining the forms of remuneration included in the living wage calculations:

   Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals.

Has the institution made a formal commitment to pay a living wage?:
No

Narrative and/or website URL detailing the institution's formal commitment to pay a living wage:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.2:
3.0

13.3 Percentage of significant contractors that pay a collectively determined or living wage

Does the institution have one or more significant contractors?:
No

Documentation affirming that the institution has no significant contractors:
Racial_and_Ethnic_Diversity_Worksheet.xlsx

Total number of significant contractors:
30.0

Number of significant contractors known to pay a collectively determined or living wage:
0.0

Description of the methodology used to determine which significant contractors pay a collectively determined or living wage:

   List provided

The Reporting Tool will automatically calculate the following two figures:

Percentage of significant contractors that pay a collectively determined or living wage:

Points earned for indicator PA 13.3:

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation & Leadership

Innovation & Leadership

Points Earned 10.00

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Reporting Assurance	1.00 / 1.00
Sustainability Course Inventory	1.00 / 1.00
Open Access Journal Hosting	1.00 / 1.00
Green Events Program	1.00 / 1.00
Addressing Historic Injustices	1.00 / 1.00
Bicycle Friendly Recognition	1.00 / 1.00
Electric Vehicle Infrastructure	0.00 / 1.00
Shared Mobility Program	1.00 / 1.00
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation E	1.00 / 1.00

Reporting Assurance

Score	Responsible Party
1.00 / 1.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

An institution earns 1 bonus point when it has obtained external assurance that all of the information in the institution's current STARS report is reported in accordance with credit criteria. Partial points are available. An institution earns 0.5 bonus points when it has completed its own comprehensive independent review process to identify and resolve inconsistencies and errors in the institution's STARS report prior to submitting it to AASHE, but has not obtained external assurance.

Measurement

The review process(es) reported for this credit must be guided by and documented in the STARS Review Template (available for download from the STARS website). To qualify, each credit that has been substantively updated since the institution's previous report must be reviewed and any inconsistencies or errors that are identified must be successfully resolved prior to submitting the report to AASHE.

Independent review may include personnel affiliated with the institution as long as they are not involved in data collection for the credits they review. Other forms of internal review and data quality controls, while valuable, do not qualify for this credit and should be documented instead in PRE 4: Reporting Methodologies.

Please note that all reports are subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the review process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has a peer reviewer or third party assurance provider provided affirmation that all of the information in the report is reported in accordance with credit criteria?:
Yes

Letter of affirmation from the peer reviewer or third party assurance provider that all of the information in the institution's current STARS report is reported in accordance with credit criteria:
Final_STARS_form_1.pdf

Has the institution completed its own comprehensive independent review process to identify and resolve inconsistencies and errors in its current STARS report prior to submitting it to AASHE?:
Yes

Narrative outlining the institution's review process:

Rebekah Annan was given access to the STARS portal as an observer. As we were working on the credits and completing them, Rebekah was reviewing them and putting her notes on the excel review sheet. Mashaal went through her comments and fixed the answers based on Rebekahs suggestions.

Name, title, and organizational affiliation of each reviewer:

Mashaal Atif Butt- UTA Sustainability Program Manager

Meghna Tare- UTA Chief Sustainability Officer

Rebekah Annan- Texas A&M Graduate student

Completed STARS Review Template:
STARS_review.xlsx

Optional documentation

Completed STARS Review Template (second review):

Completed STARS Review Template (third review):

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Course Inventory

Score	Responsible Party
1.00 / 1.00	**Meghna Tare** Director Office of Sustainability

Criteria

An institution earns 1 bonus point when it has conducted a comprehensive inventory of its course offerings within the previous three years to identify the sustainability challenges or Sustainable Development Goals (SDGs) addressed by each course.

Measurement

Report on comprehensive course inventories completed within the previous three years. To qualify, the process used to complete the inventory must be inclusive of all academic course offerings or equivalent units of instruction (e.g., modules or subjects) and the completed inventory must, at minimum, include the title of each course and any corresponding sustainability challenges. A list of suggested keywords to help identify sustainability challenges is available in the STARS Help Center.

Has the institution conducted a comprehensive inventory within the previous three years to identify the sustainability challenges or SDGs addressed by each course?:
Yes

Copy of the sustainability course inventory:
IL_3_Sustainability_Courses_alligned_with_SDGs_2025.xlsx

Description of the methodology used to complete the course inventory:

For the last seven years faculty and staff from every college and school across campus have joined together in groups within a Professional Learning Community (PLC) to learn from each other, research together, and develop new and creative ways to enhance and assess teaching and learning in their classrooms.The program is offered through Center for Research on Teaching and Learning Excellence (CERTLE)

https://www.uta.edu/administration/crtle

In this CRTLE PLC Fellows Program faculty meet together twice a month on Thursday or Friday afternoons from 1 pm - 3 pm in person and/or online to learn, share ideas, and integrate unique, faculty driven, and innovative teaching practices into their courses. Fellows earn a stipend as well as other supports and benefits. Sustainability is a key theme of this program.

Led by Kendra Wallis, the purpose of this group is to integrate sustainability throughout the curriculum at UTA. By fostering a collaborative environment, we enable faculty to share innovative ideas for how to promote a sustainable mindset. Grounded in the United Nations Sustainable Development Goals (SDGs) https://sdgs.un.org/goals, the group aims to prepare UTA graduates to contribute to a more sustainable world. Explore how sustainability can enhance your course through themes such as buildings, energy, food, grounds, investment, justice, procurement, social behavior, transportation, waste, water, and more.

All the faculty that partcipate in this program adapt sustainability template syllabus, and allign their courses with the UN SDG's

https://www.uta.edu/administration/qep/qep-initiatives/professional-learning-community#PLC

Attached list as file

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Open Access Journal Hosting

Score	Responsible Party
1.00 / 1.00	**Meghna Tare** Director Office of Sustainability

Criteria

An institution earns 1 bonus point when it provides open access journal hosting services directly or through participation in a consortium.

Measurement

Report on the current status of the institution's programs. To qualify, there must be dedicated staff who provide publishing support at no or minimal cost.

Does the institution provide open access journal hosting services directly or through participation in a consortium?:
Yes

Description of the open access journal hosting services:

Yes — UTA Libraries does provide open-access journal hosting services through its **Mavs Open Press** initiative. Here's how it works:

Mavs Open Press — Open Access Journal Hosting

- UTA offers **no-cost services** to create new open-access journals or convert existing ones to open-access formats.

- Services include obtaining ISSNs/DOIs, guiding setup (layout, peer review workflows), technical support, permanent hosting with backups, and consulting on copyright and Creative Commons licensing https://libraries.uta.edu/open-access-publishing?utm_source=chatgpt.com

- They actively host several journals across multidisciplinary and humanities areas—like Cuaderna Vía, Fast Capitalism, and others—via Mavs Open Press https://libraries.uta.edu/collections/oajournals?utm_source=chatgpt.com

Institutional Repository — Research Commons

- UTA also maintains its **Research Commons** institutional repository, where faculty and students can deposit journal articles, book chapters, theses, and more. This repository supports versioning and archiving but is distinct from hosting whole journals https://mavmatrix.uta.edu/

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Green Events Program

Score	Responsible Party
1.00 / 1.00	**Meghna Tare** Director Office of Sustainability

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Criteria

An institution earns 1 bonus point when it has or participates in a green events certification/recognition program, as evidenced by published sustainability criteria or standards by which events are assessed and one or more qualifying green events held within the previous three years.

Measurement

Report on currently available criteria or standards and events held during the previous three years.

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

Does the institution have or participate in a green events certification/recognition program?:
Yes

Narrative and/or website URL outlining the sustainability criteria or standards by which the institution's events are assessed:

The Green Event Certification Program empowers event organizers to host environmentally friendly events by providing guidelines to reduce waste, conserve energy, and promote sustainable practices. This program offers a structured certification process that helps events across campus minimize their environmental footprint while engaging attendees in sustainability efforts. https://www.uta.edu/campus-ops/office-of-sustainability/education-and-outreach/green-event-certification

Mav wire Newsletter story about launching the certification https://t.e2ma.net/message/kyh51z/wfrxr0rd

Has the institution held one or more qualifying green events within the previous three years?:
Yes

Narrative and/or website URL providing an overview of at least one qualifying green event:

The Maverick Pantry organized a Thrift Pop up as a Green Event. The **Thrift Pop-Up Shop is** where students can browse through a curated selection of **gently used clothing items** for free! This event supports to practice **sustainable fashion**, reduce waste, and give pre-loved clothes a second life

https://events.uta.edu/event/thrift-shop-earth-month

https://mavengage.uta.edu/event/11175645

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Addressing Historic Injustices

Score	Responsible Party
1.00 / 1.00	**Meghna Tare** Director Office of Sustainability

Criteria

An institution earns 1 bonus point when it has partnered with the communities impacted by its historic involvement in slavery, land theft, and/or other injustices to develop and implement a program of atonement, reparation, or repatriation. Partial points are available. An institution that has taken steps to publicly acknowledge and address its historic involvement in slavery, land theft, and/or other injustices, but does not fully meet the criteria outlined above earns 0.5 points.

Measurement

Report on the institution's activities with the previous three years..

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

Has the institution taken steps to publicly acknowledge and address its historic involvement in slavery, land theft, and/or other injustices?:
Yes

Narrative and/or website URL outlining the steps take to acknowledge and address the institution's historic involvement in injustices:

In February 2022, The University of Texas at Arlington formally acknowledged the campus' historic connection to Indigenous peoples through a Native American Land Acknowledgment statement.

UTA's Native American Student Association is the longest-running student organization in Texas dedicated to advocating for and supporting Native American interests.

'A call to action' - News Center - The University of Texas at Arlington

Has the institution partnered with the communities impacted by its historic involvement in injustices to develop and implement a program of atonement, reparation, or repatriation?:
Yes

Narrative and/or website URL outlining the institution's partnerships to structure a formal atonement, reparation, or repatriation program:

Black Settlements: "Reclaiming Black Settlements" Project

Yes, the University of Texas at Arlington (UTA) has actively partnered with communities impacted by historical injustices, particularly through its College of Architecture, Planning and Public Affairs (CAPPA). One notable initiative is the "Reclaiming Black Settlements" project, which focuses on revitalizing historic Black communities in the Dallas-Fort Worth area that have been affected by urban sprawl and environmental raciscm.

In 2021, UTA received a $40,000 SOM Foundation Research Prize to collaborate with communities such as Joppa, The Bottom, Bear Creek, Mosier Valley, and Garden of Eden. The project aims to create a design playbook that addresses issues like environmental justice,

equitable urban development, and the preservation of cultural heritage. Faculty members Dr. Diane Jones Allen, Dr. Austin Allen, and Dr. Kathryn Holliday, along with students, have worked closely with the South Central Civic League and the Joppa Neighborhood Association to ensure that community voices are central to the planning process

Additionally, UTA has been recognized for its commitment to racial justice and equity. In 2021, the Coalition of Urban Serving Universities awarded UTA its inaugural Racial Justice and Equity Program Award. The university's efforts include developing a multilingual COVID-19 health navigator to support Latino youth and their families, demonstrating a broader commitment to addressing systemic inequities.

https://fortworthreport.org/2021/04/14/uta-team-wins-research-prize-to-combat-environmental-racism-in-north-texas/#:~:text=A%20team%20from%20UTA's%20College,Black%20settlements%20in%20North%20Texas

https://dallasinnovates.com/ut-arlington-team-wins-40k-research-grant-to-redesign-historic-black-settlements-in-dallas-fort-worth/

https://www.uta.edu/utamagazine/winter-2022/features/a-path-forward.php

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Bicycle Friendly Recognition

Score	Responsible Party
1.00 / 1.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

An institution earns 1 bonus point when it is formally recognized for leadership in cycling infrastructure and support by a national or international external assessment or awards program.

An updated list of qualifying programs is available in the STARS Help Center.

Measurement

Report on the institution's current certification or recognition status.

Is the institution currently recognized for leadership in cycling infrastructure and support by a qualifying program?:
Yes

Narrative and/or website URL providing information about the institution's bicycle friendly recognition:

As of 2021, UT Arlington is recognized as a Bronze-level Bicycle Friendly University by the League of American Bicyclists. UTA joined an elite group of 222 colleges and universities in the nation that are working towards sustainability by fostering a welcoming environment to bicycle users. This was the result of the Bicycle Coordinating Committee working to document bike-friendly measures on campus in addition to learning more about what work can be done by UTA.

UTA Bicycle Friendly University Designation

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Electric Vehicle Infrastructure

Score	**Responsible Party**
0.00 / 1.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

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Criteria

An institution earns 1 bonus point when at least 5 percent of its non-fleet parking spaces are reserved for full battery electric vehicles (BEVs) and/or plug-in hybrid electric vehicles (PHEVs) and equipped with charging stations.

Measurement

Report on the most recent data available from within the previous three years.

An institution that makes its fleet vehicle charging stations available to non-fleet vehicles may count those stations toward the total.

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

Total number of non-fleet parking spaces:
16,000.0

Number of non-fleet parking spaces reserved for electric vehicles and equipped with charging stations:
8.0

The Reporting Tool will automatically calculate the following figure:

Percentage of non-fleet parking spaces dedicated to electric vehicles:
0.05

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Mobility Program

Score	**Responsible Party**
1.00 / 1.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

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Criteria

An institution earns 1 bonus point when it has a program to incentivize the use of at least two of the following shared mobility options:

A. Public transportation
B. Bicycle or scooter sharing
C. Car sharing or carpooling

Partial points are available. An institution that has a program to incentivize at least one of the options earns 0.5 bonus points.

Measurement

Report on current programs and initiatives. Incentives may include providing free or reduced cost access or hosting/managing a program on-site. Programs available in the local community do not qualify in the absence of on-campus access that is actively incentivized by the institution.

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

Does the institution have a program designed to incentivize the use of public transportation?:
Yes

Description of the institution's programs designed to incentivize the use of public transportation:

UTA Parking and Transportation has expanded routes to include every major retail/dining/entertainment location in Arlington/Grand Prairie, and operate shuttle bus service to students 5 evenings a week.

Our students have responded to these changes by increasing ridership by almost 1,000%! That translates to many less vehicles on the roads.

Parking and Transportation also operates a night time golf cart service that provides rides to students around campus from 7 pm- 3 am, 7 nights a week.

Does the institution have a bicycle or scooter sharing program?:
Yes

Description of the institution's bicycle or scooter sharing program:

UTA has partnered with Veo to bring their Cosmo e-bikes and Astro scooters to the campus! The year long pilot program launched in October. This partnership is a key step in enhancing sustainable and accessible transportation options for students to use not only to get around on campus, but also from campus to downtown Arlington.

Does the institution have a car sharing or carpool program?:
Yes

Description of the institution's car sharing or carpool program:

The City of Arlington, in partnership with Via, is among the first cities in the nation to offer on-demand ride sharing as a public transportation solution. Riders can book a seat in a six-passenger Mercedes-Benz van through the Via app, and Via's sophisticated technology will match them with others going their way. Rides are just $3 per trip. The Via rideshare service is available in Arlington Monday through Saturday, with service hours from 7 a.m. to 9 p.m. on weekdays and 9 a.m. to 9 p.m. on Saturdays. Accessible vehicles are available for customers who use wheelchairs. 0

Starting fall 2010, the UT Arlington community is able to rent an environmentally friendly car by the hour or day, all for a low price through the Zip Car program
Connect cars are available by the hour or day, and the low rate includes gas; insurance, including coverage for the Connect car; GPS navigation; an iPod adaptor; Bluetooth technology; 24-hour roadside assistance; support of a 24-hour in-house member care center; and in-car communication, allowing drivers to reach the member care center with the touch of a button.
https://sustainability.uta.edu/campus-initiatives/transportation/

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation A

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>1.00 / 1.00</td><td>**Mashaal Butt**
Sustainability Program Manager
Office of Sustainability</td></tr>
</table>

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

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

Name of the innovative outcome, program, or initiative:
RISE 100

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:
Yes

Narrative and/or website URL providing an overview of the innovation:

UTA introduced the Recruiting Innovative Scholars for Excellence (RISE) 100 initiative, with a strong emphasis on sustainability. The program aims to enhance our research achievements and position UTA as a recognized leader in critical areas of research.

This initiative will grow UTA's research engaged faculty by 15%. The RISE initiative will hire in aread that will create an impact and support the development of our society, economy and culture.

Optional documentation

Notes about the information provided for this credit:

RISE 100: Recruiting Innovation Scholars for Excellence - Office of the President - The University of Texas at Arlington

Additional documentation for this credit:

Innovation B

Score	Responsible Party
1.00 / 1.00	**Mashaal Butt** Sustainability Program Manager Office of Sustainability

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

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

Name of the innovative outcome, program, or initiative:
The Culled Produce Recovery Project

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:
Yes

Narrative and/or website URL providing an overview of the innovation:

This project- a collaboration between UT Arlington and Texas Health Resources seeks to contribute not only to the immediate challenges of food waste but also to the broader context of climate change and its implications for public health. The project brings together G.E. Foodland Inc., a locally owned grocery chain; Compost Carpool, a company dedicated to transporting compostable materials; and small urban farms, such as Opal's Farm and Mind Your Garden. Unsold produce is first culled at two Foodland Markets and one Elrod's Cost Plus Supermarket location. Compost Carpool conducts weekly pickups, transporting produce that is beyond its prime to area urban farms. These farms serve an important role in providing fresh, local produce to the community. The donated organic matter helps creates rich compost while reducing the need to purchase soil from outside sources. Produce that is still viable is distributed to a fresh produce pantry at a nearby school or city community center. The result is a sustainable, full-circle food ecosystem that reduces waste, supports urban agriculture, and increases access to fresh produce in under-resourced communities.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Culled-Produce-overview.pdf

Innovation E

Score	Responsible Party
	Mashaal Butt
1.00 / 1.00	Sustainability Program Manager
	Office of Sustainability

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

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

Name of the innovative outcome, program, or initiative:
Plastic Roads Initiative

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:
Yes

Narrative and/or website URL providing an overview of the innovation:

In the pursuit of sustainable innovation, the University of Texas at Arlington (UTA) has achieved a remarkable milestone by implementing a complex project that incorporates 4 tons of recycled plastics into asphalt parking lot repairs in two parking lots.

At the forefront of this transformative project was a collaboration that brought together diverse stakeholders, including UTA's research community, operations team, and off-campus industry leaders Pavement Services and Austin Asphalt. With their combined expertise and resources, they embarked on an ambitious mission to address the complexities of incorporating recycled plastics into asphalt mixtures, a challenge that had never been tackled on such a scale before.

To turn this innovative concept into a tangible reality, UTA collaborated closely with Civil Engineering, Parking and Transportation, and the Office of Facilities Management. Leveraging their expertise in managing and maintaining the university's infrastructure, these teams played a vital role in seamlessly integrating the plastic-infused asphalt research into existing parking lots projects. Their meticulous planning and execution ensured that the project met the highest standards of structural integrity and durability.

UTA Plastic Roads and Parking Lots – Parking and Transportation Services – The University of Texas at Arlington

Optional documentation

Notes about the information provided for this credit:

UTA Plastic Roads and Parking Lots – Parking and Transportation Services – The University of Texas at Arlington

Additional documentation for this credit: