

The University of Texas at Dallas

Association for Advancement of Sustainability in Higher Education: STARS Aligned

Sustainable Development Goal Report

Full Data Document

Sustainable Development Goal 1: No Poverty

Academics

- Academic Courses (AC1)
 - PPPE 6321 Economics for Public Policy: Introduces students to the use of economic methods of the analysis of public policy. The primary theoretical framework for the course is microeconomics, but the course may include macroeconomics at the discretion of the instructor. A variety of public policy topics are covered including education, employment and the labor market, taxes and redistribution, access to health care, poverty and inequality, and public assistance programs.
 - ECON 3377 Economics of Poverty and Inequality: Examines the economic causes and consequences of poverty and inequality. Topics include U.S. welfare policy and transfer programs.
 - PA 6342 Local Economic Development: This class will examine the role of local governments in promoting economic development in the United States and will analyze the economic development process. Attention will be given to economic theories of local development and practical implications of those theories. Topics include local economic development and poverty, tax incentives, infrastructure credits, firm location decisions and effects of government competition for economic activity.
 - PPPE 6374 U.S. Global Security and Public Opinion: This course focuses on description, explanation and assessment of the sources, distribution, dynamics, and consequences of public opinion about economic, political, and social security events involving the United States and other countries. Emphasis is placed on how these events and leaders' choices about them, including but not limited to economic crisis, poverty, social conflict, terrorism, and war, affect public opinion; on how public opinion affects choices and events; and on how survey research can advance description, explanation, and assessment of these effects.
 - GEOG 4309 Urban Development: Explores the emergence and spread of social, political, and economic forces that propel urbanization, urban growth, and urban decline in emerging and less developed nations. Focus is on understanding the challenges of urban development that present themselves in lower income societies, and on fostering appropriate interventions to address them by public, private and nonprofit organizations, including poverty reduction, educational reform, employment promotion, shelter improvement, and governance.
 - PPPE 6374 U.S. Global Security and Public Opinion: This course focuses on description, explanation and assessment of the sources, distribution, dynamics, and consequences of public opinion about economic, political, and social security

events involving the United States and other countries. Emphasis is placed on how these events and leaders' choices about them, including but not limited to economic crisis, poverty, social conflict, terrorism, and war, affect public opinion; on how public opinion affects choices and events; and on how survey research can advance description, explanation, and assessment of these effects.

- Immersive Experience (AC5)
 - Alternative Spring Break (ASB) <https://www.utdallas.edu/springbreak/>
An immersive week of hands-on service, leadership-building and relationship-building that is supplemented with education and reflection. Each ASB experience specializes on a particular social issue such as environmental conservation, disaster relief, affordable housing, education, etc. Volunteer teams are matched up with a non-profit agency that provides housing, orientation, training, and then engages the participants in around 40 hours of volunteer service over the course of a week. Prior to departure, ASB participants take part in team activities and meetings to get to know each other and learn about the community partners they will be working with. Participation culminates in a reflection reception in April where teams reunite and share ASB experiences, as well as share ways for continued civic engagement and community outreach. The goal of ASB is to cultivate a sense of social responsibility in student participants, assist them to develop leadership skills, and inspire them to take action to influence positive change in their communities and throughout the world. The experiences are designed to challenge students to think critically about the issues facing the communities they are serving and learning alongside. Being immersed in diverse environments enables them to experience, discuss, and understand social issues in a more personal way than simply hearing about them in the news and discussing them in class.
Services include:
 - 1) Affordable Housing – Shreveport, LA: Building Homes
 - 3) Disaster Relief – Beaumont, TX
 - 5) Global Poverty – Elm Mott, Texas: World Hunger Relief, Inc. works with UT Dallas students to alleviate global hunger.
 - 9) Social Services – San Antonio, Texas: Work with San Antonio Food Bank to learn and serve.
- Campus as a Living Laboratory (AC8)
 - UNIV 3310 – Sustainability Leadership and Global Impact
 - Instructor – Gary Cocke
 - Course Description - Students will gain a contextual understanding of sustainability through the United Nations Sustainable Development Goals (SDGs) and the Association for the Advancement for Sustainability in Higher Education (AASHE) which will serve as the foundation for students to work collaboratively to create a solution that will be taken to the North Texas Regional Centre for Expertise for Education on Sustainable Development in order to address real world sustainability issues. Students will learn aspects of project leadership necessary to advance sustainability including project justification, implementation plan, budget development, stakeholder mapping, consensus building, and developing key performance indicators. Students will deliver a written proposal

and a presentation to the RCE member with whom they work.

- PA 6399 – Master of Public Administration Capstone Course

- o Instructor – Dr. John McCaskill

- o Description of Projects - The Capstone course uses the project as the defining requirement. The students will spend 12-16 weeks working on a substantive project for presentation and submission to a local organization. In the past, students have provided program evaluations for nonprofits, social media plans for nonprofits, cost recovery analyses for city departments, a redesign of the building and permitting department of a local city, and several others. Those are the size and scope that a group of 8-12 students will take on. They produce a 25–50-page report and 20-minute presentation.

- Research and Scholarship (AC9)
 - o Sustainability Researchers:
 - Bobby Alexander
 - Rodney Andrews
 - Randy Battaglio
 - Timothy Bray
 - Susan Chizeck
 - Jill Duquaine-Watson
- Support for Sustainability Research (AC10)
 - o No AASHE Data specific to No Poverty
- Open Access to Research (AC11)
 - o No AASHE Data specific to No Poverty

Engagement

- Student Life (EN3)
 - o UT Dallas has a community garden complete with 19 plus plots. This garden is maintained by students, staff, faculty, and members of the community. This is a great opportunity for students to grow their own food and learn about new gardening techniques.
 - o Student organizations specific to No Poverty
- Outreach Campaign (EN5)
 - o Digital Earth Week
- Staff Professional Development and Training (EN9)
 - o No AASHE Data specific to No Poverty
- Community Partnerships (EN10)
 - o North Texas Regional Centre for Expertise - Recognized by UNU February 2019: The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health
- Continuing Education (EN12)
 - o No AASHE Data specific to No Poverty
- Community Service (EN13)
 - o 67.86 of students engaged in Community Service
 - o No AASHE Data specific to No Poverty
- Participation in Public Policy (EN14)

- No AASHE Data
- Trademark Licensing (EN15)
 - No AASHE Data

Operations

- Food and Beverage Purchasing (OP7)
 - No AASHE Data
- Sustainable Procurement (OP11)
 - No AASHE Data specific to No Poverty

Planning & Administration

- Sustainability Planning (PA2)
 - STRATEGIC THEME 9
 - Ensure a Sustainable, Rewarding Campus Environment
Take Care of Our People, Our Campus and Our Environment
 - The University of Texas at Dallas Goals by 2022-23
 - Strategic Theme III: Engage Globally
Goal 4 - The University of Texas at Dallas aspires to be a synergistic partner with local industry, government, and cultural organizations as well as local K - 12 schools, community colleges and universities.
Goal 5 The University of Texas at Dallas aspires to be a responsible global citizen that enthusiastically attends to our duty to create a sustainable environment.
 - UTD has also aggressively expanded course offerings focused on community-engaged learning. A link to Community-Engaged learning is provided below. A course not mentioned in the article is "Sustainability Leadership and Global Impact". Students in this course learn about SDG in lecture each week and participate in facilitated discussions about each SDG, and they also work with community partners through the RCE to collaborate to propose solutions to real-world sustainability issues.
- Affordability and Access (PA8)
 - No AASHE Data
- Sustainable Investment (PA10)
 - No AASHE Data
- Employee Compensation (PA12)
 - 91.45% of all employees receive a living wage

Innovation & Leadership

- Student Living Wage (IN37)
 - No AASHE Data

Sustainable Development Goal 2: Zero Hunger

Academics

- AC1: Academic Courses

- Energy Law and Contracts (3 semester credit hours) This course provides an introductory overview of U.S. and international energy laws that govern oil, natural gas, coal, nuclear, renewable energy, and electric generation. The course covers the history of energy regulation and explores current laws governing the use, production, and transmission of energy sources, as well as environmental regulations. (3-0) S
- Healthcare Regulatory Environment (3 semester credit hours) An introduction to the regulatory and compliance environment impacting health care management, including federal, state, and local agencies. Students will explore topics pertinent to the regulatory environment and familiarize themselves with the agencies that monitor, evaluate, assess, and credential health care organizations. Students will explore the extensive oversight and monitoring at all levels in the delivery of health care including: Food and Drug Administration, Center for Disease Control, Consumer Product Safety Commission, Environment Protection Agency, Occupational Safety and Health Administration, Centers for Medicare, and Medicaid Services, Office of Inspector General, the Joint Commission, State Health Agencies, and County Public Health Agencies. Prerequisite: HMGMT 3301. (3-0) Y
- Environmental Economic Theory and Policy (3 semester credit hours) Economic and ecology aims at understanding the workings of highly interconnected systems in which trade-offs among goals of participants and policy makers are unavoidable. This course brings them together to study the environmental implications of environmental growth and development and to utilize the tools of economic theory to analyze ecological problems and suggest practical policy solutions that are efficient as well as effective. Topics include environmental ethics, collective goods, externalities, pollution control, energy, economics and ecology, and climate change.
- Honeybee Biology (3 semester credit hours) This survey course explores the biology of honeybees at the colony, organism, and molecular levels. Topics include honeybee anatomy, nest architecture, caste development and social organization, reproduction and genetic diversity, pheromones and communication, foraging behavior, colony reproduction, pest and disease management, and basic beekeeping. Optional hands-on experience may be provided.
- Law and Economics (3 semester credit hours) Contracts, torts, and property rights, integrating economic theory concerning efficiency and equity with actual legal cases. Topics include medical malpractice, habitability laws, zoning, crime deterrence, environmental laws, and discrimination. This course is also recommended for students who are not economics majors
- Nutrition and Metabolism (3 semester credit hours) This course examines nutrient utilization and requirements with an emphasis on multifaceted links between diet, health, genetics, microbiome, and diseases. The course intends to support studies towards medicine, health professions, biomedical research, and biotechnology. Topics cover the basis of nutritional physiological phenomena and metabolic hemostasis in the context of human development, aging, exercise, health, and diseases. Integration of energy metabolism and physiological requirements concerning macronutrients and major vitamins and minerals as well as benefits of

potentially protective compounds in food are reviewed. How unbalanced intake of nutrients contributes to the initiation, development, and severity of various chronic diseases, including coronary heart disease, atherosclerosis, lipidemia, hypertension, diabetes, obesity, osteoporosis, thyroid disorders, immune dysfunction, inflammatory conditions, cancer, and dysbiosis are discussed with relevance to clinical nutrition and public health. The course also introduces the fields of microbiomes, nutrigenomics, nutrigenetics and chrono nutrition to explore evolving concepts concerning the influence of diet on intestinal microbiota and the effect of foods and sleep on metabolism and genes.

- The Global Environment (3 semester credit hours) An introduction to the physical aspects of the world's geography emphasizing the interrelationships between the earth and its climate, vegetations, soils, and landforms. Provides a global perspective on the physical environment and the interactions between global systems to produce regional differences. (Same as ENVR 2302 and GEOG 2302) (3-0) Y
- AC5: Immersive Experience
 - Alternative Spring Break (ASB)
An immersive week of hands-on service, leadership-building and relationship-building that is supplemented with education and reflection. Each ASB experience specializes on a particular social issue such as environmental conservation, disaster relief, affordable housing, education, etc. Volunteer teams are matched up with a non-profit agency that provides housing, orientation, training, and then engages the participants in around 40 hours of volunteer service over the course of a week. Prior to departure, ASB participants take part in team activities and meetings to get to know each other and learn about the community partners they will be working with. Participation culminates in a reflection reception in April where teams reunite and share ASB experiences, as well as share ways for continued civic engagement and community outreach. The goal of ASB is to cultivate a sense of social responsibility in student participants, assist them to develop leadership skills, and inspire them to take action to influence positive change in their communities and throughout the world. The experiences are designed to challenge students to think critically about the issues facing the communities they are serving and learning alongside. Being immersed in diverse environments enables them to experience, discuss, and understand social issues in a more personal way than simply hearing about them in the news and discussing them in class.
 - 5) Global Poverty – Elm Mott, Texas: World Hunger Relief, Inc. works with UT Dallas students to alleviate global hunger.
- AC8: Campus as a Living Laboratory
 - Student Marketing Club and Food Waste: The UTD Marketing Club partnered with the Office of Sustainability and Dining Services to create educational signage placed in the dining hall to educate students about food waste and how to participate in the composting program.

- Studying wait time effect on food waste: Dr. Dorothee Honhon Associate Professor of Operations Management with the School of Management is beginning a study to determine how wait time for food service may impact food waste, testing the hypothesis that longer wait times will cause students to over-serve in order to avoid another wait in line, thus increasing food waste. This project builds on many other projects related to food waste and will begin in Spring 2019
- Community Garden and Blanca Botello Garden: campus Gardens are utilized to teach students how to sustainably raise fruits and vegetables.
- Meatless Mondays: In Fall 2018, The University of Texas at Dallas became the first public university in Texas to join Meatless Monday, an international campaign promoting health and sustainability throughout college campuses around the world. A partnership between Student Government and Dining Services, this project aims to bring awareness about healthy living not just for students, but also the environment. With meat production contributing significantly to the environmental challenges our world faces today, we hope Meatless Monday will encourage students to reduce meat consumption on at least one day out of the week. From "Teaching Kitchens" (cooking demonstrations headed by UTD's Executive Chef) to an online pledge system, Student Government and Dining Services strive to keep health and sustainability in the minds of the student population.
- AC9: Research and Scholarship
 - Bobby Alexander
 - Rodney Andrews
 - Randy Battaglio
 - Timothy Bray
 - Susan Chizeck
 - Jill Duquaine-Watson
- AC10: Support for Sustainability Research
 - No AASHE Data specific to No Hunger
- AC11: Open Access to Research
 - No AASHE Data specific to No Hunger

Engagement

- EN3: Student Life
 - UT Dallas Student Government formed the Sustainability Committee and the Green Initiatives Committee to support campus green initiatives.
 - UT Dallas has a community garden complete with 19 plus plots. This garden is maintained by students, staff, faculty, and members of the community. This is a great opportunity for students to grow their own food and learn about new gardening techniques.
- EN5: Outreach Campaign

- Earth Week
 - 90 Ounces of Honey Harvest
 - 12 Pounds of Onion, Kale and Lettuce Harvest from the Community Garden
 - 16 tomato, melon and paper plants transplanted into the Community Garden
- Composting Pre/Post-Consumer Waste
 - The program was developed at the request of students and in collaboration with University Housing, Dining Services, and the Office of Sustainability. The University of Texas at Dallas has implemented new composting initiatives to reduce food waste on campus and support the best sustainable practices.
 1. Educating students during Dining Hall West peak times in order to explain the benefits of composting and how to use the composting bins.
 2. Educating Students about the new Comet Composting Program that will provide small composting “caddies” for students living in on-campus apartments.
 - Since 2012, when UTD began tracking how much food waste was collected for compost, we have composted 420,720 pounds of food waste, diverting 81 metric tons of CO2 from the atmosphere.
 - Over 14,000 lbs. of food waste were diverted for composting in Sept. & Oct. 2018.
 - During the 2018 spring semester, volunteers recovered more than 1,224 pounds of food on campus and delivered it to Hope’s Door New Beginning Center, a nonprofit organization in Plano that helps women and children who are affected by family violence and need shelter.
- EN9: Staff Professional Development and Training
 - No AASHE Data specific to No Hunger
- EN10: Community Partnerships
 - No AASHE Data specific to No Hunger
- EN12: Continuing Education
 - No AASHE Data specific to No Hunger
- EN13: Community Service
 - National Hunger and Homelessness Awareness Week
 - Can Opener Drive
 - Food Drive
 - Comet Cupboard help
 - <https://www.utdallas.edu/volunteer/>
- EN14: Participation in Public Policy
 - No AASHE Data specific to No Hunger

Operations

- OP7: Food and Beverage Purchasing
 - o No AASHE Data specific to No Hunger
- OP8: Sustainable Dining
 - o UT Dallas Dining Services hosts its “Pop Up Farmers Market” on the second Tuesday of each month during the semesters. Students, faculty, and staff are invited to learn about sustainable and healthy food options, and shop the market’s produce, spices, and prepared foods. Recipe cards with Dining Hall coupons will also be available.
 - o Food Recovery Network, a student-based group that recovers and reuses perishable items and donates them to the campus and community. Food Recovery Network - over 4,000 pounds donated to date.
 - o UT Dallas has the Comet Cupboard program. This food pantry initiative’s dedicated to helping students in need. Its primary mission is to provide necessary food and personal care items to members of the UT Dallas community. Food is collected throughout the year via food drives and fundraisers.
 - o Food Recovery Network: UTD collects leftovers from campus dining locations and get the food to lower income populations.
Hope's Door New Beginning Center: food leftover delivery location

Planning & Administration

- PA2: Sustainability Planning
 - o No AASHE Data specific to No Hunger
- PA9: Sustainable Investment
 - o No AASHE Data

Innovation & Leadership

- IN7: Community Garden
 - o No AASHE Data, however we do have an on-campus Community Garden
- IN12: Fair Trade Campus
 - o No Data
- IN14: Food Bank
 - o No AASHE data, however we do have an on-campus food pantry

Sustainable Development Goal 3: Good Health & Well Being

Academics

- AC1: Academic Courses
 - o HCS 7382: Health Psychology (3 semester credit hours) This course is a graduate-level introduction to the field of health psychology. The course will utilize a biopsychosocial perspective to understand the biological, social, and psychological factors associated with health and well-being. Topics may include stress and coping, developmental origins of health, chronic disease, and

psychoneuroimmunology. Prerequisites: BBSC majors only and department consent required.

- HMG 6334: Healthcare Analytics (3 semester credit hours) The healthcare industry is yet to find ways to make best use of existing data to improve care, reduce costs, and provide more accessible care. This course introduces the use of business intelligence and decision sciences in healthcare industry. Students will develop a conceptual understanding of data mining techniques and decision analysis and hands-on experience with several analytics software which may include coding in R, Rattle, and WEKA (as needed and depending on availability). Prerequisite: OPRE 6301 or SYSM 6303. (3-0) Y
- HMG 6330: Healthcare Analytics (3 semester credit hours) The healthcare industry is yet to find ways to make best use of existing data to improve care, reduce costs, and provide more accessible care. This course introduces the use of business intelligence and decision sciences in healthcare industry. Students will develop a conceptual understanding of data mining techniques and decision analysis and hands-on experience with several analytics software which may include coding in R, Rattle, and WEKA (as needed and depending on availability). Prerequisite: OPRE 6301 or SYSM 6303. (3-0) Y
- HMG Healthcare Law, Policy, and Regulation: Healthcare Law, Policy and Regulation (3 semester credit hours) This course examines how healthcare laws and regulations are enacted, and their impact on providers, payers, and patients. Topics include: Stark prohibitions on provider self-referral, federal regulation of fraud and abuse, the Emergency Treatment and Active Labor Act (EMTALA), and the Health Insurance Portability and Accountability Act (HIPAA). It also examines the process by which Congressional legislation is transformed into day-to-day industry regulation. Prerequisite: HMG 6320 or program director consent required. (3-0) Y
- CHEM 6V39: Special Topic in Organic Chemistry: Modern concepts of bonding and structure in covalent compounds. Static and dynamic stereochemistry and methods for study. Relationships between structure and reactivity. Prerequisite: Undergraduate organic chemistry or instructor consent required. (3-0) Y
- GISC 6334: Workshop in Environmental and Health GIS/Policy: Workshop in Environmental and Health GIS/Policy (3 semester credit hours) Students join a faculty member in a research project on environmental and health policy. Specific topics vary from semester to semester, but special emphasis will be on the applications of statistical and spatial analytic methods (e.g., GIS, spatial econometrics, decision analysis, etc.) to various real-life data in the environmental and health field. Class exercises will be completed using state-of-the-art statistics and GIS software.
- CRIM 3324: Gender, Crime, and Justice: Analysis of the role of gender crime and the justice system. The emphasis is on gender differences in the commission of crime and the types of crimes committed, criminal justice processing, and the employment of women in the criminal justice professions.
- HLTH 4307: Climate Change in Healthcare: Climate Change in Healthcare (3 semester credit hours) Students will explore the impact of climate change on

natural resources and human health using research from scientific and clinical journals. (3-0) S

- ATCM 4322: Disability Technology & Media: Disability, Technology, and Media (3 semester credit hours) This course provides a critical understanding of disability in relation to technology and media. Students will investigate how social constructions of ability and disability influence technology development and media representations; the relationship between the attention economy and representations of bodies, illness, health, and minds; the role of media and technology in constructing norms; and visual rhetoric's of the abnormal. Prerequisite: ATCM 3321 or instructor consent required.
- SOC 4385: Health and Illness in Global and Cross-national Perspective (3 semester credit hours) A review of frameworks for understanding global health issues and the improvement of health at a population level. Topics include measurement of (and strategies for reducing) the burden of morbidity and mortality; the relationships among culture, political economy, and health; comparative health care systems and health policies; the relationship between economic development and health; and the role of global governmental and nongovernmental institutions in promoting health. Course concepts will be examined in the context of case studies of global epidemics and the response to them.
- SOC 4372: Health and Illness (3 semester credit hours) An examination of the social conditions and correlates of diseases, the social behavior of the sick, health institutions and professions, and the formulation and implementation of health policies and programs.
- HLTH 3310: Health Care Issues: Global Perspectives (3 semester credit hours) This course examines the social and political aspects of global healthcare issues. Stressing principles of cultural competence, we will examine varying meanings of "health" as well as the range of factors that encourage the health of some and deny it for others. Through a combination of "macro-level" (national and international) as well as "micro-level" (local) analysis, we will enhance our understanding of the global dimensions of health and disease, various strategies of health initiatives, and the short-and-long-term outcomes of both diseases and correlating health care interventions. Topics may include maternal mortality, HIV, health and environmental hazards, health systems, health and human rights, grass roots initiatives, the millennium development goals, chronic disease and female genital surgeries. (3-0) R
- HDCD 7382: Health Psychology (3 semester credit hours) This course is a graduate-level introduction to the field of health psychology. The course will utilize a biopsychosocial perspective to understand the biological, social, and psychological factors associated with health and well-being. Topics may include stress and coping, developmental origins of health, chronic disease, and psychoneuroimmunology. Prerequisites: BBSC majors only and department consent required. (3-0) Y
- SOC 4371: Mental Health and Illness (3 semester credit hours) Explores the diverse, disturbing, disruptive, and disabling phenomena of mental disorders. Topics to be covered include the classification of mental disorders, the etiology

and epidemiology of mental illnesses, and the history of societal responses to mentally ill, including public policies.

- ATCM 3321: Networked Identities (3 semester credit hours) This course considers digital media and identities, with a focus on gender, sexuality, race, ethnicity, disability, class, age, and/or nationality. Topics will include how such identities are represented in media and how people use media to reshape such representations. Prerequisite: ATCM 3320. (3-0) Y
- HLTH 4305: Public Health (3 semester credit hours) Using real world examples, this course will provide an overview of the fundamentals of public health, including its history and development. Contemporary public health issues and controversies will be explored in the areas of infectious diseases, chronic diseases, substance abuse, environmental health, occupational diseases, and mental health. This course will describe the major causes of morbidity and mortality in the United States, Texas and globally, and the public health interventions used to address them. The daily monitoring of diseases and the statistical methods used to analyze health data will be discussed. Recent epidemics will be used to highlight these methods. Public health is both a science and an art and there are often no "correct" answers when we look for solutions to public health problems. (3-0)
- HMGH 6320: Examines the structure, financing, and operation of the US healthcare industry. It analyzes how priorities are established, how services are organized and delivered, factors that influence the cost, quality, and availability of healthcare, and opposing positions on the future of healthcare reform.
- AC5: Immersive Experience
 - Alternative Spring Break: 6) Healthcare – Garden Valley, TX: Mercy Ships operates a fleet of hospital ships that provide state-of-the-art care to those in developing countries.
- AC8: Campus as a Living Laboratory
 - Air North Texas/ No Vehicle Idling & Air Quality Research: With leadership from the Office of Sustainability, UT Dallas has become a partner with Air North Texas. This is a regional public awareness campaign and partnership that seeks to improve air quality in North Texas. The campaign was formed by the North Central Texas Council of Governments (NCTCOG). UT Dallas is committed to reducing its environmental footprint and has adopted no idling guideline through the Sustainability Committee to improve on campus air quality. Dr. David Lary and students that work in his applied physics lab have developed air quality sensors that utilize machine learning to calibrate low-cost sensors to collect high precision data without requiring prohibitive investment in expensive sensors. The sensors are deployed on campus and in the DFW metroplex to monitor air quality and assist in research.
 - Organic Land Care Study: Eco Reps in the Office of Sustainability are conducting a long-term study monitoring the effect of different organic and synthetic fertilizers on soil quality and turf quality. The study is being conducted with full participation from Facilities Management, Grounds, and Office of Sustainability in order to inform regarding the feasibility of wide-scale adoption of organic land care practices.

- Center for Students in Recovery & Community Garden: Students with the Center for Students in Recovery (CSR) have adopted stewardship of the pollinator garden adjacent to the UTD Community Garden. The stewardship for the garden is utilized in order aid students in recovery while providing service to the university and the community garden. Student programming through the Center for Students in Recovery requires weekly stewardship, including watering, weeding, labeling plants, mulching, and planting. The CSR students are also helping with the pilot project to label pollinator plants with branded, educational material in support of UTD's Bee Campus USA certification.
- AC9: Research and Scholarship
 - Rodney Andrews
 - Orlando Auciello
 - Kenneth Balkus Jr.
 - I Bardhan
 - Chandramallika Basak
 - Randy Battaglio
 - Kurt Beron
 - Dinesh Bhatia
 - Denise Boots
 - Timothy Bray
 - Thomas Brikowski
 - Kathleen Byrnes
 - Sandra Chapman
 - Susan Chizeck
 - Jackie Clark
 - Lora Day
 - Jill Duqaine-Watson
 - Simon Fass
 - Ann Fey
 - Nicholas Fey
 - Francesca Filbey
 - Robert Finkelman
 - Jeremiah Gassensmith
 - Juan Gonzales
 - Robert Gregg
 - Vinita Hajeri
 - Shayla Holub
 - Dohyeong Kim
 - Carol Lanham
 - David Lary
 - William Manton
 - Sarah Maxwell
 - Susan McElroy
 - Margaret Owen
 - Joe Pacheco

- Kelli Palmer
- Jiyoung Park
- Shalini Prasad
- Zhenpeng Qin
- Scott Rippel
- Sheryl Skaggs
- Jason Slinker
- Mihaela Stefan
- Christina Thompson
- Irina Vakulenko
- Lynne Vieraitis
- Tonja Wissinger
- AC10: Support for Sustainability Research
 - No AASHE Data specific to Good Health & Well Being
- AC11: Open Access to Research
 - No AASHE Data specific to Good Health & Well Being

Engagement

- EN3: Student Life
 - The Engineering World Health Organization Student Chapter participates in building and designing sustainable medical equipment to third world countries
 - Black Healthcare Leaders
- EN5: Outreach Campaign
 - No AASHE Data specific to Good Health & Well Being
- EN9: Staff Professional Development and Training
 - Course Name: Freedom from Smoking
Course Code: EWSC
Description: The Office of Administration and University Wellness Committee will host a free, on-campus Tobacco Cessation Pilot Class from April 18, 2019 to May 30, 2019. The seven-week, eight-session class follows the American Lung Association's Freedom from Smoking cessation program to help participants end their smoking habits.
 - Check with Caitlin
- EN10: Community Partnerships
 - Air North Texas is an initiative of the North Central Texas Council of Governments in order to protect regional air quality. UT Dallas officially joined Air North Texas as a partner in 2018 and joins the consortium of municipalities and institutions that work concertedly to provide education and outreach related to air quality in the DFW metroplex.
 - <https://www.dmagazine.com/frontburner/2020/09/new-north-texas-air-monitoring-system-goes-live-today/>
- EN12: Continuing Education
 - No AASHE Data
- EN13: Community Service
 - Office of Student Volunteerism
 - UNIV 3310 w/ Dr. Gentsch: telling narratives of elderly populations

- EN14: Participation in Public Policy
 - No AASHE Data

Operations

- OP1: Emissions Inventory and Disclosure
 - 3/10 points
 - UT System contract until 2025- grid mix energy being delivered to UTD
 - Energy Efficiency is good, Renewable Energy could be improved
- OP3: Building Design and Construction
 - 100% of building space is maintained in accordance with IAQ protocol
 - Standard (Base) Cleaning Specifications have been designed to standardize and optimize the cleaning programs across various University buildings and campuses. Used in conjunction with additional requirements, the specifications include industry best-practices to ensure a healthy and safe environment for people who visit, or work, in University buildings.
- OP4: Building Operations and Maintenance
 - Above
- OP9: Landscape Management (IPM)
 - All area is managed in accordance with IPM program that uses a four-tiered approach
 - The only maintenance done at underutilized areas is occasional mowing with no fertilizer and herbicide use. An additional 212 acres outside of the main campus area have no herbicides and pesticides.
 - UT Dallas sits in Texas' Blackland Prairie. The Blackland Prairie region is a strip of dark, rich soil encompassing much of Dallas and following the I-35 corridor. Facilities Management has established a No-Mow Zone to encourage native prairie grasses and give plants an opportunity to reestablish. Mowing less and planting native species are a key part of our prairie restoration program. An eight-acre area on the southwest corner of campus is the home of the restoration and our largest Monarch Waystation. Native pollinators, like Monarch butterflies, Bumblebees, Mason Bees, and Honeybees, are crucial to the proliferation of many flowering and fruit producing plants.
 - An organic land care experiment is being conducted FY 19 by the Office of Sustainability. By using a soil compaction tester, also known as a penetrometer, the level of compaction can be determined in an easily quantifiable and comparable way.
 - No area is managed in accordance with an organic program
- OP13: Cleaning and Janitorial Purchasing
 - 77.38% of janitorial products meet third party sustainability standards
- OP15: Campus Fleet
 - 120/301 electric vehicles
 - Improvement can be made here
- OP16: Commute Modal Split (Decide here or SDG 11)
 - Students receive free DART pass

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	44.53
Walk, bicycle, or use other non-motorized means	38.67
Vanpool or carpool	4.30
Take a campus shuttle or public transportation	11.30
Use a motorcycle, scooter or moped	1.17

- OP17: Support for Sustainable Transportation (SDG 11)
 - Bike racks and bicycle storage
 - Bike Safety Information
 - Free DART Transit Pass for Students
 - Discounted DART Transit Pass for Staff and Faculty
 - Comet Cab (Free on-campus transportation service for students, staff, and faculty)
 - Comet Cruiser (Free shuttle bus that serves UT Dallas and the surrounding community. This shuttle does not require a pass or identification from passengers)
 - UT Dallas has partnered with Zipcar to bring self-service, on-demand car sharing to the campus. The university Zipcar fleet includes a variety of vehicles which have reserved parking spaces at several locations on-campus. Special membership rates are provided to students, staff, faculty, alumni, and members of the community.
 - UT Dallas has eight Electric Vehicle (EV) charging stations located on-campus. The stations are open to campus users and the general public. In partnership with Blink, UT Dallas is identified on a map that illustrates all locations where there is a charging station.
- OP18: Waste Minimization and Diversion
 - 30.36% of materials diverted from landfills
 - More information about food composting and recycling is available [here](#)
 - Specialty Recycling Programs
 - Hearing Aid Recycling Program
 - Mask Recycling Program
 - Campus Race to Zero Waste
 - Way to improve: Single Use Plastics Ban
- OP19: Construction and Demolition Waste Diversion
 - 78.23% of construction and demolition materials diverted from landfill or incinerator through recycling, donation, other recovery

- OP20: Hazardous Waste Management
 - a. UT Dallas is dedicated to the reduction, proper management, and disposal of all hazardous, special, universal, and non-regulated chemical waste. Since 2016, the University has hired two full-time employees, in addition to on-site vendor support, to closely manage the program. This close management allows for better oversight of waste and the processes that may generate them.
 - b. A campus-wide Pollution Prevention Plan is in place that covers several of initiatives for source reduction and waste minimization (SR/WM) on campus, including:
 - i. Tracking waste generated and disposal costs by source to help focus waste minimization activities. The majority of these waste types are generated by laboratories, therefore; a large effort is made to work closely with them. This includes a training system for labs encouraging these SW/WM activities, some of which are detailed below.
 - ii. Campus-wide recycling efforts, including for facilities buildings and campus apartments. This includes the ongoing project of switching from fluorescent lamps to LED to reduce toxicity of waste and frequency of replacement.
 - c. All laboratory chemical orders must be reviewed by UT Dallas' Chemical Safety team through UT Dallas' procurement system. This has caught mistakes in ordering (ex. 200 liters ordered versus the intended 20 liters), resulting in less unused chemicals and safer storage conditions on campus. It also alerts the hazardous waste team of any new potential wastes to be generated on campus.
 - Dallas also utilizes a Chemical Inventory System (CIS), which inventories and tracks all hazardous chemicals in laboratories. This allows lab members to easily find chemicals that are needed and share chemicals, if needed in small amounts, reducing the chemicals coming onto campus.
 - Dallas also has a program to track certain chemicals of concern, which degrade with age. Quarterly, a report containing “expiring” chemicals is managed by the Chemical Safety team and communicated to the relevant labs. This program encourages the chemicals to be used before expiration or increased hazard, reducing the waste generated.
 - UT Dallas also has an Institutional Biosafety and Chemical Safety Committee (IBCC), which reviews the need and subsequent safe management of particularly hazardous chemicals. This helps address the actual need for certain chemicals to reduce particularly hazardous chemicals on campus.
 - Additional hazardous waste information is available on website

- PA2: Sustainability Planning
 - No AASHE Data specific to SDG 3
- PA10: Sustainable Investment
 - No AASHE Data
- PA14: Wellness Programs
 - The University of Texas at Dallas is committed to providing an environment within which employees are encouraged to engage in healthy lifestyle and promote programs to improve the health and well-being of faculty, staff, and students. The university strives through its Wellness Committee to create a culture of health and environment that support and promote the value of individual well-being by education and the provision of appropriate physical facilities. The Committee implements the U. T. System wellness program on the U. T. Dallas campus and provides additional programs, tools, and resources that will enable employees to take charge of their own physical, mental, and spiritual health. Programs can include but are not limited to brown bag lunches addressing various wellness and nutrition topics, walking trails, monthly health tips, flu shots, health screenings, the mammogram mobile, health and fitness related challenges, and the City of Richardson Corporate Challenge program. The program also includes financial wellness education, seminars, and assistance through the UT System retirement program. The Committee also maintains an internet site and, through it, seeks to promote resources that are available to all members of the university community.
 - An employee Wellness Center equipped with fitness equipment and staff to assist staff and faculty is available. An onsite dietitian/nutritionist is available to staff and faculty and provides nutrition coaching and wellness related services.
 - The university provides an employee assistance program to employees who are participating in the UT Select Medical Plan. The program is administered by the UT Southwestern Medical Center. The program is designed to assist employees who may be dealing with personal problems that affect their relationships at home and at work. The university recognizes that employees and their families sometimes need to address problems in a confidential, professional manner.
- PA15: Workplace Health and Safety
 - All workers, students and visitors have the right to work, visit and live in a safe and healthy environment. The department of Environmental Health and Safety promotes this concept through programs and services designed to prevent accidents and injuries on the job and as a general procedure around campus. Our department works proactively with employees to reduce occupational injuries and illnesses in the workplace by providing consultation, training, and inspections on improving the safety culture on the campus by:

- 1. Conducting workplace inspections and safety audits for offices and observed work.
- 2. Consultation of unsafe construction projects and equipment.
- 3. Response to worker incidents about safe procedures during work hours.
- 4. Conducting accident investigations where the need for increased training can benefit all involved.
- 5. Holding necessary specific training that targets hazards like fire extinguisher training, fall protection, ladder safety, and arc safety awareness.
- The UTD Industrial Hygiene program focuses on anticipating, recognizing, evaluating, and controlling potential health and safety hazards; and environmental factors that may affect the health, comfort, or productivity of the campus community. Industrial Hygiene also emphasizes identifying general safety hazards and correcting of the factors that contribute to accidents and injuries.

Innovation & Leadership

- IN3 Bicycle Friendly University
 - No 2019 AASHE Data, however awarded Bronze Certification since report
- IN17: Green Cleaning Certification
 - No AASHE Data

Sustainable Development Goal 4: Quality Education

Academics

- AC1 Academic Courses
 - SOC 2300: Introduction to Gender Studies (3 semester credit hours) An introduction to the way gender shapes individuals, social institutions, and culture. Examines gender, class, sexuality, race/ethnicity, and nationality as interactive systems. Topics include biological arguments about gender and sexuality; the cultural construction of gender; the psychology of sex roles; the ways gender shapes families, workplaces, and other social institutions.
 - PPPE 6350: Social Stratification (3 semester credit hours) This seminar will examine the major theories and lines of research on social stratification, defined as the hierarchical ranking of groups based on the unequal distribution of societal resources and positions. Focusing primarily on the U.S. class system, topics covered include class reproduction and mobility, the educational system and policy, empirical definitions, the implications of race and gender for social class, and forms of legitimation.
 - BIS 4306: Strategies for Diversity in Education (3 semester credit hours) This course prepares teacher certification candidates to meet the challenges of student diversity in the general education classroom. Students will examine the roles of various professionals, overview the identification and needs of special education and gifted and talented students through the lenses of gender, ethnicity, culture, and language. Students will learn about IEPs, ARDs, legal requirements,

collaboration, instructional differentiation, cooperative learning, inclusion, and assessment techniques applicable for diverse learners in the general education classroom. This course is offered through eLearning at UT Dallas. Prerequisite: Upper division standing. (3-0) S

- AMS 2300: American Popular Culture (3 semester credit hours) Examines American culture historically through some of its most popular cultural forms: fiction, film, magazines, advertising, music, sports, television, and media. Considers the economics of cultural production, ways of critically reading popular texts, and how consumers make use of popular culture. Pays particular attention to the ways gender, race, and class influence how popular texts are created and consumed. (3-0) Y
- PSY 4323: Cultural Diversity and Psychology (3 semester credit hours) Explores cultural diversity and multiculturalism from both scientific research and practical perspectives. Emphasis is placed on increasing students' awareness of differing world views, privilege, the experience of self, and the interactions between different cultures. (3-0) Y
- PA 3379: Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined.
- HLTH 3306: Gender in Healthcare (3 semester credit hours) The course addresses the significance of gender in many aspects of healthcare. Topics may include gender in research, differential disease presentations, medications, diet, and treatments. Gender demographics and gender identification will be addressed as well as violence in the home and in the hospital setting. The prerequisite for the course is the completion of a core science course. (3-0) R
- SPAU 4394: Multicultural Aspects of Communication Disorders (3 semester credit hours) Service delivery issues in culturally and linguistically diverse populations with the goal of developing sensitivity to the special needs of multiculturalism in schools and in the clinical practice of Speech-Language Pathology. Therapeutic management of foreign dialect, language differences, and the effects of cultural diversity upon learning will be discussed. (3-0) Y
- GST 3301: Psychology of Gender (3 semester credit hours) Examines gender as it is expressed in the personality of the individual and in the social relations of dyads and groups. Topics include gender identity, sexual orientation, gender differences in intellectual abilities and personality characteristics, gender as it is expressed in friendships, marriage, and sexuality, and cultural gender stereotypes as they affect individual psychology and personal relationships. (Same as PSY 3324) (3-0) Y
- SOC 3352: Sex, Gender and Society (3 semester credit hours) This course explores how sexuality is perceived, defined, and experienced in the context of society. How sexuality influences our lives, is reflected in social norms, attitudes,

and beliefs, through public and private policies and practices, and the social institutions is also investigated. This class also focuses on how prevalent gender differences really are in our society and examines the social construction of gender.

- SOC 6350: Social Stratification (3 semester credit hours) This seminar will examine the major theories and lines of research on social stratification, defined as the hierarchical ranking of groups based on the unequal distribution of societal resources and positions. Focusing primarily on the U.S. class system, topics covered include class reproduction and mobility, the educational system and policy, empirical definitions, the implications of race and gender for social class, and forms of legitimation.
- PSCI 4377: Women and Politics (3 semester credit hours) This course describes, explains, and evaluates the meanings of politics and the private-public distinction involving politics; the participation of women in politics as voters and candidates in elections and as leaders in legislative, executive, and other offices; and the consequences of women's participation for gender equity, political representation, and public policy.
- Comets to the Core: University Assessment program assessing undergraduate level student learning through the lens of sustainability
- AC2 Learning Outcomes
 - 49.71 of students graduate from programs that have adopted at least one sustainability learning outcome
 - Comets has adopted the learning outcome that students should be able to identify the social, political, environmental, and economic components of a complex world problem, and will provide a solution that addresses sustainability in each of these areas.
- AC3 Undergraduate Program
 - Public Policy B.S.: The Public Policy program is an interdisciplinary academic program, drawing upon the insights of political science, economics, research methods and statistics and other related fields, to help students take on problem resolution in climate change, poverty, and healthcare. The coursework provides the basis to analyze economic political issues, knowledge of organizations and how to lead them, and the foundations of policy making and implementation.
 - Interdisciplinary Studies (Environmental Studies Concentration): The Bachelor of Arts and Bachelor of Science in interdisciplinary studies degree programs emphasize a broad learning experience and a wider perspective than that provided by traditional undergraduate majors. Designed to offer students the opportunity to participate in an interdisciplinary, academically sound, and goal-oriented educational program directly relevant to the student's intellectual development and career aspirations.
 - Geography/Geospatial Information Sciences: UT Dallas offers three-degree options to its geography majors: a general B.A. degree, a B.A. with certification in Geographic Information System (GIS) technologies, and a B.A. with a concentration in Regional Development and International Studies.
Geography is the science of place and space and ask where things are located on the surface of the earth, why they are located where they are, how places differ

from one another, and how people interact with the environment. It is inherently interdisciplinary and international and has been revolutionized recently by new technologies such as geographic information systems, global positioning systems and remote sensing. Geography plays leading roles in such policy arenas as urban and transportation planning, area studies, regional and international development, risk analysis, and environmental management. Geography closes ties with many others including urban and regional economists, sociologists, and planners, as well as with those who study international trade and economic growth.

Geographers who explore environmental relationships become skilled in earth science (for example, geomorphology or climatology) or become leaders in the development of cultural ecology, linking closely with anthropology and archaeology. And they increasingly contribute their technological skills in geographic information systems, remote sensing, and spatial analysis.

- Environmental Studies Minor: This minor will provide students from all majors with a better understanding of environmental issues and the skills to analyze future environmental problems. The name "Environmental Studies" reflects the goal of this interdisciplinary minor to encourage students to learn to view environmental issues from scientific, economic, political, and social standpoints. The 18 semester credit hours of the Environmental Sciences minor enable UT Dallas students to develop expertise in this important area. The framework provides all students with a policy and science perspective and allows students to tailor the minor, through choice of electives, to their individual goals. Students will be strongly encouraged to include an Environmental Studies Internship/Project (BIS 3310) in their minor though it may not be possible for all students.
- AC4 Graduate Program
 - Energy Management: Emphasizing but not limited to oil, gas, coal, solar, wind, hydro and power, the UT Dallas Energy Management Program teaches the management of energy assets. We also have a comprehensive sustainability and corporate responsibility course in the energy curriculum. Our courses are both domestic and international in scope, and our energy faculty and lecturers consist of current and former executive officers and senior managers of large oil and gas companies, power companies and government agencies. The program's ever changing and expanding curriculum is shaped by a university curriculum committee and an outside Energy Advisory Board, consisting of officers from companies representing all of the above-mentioned energy industries. The outside Advisory Board meets twice a year to advise the Program Director on what skills the energy industries are seeking in program graduates and what the future holds for specialties within those industries. Energy and power are global businesses with strategic assets in both developed and developing countries and require an international approach. We therefore strive to prepare our graduates to work for private energy companies and in governments to manage their assets. Currently, our business school has the highest percentage of foreign students in the United States. This fits well with our approach and will afford our graduates with invaluable industry contacts throughout their careers. We prepare and train managers

- Master of Arts in Interdisciplinary Studies (with a concentration on Environmental Studies & Sustainability): the Master of Arts in Interdisciplinary Studies (MAIS) program combines a solid academic core with student-selected concentration areas, enabling students to incorporate and integrate various academic disciplines, theories, and methodologies. As an MAIS student, you will design an individualized course of study with a faculty advisor, incorporating your interests and academic and professional goals. MAIS degrees may include traditional academic courses, internships, and independent study opportunities. The MAIS degree program concludes with a two-semester master's project, completed via the Capstone Seminar (MAIS 5302) and Research Project (MAIS 5303). The master's project will lend itself to an interdisciplinary approach: To complete the project, you will synthesize information from various sources utilizing different methodologies and draw conclusions to present a new perspective on your selected topic. Degree Plan. The MAIS degree plan includes at least 36 credit hours, including the following 12 hours of core requirements:
 - MAIS 5300 Interdisciplinary Seminar
MAIS 5321 Library Research Skills
MAIS 5302 Capstone Seminar
MAIS 5303 Research Project
 - For the remaining credit hours, you will choose one or two of the concentration areas: American Studies
Area & Regional Studies (The Americas, Europe, Asia, Africa, The Middle East, etc.)
Arts Management
Diversity Studies
Environmental Studies & Sustainability
Healthcare Studies
Professional Communication & Leadership
- AC5 Immersive Experience
 - No AASHE Data specific to Quality Education
- AC6 Sustainability Literacy Assessment
 - Yes, we conduct an assessment. The Office of Sustainability and Student Government Green Initiative developed the Literacy and Culture Sustainability Assessment for 2018 Summer session. Sustainability Literacy Surveys from other institutions were referenced to assist with developing questions, and new questions were developed in order to assess campus-specific sustainability knowledge. The literacy survey was developed so that it could be administered in early fall and late spring so that the longitudinal data would help to measure the effectiveness of efforts to increase sustainability literacy through education and events.
- AC7 Incentives for Developing Courses
 - UT Dallas leverages the Quantum Leap Grant to fund and incentivizes the development of curriculum focused on community-engaged learning. Many of these courses have direct focus on sustainability, and students learn about issues and strategies to address the issues while partnering with area stakeholders.
 - Teaching stipends, Course Materials, Teaching Assistant Funding

- AC8 Campus as a Living Laboratory
 - Classroom Lighting Management System:

A research project designed to install multiple sensors at different appropriate locations in classroom buildings. Proposed and Researched by a Master of Engineering Student, the proposed idea would be designed to solve the problem of limited visibility of occupancy-based lighting management systems (sensors) on campus. This research has been developed under the supervision of faculty in a lab setting and is currently being piloted in a meeting room on campus.
 - Ecology for Educators

Students in this graduate class utilized the Monarch Way station with the office of Sustainability to learn sampling techniques and pedagogy for introducing ecological field experiences in the classroom. On a second occasion, the class visited the creek that bisects campus to take water samples and learn pedagogy for teaching water quality issues in the classroom.
 - Student Surveys for Green Fee: The Student Government participated in the Sustainability Literacy and Culture Survey in support of their separate surveys to establish a green fee at UT Dallas. The data collected through the surveys has provided data in support a green fee and informed of a proposal to university leadership to establish a green fee.
 - STARS Reporting: STARS Reporting itself has included student participation and served as a mechanism to teach students about campus sustainability. Eco Reps in the Office of Sustainability have helped with data collection and organization and led many projects to directly contribute to the report.
 - UNIV 3310 – Sustainability Leadership and Global Impact
 - Instructor – Gary Cocke
 - Course Description - Students will gain a contextual understanding of sustainability through the United Nations Sustainable Development Goals (SDGs) and the Association for the Advancement for Sustainability in Higher Education (AASHE) which will serve as the foundation for students to work collaboratively to create a solution that will be taken to the North Texas Regional Centre for Expertise for Education on Sustainable Development in order to address real world sustainability issues. Students will learn aspects of project leadership necessary to advance sustainability including project justification, implementation plan, budget development, stakeholder mapping, consensus building, and developing key performance indicators. Students will deliver a written proposal and a presentation to the RCE member with whom they work.
 - PA 6399 – Master of Public Administration Capstone Course
 - Instructor – Dr. John McCaskill
 - Description of Projects - The Capstone course uses the project as the defining requirement. The students will spend 12-16 weeks working on a substantive project for presentation and submission to a local organization. In the past, students have provided program evaluations for nonprofits, social media plans for nonprofits, cost recovery analyses for city departments, a redesign of the building and permitting department of a local city, and several others. Those are the size

and scope that a group of 8-12 students will take on. They produce a 25–50-page report and 20-minute presentation.

- PA 3382 and SOC 3382 – Sustainable Communities

- o Instructor – Dr. John McCaskill

- o Description of Projects - The projects in those classes count for roughly 30% of the grade and are considerably reduced in scope. We are looking for projects that emphasize the interconnectedness of systems - both natural and man-made - and the impacts our actions can have on the health of those systems. These would hopefully be a series of smaller project that groups of 3-6 students can work on for 3 to 4 weeks. The undergrad projects produce a 10-page report, and the grad student projects a 20-page report. Both will produce presentations.

- AC9 Research and Scholarship

- o 26.49% of institution's faculty and staff researchers are engaged in sustainability research

- AC10 Support for Sustainability Research

- o The UT Dallas Seed Program for Interdisciplinary Research (SPIRe) program is an internal funding mechanism designed to stimulate interdisciplinary research collaborations that will lead to external funding. Successful proposals will include faculty members serving as PIs from different UT Dallas departments, programs, or schools. This program is well-suited to support the endeavors of those faculty with STEM backgrounds and project interests, although there is no limitation for faculty affiliations. Incentives

- Supplies, equipment, reagents, and publication costs

- Graduate student stipend and benefits

- Postdoctoral or Research Scientist support and benefits

- Travel, conference/workshop attendance, or conference/workshop hosting for team building to support the proposal submission for external funding

- o The McDermott Library provides exceptional resources in sustainability research and learning collectively called "green" libraries. Green libraries emphasize stewardship of resources, impact on the natural environment, economy, ecology, and equity. Economy is the management, or stewardship, of the resources; Ecology is the relationship of the community with its environment, particularly the natural environment; and Equity is fairness to all.

- o The Sustainability Reference Center collection offers full-text coverage of content relevant to sustainability initiative management. It is designed for sustainability experts and information professionals and covers topics such as corporate social responsibility, environmental stewardship, and governmental regulations.

- o During the Spring 2019 semester, the university held its first Sustainability Themed Semester highlighting the global water crisis. The library was able to effectively display resources and references towards educating students, faculty, and staff on this topic.

- AC11 Open Access to Research
 - No AASHE Data specific to Quality Education

Engagement

- EN1 Student Educators Program
 - 100% of students served by peer-to-peer sustainability outreach and education program
 - Eco Reps: The Office of Sustainability hires student educators, known as Eco Representatives, and decides on goals and projects for events, communication, and initiatives that align with the short- and long-term sustainability goals of the university. Examples include educating students on how to reduce water and energy consumption with behavior change education and competitions, promoting recycling and composting through demonstration, contributing to social media, and coordinating events such as Earth Week, Sustainable Labs, Tree Campus USA, Bee Campus USA, Monarch Butterfly Way Stations, sustainability service honors, film screenings, and more. Students are also available to partner with any interested student organizations or campus offices on additional programming. The entirety of the campus community is invited to attend events and participate in programming hosted by The Eco Representatives through the Office of Sustainability.
 - The Green Initiative is aimed at improving campus sustainability. This includes items like infrastructure and efficiency projects; recycling and wastewater reduction efforts; expanding mass transit availability; sustainability-oriented internships, scholarships, and research grants for students; student-focused and sustainability-oriented assistantships/staffing; or other sustainability initiatives as proposed by students. All students are invited to participate on the committee and propose projects to the Green initiative.
Specific Examples include: Comet Composting Project (CCP), Housing Recycling Bins. Light Switch Stickers, Sustainability-Themed Semesters, Meatless Mondays, promoting and advocating a green fee on campus, and Sustainability Literacy Assessments
- EN3 Student Orientation
 - During 100% of orientations, new students are provided opportunities to learn about sustainability at the university. At the Student Activities Fair, all student organizations and many campus departments have a booth where they interact and educate new students on their activities. This includes the Office of Sustainability and sustainability-oriented organizations. Information provided at orientation events, activities, and presentations include recycling, volunteering opportunities, the community garden program, V Bikes bicycle programs, Zipcar Car-Sharing program, public transportation options, locations of car charging stations, LEED certified buildings, and/or Earth Week programming.
- EN3 Student Life
 - Organizations:
 - UNICEF
 - ECO UTD

- Sustainable Semesters: The Green Initiative developed and launched the sustainable semesters initiative in AY 2019 in order to provide education to students regarding sustainable issues. The water crisis was chosen for the inaugural year and student participants participated in common readings, presentations from faculty and experts, and workshops. 20 students participated in the program and their time was recognized through the Office of Sustainability's Sustainable Service Honors Program.
- Global Citizen Sustainability Serve Honors: The Global Citizen Sustainability Service Honors recognize student volunteer service that makes UT Dallas, Richardson, greater Dallas communities, and the world more sustainable. The Graduation Pledge is signed during the Application Process.
- EN4 Outreach Materials and Publications
 - The Office of Sustainability's mission is to engage the UT Dallas community as a catalyst and champion for environmental stewardship and social responsibility while fostering a culture of sustainability that permeates all aspects of the campus experience. We believe that sustainability is a collaborative, interdisciplinary field to which all members of the UT Dallas community contribute. The Office of Sustainability collaborates with stakeholders across the university to facilitate the integration of sustainability principles and practices into operations, academics, research, student engagement, and administration. We strive to exemplify sustainability leadership as we contribute to the education of the next generation of leaders. The central sustainability website features information on recycling, food waste and composting, energy, water conservation, habitats on campus, green building programs, Eco Reps, operations, green office certificates, global citizen graduation honors, sustainable labs, Earth Week, and the Sustainability Committee.
 - Intercom is the official University-wide newsletter for UT Dallas faculty and staff members. This periodic publication is designed to provide University employees with important information necessary for the workplace, as well as community news that supports the University's mission. There is no "opt-out" provision for this communication for employees of the University.
 - The Mercury publishes news, opinion and feature articles of interest and importance to the UT Dallas campus and community, with primary emphasis on news that most directly and immediately concerns students.
<https://utdmercury.com/>
 - News Center is the official news source of The University of Texas at Dallas. News stories, event listings and announcements appear twice a week throughout the year.
Content is selected for relevance to the University's strategic goals and organized into categories, including research, campus, students, alumni, faculty, staff and

giving.

<https://www.utdallas.edu/news/about/>

- Educational signage is prominently posted throughout UTD's dining hall, which has a 3-star Green Restaurant certification. Topics include, local food, carbon footprint, sustainable harvest, and more.
- Facilities Management and the Office of Sustainability work across campus to improve the livability of our landscapes. As part of UTD's Tree Campus USA certification, we have placed ID tags on every tree on campus and we have a publicly viewable tree map on the Office of Sustainability website. This allows our community to see attributes to our 7,000-plus trees. Wildflower planting signs are placed to label those areas throughout campus and pollinator plant signs are behind developed to complement UTD's Bee Campus USA certification. Tree Map viewable at <https://www.utdallas.edu/sustainability/>
- EN5 Outreach Campaign
 - Green Office (Employees)

This program is designed to be a fun, user-friendly, and engaging tool to help assess how “green” UTD is operating on a department, office, and individual level. Offices can rank as platinum, gold, silver, or bronze based on the sustainable practices that have been implemented by the department. The Green Office Certification Program is a tool that adopts sustainable practices and helps build a culture of stewardship on campus. Positive Impacts: Ambassadors from each office that is participating ensures that communication and education is provided to their office to advance the use of sustainable practices in the office. Recycling and Conservation of water, energy, and supplies have all been implemented in participating offices.
- EN6 Assessing Sustainability Culture
 - The Office of Sustainability and Student Government Green Initiative developed the Literacy and Culture Sustainability Assessment for 2018 Summer session. Sustainability Literacy Surveys from other institutions were referenced to assist with developing questions, and new questions were developed in order to assess campus-specific sustainability knowledge. The literacy survey was developed so that it could be administered in early fall and late spring so that the longitudinal data would help to measure the effectiveness of efforts to increase sustainability literacy through education and events.
 - 1. The percentage of students who take pride in attending a school that values sustainability increased 5%.
 2. The percentage of students that believe UT Dallas values sustainability dropped by 19%.
 3. The percentage of students that believe the studies at UT Dallas is preparing them for a career related to sustainability dropped by 23%.
 4. The percentage of students interested in becoming more involved in sustainability at UT Dallas increased 14%.

- EN7 Employee Educators Program
 - Green Office Certification: The employee educators, also called sustainability ambassadors, self-select through the Green Office Certification Program. Every certified Green Office must designate a Sustainability Ambassador. These Ambassadors are a liaison to the Office of Sustainability, peer educator to their office, peer educator to broader campus community, and may be called upon by the Office of Sustainability to volunteer or educate about sustainability at campus events.
- EN8 Employee Orientation
 - New Employee Orientations are held every 2 weeks and the Office of Sustainability attends every orientation with time allocated according to the schedule below. All employees are informed of the strategic plan priority for sustainability and notified that the Office of Sustainability is the point of contact to facilitate integration of sustainability into academics, operations, engagement, and administration. All employees receive information related to sustainability efforts in these areas. Furthermore, all employees receive information on campus recycling, green office certification, and energy conservation, since these topics should be applicable to EVERY employee.
- EN9 Staff Professional Development and Training
 - Training dates and times for 1 and 2 are available through the UT Dallas Galaxy Learning & Education Organizer Tool. UT Dallas staff has the option to attend training and professional development opportunities geared towards sustainability developmental goals.
 - ==1==

Course Name: Freedom from Smoking
 Course Code: EWSC
 Description: The Office of Administration and University Wellness Committee will host a free, on-campus Tobacco Cessation Pilot Class from April 18, 2019 to May 30, 2019. The seven-week, eight-session class follows the American Lung Association's Freedom from Smoking cessation program to help participants end their smoking habits.
 - By registering for the first session, you will automatically be registered for all eight sessions.
 Registration is free and open to faculty, staff, and students.
 Prerequisites: None
 - ==2==

Course Name: Dignity and Respect Diversity
 Course Code: HRDRP2
 Description: Explore and develop strategies for understanding, engaging, and respecting the differences we all bring to the workplace.

○ ===3===

Training Opportunity: The Office of Sustainability Ambassador Program

Description: Train staff with strategies for engaging, educating, and leading sustainability on campus and in life. After training, ambassadors are expected to provide peer education to their office mates and the campus community at-large.

- EN10 Community Partnerships
 - No AASHE Data specific to Quality Education
- EN12 Continuing Education
 - No AASHE Data specific to Quality Education
- EN13 Community Service
 - 67.86% students engaged in Community Service
- EN14 Participation in Public Policy
 - No AASHE Data specific to Quality Education

Operations

- OP3 Building Design and Construction
 - 55.21% of buildings are under a green building rating system for design and construction
- OP4 Building Operations and Maintenance
 - No AASHE Data specific to Quality Education

Planning & Administration

- PA2 Sustainability Planning
 - Supporting Sustainability Initiatives
- PA5 Diversity and Equity Coordination
 - Living Our Values Taskforce
 - Student Government: Diversity & Equity Ad-Hoc Committee
 - The Committee for the Support of Diversity and Equity is a University-wide standing committee reporting directly to the President of the University of Texas at Dallas. The committee meets regularly to review and discuss issues that affect the institutional status, professional effectiveness and personal morale of women, minorities, and members of other underrepresented groups in full and part-time faculty and staff positions.
 - Several offices across campus as well
- PA6 Assessing Diversity & Equity
 - The Diversity and Equity Committee at UT-Dallas discussed, planned, and implemented a climate survey, which was available online to faculty and staff in February and March of 2016. The committee established subcommittees to analyze qualitative and quantitative data. It included questions on respondent demographics and on perceptions/observations related to diversity and equity on campus. Respondents answered some questions on a Likert scale; others invited open-ended responses. We separated data into two categories for analysis: qualitative and quantitative.

- PA7 Support for Underrepresented Groups
 - Non-Discrimination Statement: The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful, and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, disability, genetic information, or veteran status. In addition, the University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender identity, and gender expression where not protected by applicable law.
 - =====Underrepresented Student Groups=====

Diverse student recruitment happens on a number of levels as most colleges, schools and departments have student diversity initiatives in addition to those through the Office of Admissions. The Office of Diversity and Community Engagement has a number of programs to reach out to diverse populations at the high school level, including five UT Outreach Centers around the state and Pre-College Academic Readiness Programs that provide dual credit programs to diverse students around the state.
 - Academic Bridge Program

The program is a highly successful initiative that recruits and graduates primarily underrepresented minority students from area high schools who do not meet normal UT Dallas admission standards but who do show a passion for success in college.

Link: <https://is.utdallas.edu/academic-bridge-program/>
 - Minority Scholars' Symposium

The Minority Scholars' Symposium, held each spring, is a one-day program for high school sophomores from Dallas ISD and Richardson ISD. The students visit UT Dallas to learn more about the University and the importance of pursuing a college education. The students interact with UT Dallas students, faculty, and staff. The symposium targets 250 high school sophomores from nine local high schools in collaboration with the Office of Admission and Enrollment. The goal of this one-day college preview program is to increase the enrollment of diverse students at the University. Students participate in an admissions committee exercise and tour the university.

Link: <https://utdallas.edu/community/college-preparation-programs/minority-scholars-symposium/>

- Diversity Outreach Team
The UT Dallas Diversity Outreach Teams were established to support diversity student recruitment and outreach in the Hispanic and African American communities. The teams consist of current UT Dallas students selected for their academic success, campus involvement, leadership, and desire to serve others. The Black Outreach Leadership (BOLT) and Hispanic Engagement & Achievement Team (HEAT) focuses on assisting prospective students from traditionally underrepresented populations with the following services and programming:
Link: <https://www.utdallas.edu/community/school-and-community-outreach/diversity-outreach-team/>
- College Preparation Programs
Our college preparation programs are designed to help students and parents plan and prepare for college. The Department of Community Engagement hosts summer camps, SAT preparation session, and outreach programs to help students on their journey to obtaining a college degree.
Link: <https://www.utdallas.edu/community/>
- School & Community Outreach
Our office partners with school districts, community groups, non-profit organizations, and local businesses to develop collaborations that increase student diversity at UT Dallas and increase college readiness in the region. Our outreach teams lead workshops and information sessions in the community about UT Dallas and how to enroll and pay for college.
Link: <https://www.utdallas.edu/community/>
- Diversity Scholars Program
The Diversity Scholars Program is a student success program that includes a scholarship for students with a record of academic excellence and financial need. The program supports freshmen and transfer students enrolling at UT Dallas.
Link: <https://www.utdallas.edu/community/>
- =====Underrepresented Staff/Faculty Groups =====
The Department of Faculty Diversity is responsible for supporting the recruitment, retention, and promotion of underrepresented minority faculty at UT Dallas with an aim to improve the climate and networking among University faculty. The department creates programs to help tap the pipeline of qualified minority candidates and works closely with other departments, deans, search committees and the Provost's Office. These programs ensure best practices related to faculty diversity and advance faculty diversity by working to remove barriers, ensure fairness in university policies and practices, and to facilitate an inclusive climate of advancement and growth for all faculty. Another goal of the department is to enhance and expand recruiting efforts for underrepresented and

female staff and faculty hires. In addition, committees of the Faculty Council and Staff Council work on issues around faculty and staff diversity.

- Military and Veteran Employee Resource Group at UT Dallas
One of the main purposes of the Military and Veteran ERG is enhance recruitment of candidates with military experience.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- Latino Faculty and Staff Association at UT Dallas
One of the main purposes of the Latino Faculty and Staff Association at UT Dallas is to advocate for the recruitment of additional Latino faculty and staff, and for policies that support increased diversity and inclusion at the University.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- UT Dallas Women ERG
The UT Dallas Women Employee Resource Group works to provide and support programs that contribute to the recruitment, retention, and advancement of women at UTD.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>

Sustainable Development Goal 5: Gender Equality

Academics

- AC1 Academic Courses
 - Philosophical Traditions II (3 semester credit hours) This course will be an in-depth study of one or more specific approaches within contemporary philosophical traditions, such as existentialism, phenomenology, pragmatism, process philosophy, analytic metaphysics, postcolonialism, Buddhism, Daoism, hermeneutics, critical theory, feminism, naturalism, and neurophilosophy. May be repeated for credit as topics vary (6 semester credit hours maximum).
Prerequisite: PHIL 1301 or eq
 - U.S. Women from Settlement to Present (3 semester credit hours) A survey of the changing social, political, and economic roles of American women. Particular attention will be paid to the diversity of women's roles, focusing on how women of different races, classes, and sexualities interpreted their "American experience." (3-0) Y
 - Biological Basis of Health and Disease (3 semester credit hours) Fundamentals of pathophysiology, focusing on the dynamic processes that cause disease, give rise to symptoms, and signal the body's attempt to overcome disease. The course covers diseases which may affect dramatically the life of an individual and society in the modern age. Topics include 1) mechanisms of infectious disease, immunity, and inflammation and 2) alterations in structure and function of the reproductive, circulatory, respiratory, and urinary systems. Special emphasis is given to

preventative aspects for each disease based on non-drug, wellness-promoting approaches. This course is designed as a science elective open to all majors.

- Childhood Sexual Abuse: A Multidisciplinary Investigation (3 semester credit hours) Examines childhood sexual abuse in America using multiple cultural forms: psychiatry, fiction, drama, film, news stories, and television. Considers how the definitions of sexual abuse evolve and change from the late 1800s to the twenty-first century. (3-0) Y
- Children and Media (3 semester credit hours) This course will examine the role of media in the lives of children and how developmental differences influence how they process and respond to the media. Major areas of consideration include children's responses to media violence, educational media, and play with media. (3-0) T
- Civil Rights Law and Society (3 semester credit hours) Examines the development of civil rights law, and how social ideologies are reflected and reproduced in race and sex discrimination law. Explores how power is exercised through law, and how legal change is pursued as a strategy for social reform. Topics include antislavery and the judicial process, the Reconstruction Amendments, the role of the Supreme Court in U.S. society, school segregation cases, and hate speech. (3-0) Y
- Gender in Western Thought (3 semester credit hours) Identifies gendered approaches within the history of ideas, including philosophy, theology, and literature. Universal truths about human nature, particularly with regard to sex and gender, are located within the intellectual milieu of various writers and within the larger body of Western thought. (Same as GST 3302) (3-0) Y
- Human Sexuality (3 semester credit hours) Covers a wide range of issues concerning behavioral and biological aspects of sexuality. Topics include how to judge sexual research, values and sex, love and intimacy, male and female sexual anatomy and physiology, sexually transmitted diseases, patterns of sexual response, sexual problems and therapies, the development of sexuality, sexual orientation, reproductive sexuality, forcible sexual behavior, and social issues in sexuality. (3-0) S
- Predicting Politics (3 semester credit hours) This course covers how social scientists understand and predict political events. We will examine how to predict and explain events like riots, civil wars, intra- and inter-state conflict, terrorism, and elections. There is a growing need in the policy, human rights, and foreign policy communities for these types of forecasts for early warning systems, humanitarian aid allocation, human rights monitoring, foreign policy decision-making, and conflict mediation. The course focuses on understanding, applying, evaluating, and validating commonly used prediction methods of political events.
- Terrorism (3 semester credit hours) This course, focusing on cases of domestic terrorism, examines terrorism within the context of democratic stability. Alternative state responses to these crises will also be covered, with attention to the consequences of those policies on democratic stability. Substantively, we will deal with these questions within the context of individual democracies in Latin America and in other regions of the world.

- Violence and Gun Control: The primary purpose of this course is the examination of facts surrounding one of the most heated issues of our times: the relationship between guns, violence, and gun control. The course provides a comprehensive criminological view of the topic rather than a political or legal one. Students will learn about evaluating evidence, the "stricter gun law" debate, and flaws in arguments on both sides of the issue as well as tricks used by advocates to persuade people to agree with their point of view.
- The Psychology of Prejudice (3 semester credit hours) Examines prejudice and discrimination, applying social-psychological theory and research to various social and historical topics, including stereotypes and prejudice in the media, old-fashioned and modern prejudice, genocide, sexism, heterosexism, classism, and intergroup contact. Students will apply intergroup relations theory to social policies including public housing, women's rights, gay rights, and Affirmative Action. Students may opt to participate in semester-long service-learning project and learn social entrepreneurial skills as part of the course. Prerequisite: PSY 2301. (3-0) Y
- AC5 Immersive Experience
 - Alternative Spring Break: 7) LGBT+ & Ally Services – Charlotte, North Carolina: support and give “voice and action” in building future LGBTQ and ally student leaders.
- AC8 Campus as a Living Laboratory
 - No AASHE Data specific to Gender Equality
- AC9 Research and Scholarship
 - Battaglio P
 - Berry, Brian J
 - Boots, Denise Paquette
 - Bray, Timothy M
 - Brussolo, Monica E
 - Burrough, Xtine Lester
 - Christopher, Daedra Evans
 - Gossin, Pamela S
 - Hill, Kimberly D
 - Kaplan, Marilyn R
 - Knight, Kimberly Anne
 - Llamas Rodriguez, Juan Antonio
 - McElroy, Susan K
 - McNulty, Diane S
 - Sabharwal, Meghna
 - Schulze, Jeffrey Michael
 - Skaggs, Sheryl Lynn
 - Wu, Hong-An
- AC10 Support for Sustainability Research
 - No AASHE Data specific to Gender Equality
- AC11 Open Access to Research
 - No AASHE Data specific to Gender Equality

Engagement

- EN3 Student Life
 - Sustainability Service Honors
 - Deeds Not Words
 - The Period Project
- EN5 Outreach Campaign
 - Menstrual Equity Advocacy Group- Comet Cupboard, Student Wellness Center, Gender Center, The Period Project
- EN9 Staff Professional Development and Training
 - Course Name: Dignity and Respect Diversity
 - Course Code: HRDRP2
 - Description: Explore and develop strategies for understanding, engaging, and respecting the differences we all bring to the workplace.
- EN10 Community Partnerships
 - No AASHE Data specific to Gender Equality
 - We often work with the Gender Center on campus
- EN12 Continuing Education
 - No AASHE Data
- EN13 Community Service
 - No AASHE Data specific to Gender Equality
- EN14 Participation in Public Policy
 - No AASHE Data

Planning & Administration

- PA2 Sustainability Planning
 - No AASHE Data specific to Gender Equality
- PA3 Inclusive and Participatory Governance (at least 40% of institution's highest governing body are women)
 - UT System Board of Regents- highest level governing body
 - Elected first women of color ticket to Student Government
 - No data on highest governing body for women
- PA5 Diversity and Equity Coordination
 - 26.6% of faculty and staff responded to the survey. Nearly 90% of respondents in all demographic categories reported that diversity was important to them personally and that it was important to them that UTD hold diversity as one of its core values. 69% believed that UTD had an inclusive climate, citing in particular recent progress in building a diverse student body, increased programming around LGBTQ issues, and the founding of the Office of Diversity and Community Engagement in 2007. Concerns emerged in eight major areas.

- There were concerns about creating a more inclusive, welcoming environment around sexual orientation/gender identity and expression.
- There were major concerns about clarity, consistency, and fairness of parental leave policies and the accommodation of family care.
- Respondents reported significant structural/institutional barriers that interfere with the successful recruitment, promotion, and fair pay of women and racial/ethnic minority employees. One of the most important barriers appears to be procedural issues related to the constitution and training of hiring committees and the enforcement of existing rules and procedures.
- PA6 Assessing Diversity & Equity
 - Non-discrimination statement: The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful, and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, disability, genetic information, or veteran status. In addition, the University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender identity, and gender expression where not protected by applicable law.
 - Community Standards and Conduct; Behavior Assessment and Intervention Team (BAIT)
 - Link: <https://www.utdallas.edu/conduct/bait/>
 - BAIT strives to promote the health, safety, and welfare of the entire UT Dallas community by preventing and resolving incidents of violence across campus, with an emphasis on addressing sexual harassment, stalking, dating/domestic violence, and sexual assault. The BAIT team accepts reports of bias incidents via an online portal or by telephone and reviews the behavioral incidents. The BAIT team refers incidents to the appropriate offices for further investigation (The Office of Institutional Compliance, Equity, and Title IX, the Dean of Students, UT Police Department are the primary units involved). BAIT then assist in the development of a strategy to address situations involving students whose behavior may be disruptive or harmful to the UT Dallas community, including situations where the disruptive or harmful behavior may be a result of a mental, emotional, or psychological health issue. The BAIT team Coordinates the University response to address the situation. The BAIT team Monitors the cases that have come to the attention of the BAIT. The BAIT team makes recommendations to responsible University officials about appropriate action consistent with University policy and procedure statements, and with state and federal law. The BAIT team also offers educational opportunities and directs those who report bias

incidents and those who committed the act considered a bias incident towards resources and services through the university offices such as the Students Counseling Center, Student Health Center, and Student Wellness Center. The Office of Institutional Compliance, Equity, and Title IX also has an online submission process for filing a grievance.

- Through the help of the BAIT team, UT Dallas now offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. Examples Include: UT Dallas' Bystander Intervention Student Leaders Organization works toward increasing peer safety through awareness of bystander interventions; UT Dallas' Safe Walk Campus Escorts volunteer to provide walks to students, faculty, and staff to and from campus; UT Dallas' Comet Voice Care Team acts as a supporting program targeting students who have submitted Title IX reports; and the Hosting of the One Love Foundation programs which are peer-led education workshop aimed at raising awareness about the warning signs of abuse and activating communities to work to change the statistics around relationship violence.
- UT Dallas Women ERG
The UT Dallas Women Employee Resource Group works to provide and support programs that contribute to the recruitment, retention, and advancement of women at UTD.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- QuTD
QuTD advances the educational mission of the University of Texas at Dallas by cultivating a safe and inclusive environment that values, celebrates and affirms the sexual and gender diversity of UT Dallas faculty and staff members. We strive to increase visibility and to encourage meaningful involvement of LGBTQ+ and allied staff and faculty within the campus community as well as to advocate workplace equity and to promote educational growth in a climate of mutual respect.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- UT Dallas Women ERG
The UT Dallas Women Employee Resource Group works to facilitate an environment of advocacy and belonging where women employees can flourish while advancing the mission of UTD. The mission of the UT Dallas Women ERG is to: develop awareness of contributions of women to UTD, provide and support programs that contribute to the recruitment, retention, and advancement of women at UTD, serve as a safe networking and communications channel for women employees of UTD, serve as a voice and to advocate for women issues on campus and in the community.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- PA7 Support for Underrepresented Groups
 - No AASHE Data specific to Gender Equality

- PA10 Sustainable Investment
 - No AASHE Data

Sustainable Development Goal 6: Clean Water & Sanitation

Academics

- AC1- Academic Courses
 - Evaluating Program and Organizational Performance (3 semester credit hours) Techniques and analytical methods of assessing governmental and nonprofit program and policy success. Emphasis is placed on strategies for impact assessment, measuring efficiency, examining short-term and long-term consequences, identifying both intended and unintended impacts, and the social, political, and ethical context of evaluation.
 - Hydrogeology and Aqueous Geochemistry (4 semester credit hours) An introduction to the principles of physical and chemical hydrogeology. Physical topics include the nature and quantification of the components of the hydrologic cycle, fundamentals of water supply and quality, overview of aquifer testing and environmental assessment. Chemical topics include behavior of low-temperature aqueous solutions, water-rock interaction, and applications of chemistry to understand the Earth and its geochemical cycles. Prerequisites: CHEM 1111 and CHEM 1112 and CHEM 1311 and CHEM 1312 and GEOS 1103 and GEOS 1104 and GEOS 1303 and GEOS 1304 and GEOS 2409. (4-0) Y
 - Hydrogeology (3 semester credit hours) Introduction to the principles and practice of ground- and surface- water hydrology. Study of the principles of occurrence and geologic controls of groundwater, physical flow, and geochemistry of waters. Design and use of procedures for typical hydrologic investigations. (3-0) Y
 - Topics in Chemistry: Water and Wastewater Treatment
 - Applied Groundwater Modeling (3 semester credit hours) This course is designed to provide students with hands-on experience using the most commonly applied groundwater flow and transport models (e.g., modflow/modpath, MT3D/RT3D, GMS). Practical application of the models and design of modeling studies is emphasized; modeling theory and mathematics is de-emphasized. (3-0) Y
 - Cost-Benefit Analysis (3 semester credit hours) Examines methods for measuring costs and benefits of public projects and policies, and the application of cost-benefit analysis to areas such as economic development, water resources, recreation, transportation, regulation, and the environment. (3-0) R
 - Energy, Water, and the Environment (3 semester credit hours) An introduction to the impacts that humans have on the environment, with emphasis on impacts resulting from energy and water use. The course is designed for students who are not seeking a technical major and who wish to enhance their use of science and engineering principles and techniques in making decisions affecting both their own use of energy and water and use by the United States and the world. The course includes discussions of ways to ameliorate and/or adapt to the impacts. (3-0) Y
 - Environmental Geology (3 semester credit hours) A course examining the interactions of people and our physical environment. Natural hazards, including

landslides, flooding, tsunamis, volcanoes, earthquakes, erosion, and sea-level change. Air, soil, fresh and ocean water pollution problems, and solutions including greenhouse gases, ozone depletion, acid rain, aquifer depletion, toxic wastes, and contamination. Energy supplies and the environment, including radioactive waste problems, and human impacts on climate. (3-0) Y

- Lean Six Sigma (3 semester credit hours) This course discusses the Lean and Six Sigma quality framework as it applies to manufacturing, service operations, re-engineering the design of products and processes to reduce waste and variability, use of Define-Measure-Improve-Control (DMAIC) methodology, and application of Lean for continuous improvement. (3-0)
- Quality and Performance Improvement in Healthcare (4 semester credit hours) Executive Education Course. Develops the knowledge and skills needed to improve the quality of both clinical and patient service processes. Topics include how to increase patient safety and create a patient-centric service culture, evaluate the efficiency and effectiveness of existing clinical processes, and identify and eliminate redundancy, bottlenecks, and non-value-added activities in key service processes. (4-0) T
- Renewable Energy Systems Design and Optimization (3 semester credit hours) This course will discuss renewable energy and energy efficiency systems modeling, design, and optimization. After examining the technological specifications of the most important renewable energy resources (e.g., wind energy, photovoltaics, and solar thermal power) and energy efficiency technologies (e.g., energy storage, home and building energy, electric vehicles), grid integration of renewable energy and energy efficiency technologies will be examined in detail. All of these concepts will be explored in great detail and reinforced through the completion of a semester long project, where the students will be solving problems of broad interest in a group setting. Students will use Matlab and R for project design. The course builds on prerequisite knowledge in engineering system design, engineering mathematics, probability and statistics, and optimization methods.
- AC5- Immersive Experience
 - Alternative Spring Break: 4) Environmental Conservation – Galveston, Texas: coastal ecosystems and watersheds
- AC8- Campus as a Living Laboratory
 - Reflection Pool Water Loss Research: A student recorded the amount of water that was being pumped into UT Dallas' reflection pools over 5 years. This data was compared to the annual rates, in inches, of water that was lost or gained through evaporation and rainfall. The student was looking to see if UT Dallas could take advantage of these natural cycles and reduce the amount of water needed to pump into the pools. The best solution available was having the grounds keeper keep an eye on the weather, and not fill the pools if rain was eminent.
 - Former Eco Rep Project

- Evaluating water used and lost in Reflection Pools on Library Mall
- Student Government: Rainwater capture at Blanca Botello Garden - Green initiative received a proposal that sought to install a rainwater capture system on campus. Facilities management agreed to install a catchment that provides water for the Blanca Botello Garden.
- Larger Rain Capture Systems
 - 5,000 Gallon Rainwater Harvesting at SSA
 - 20,000 Gallon Rainwater Harvesting at BSB
 - Capture rainwater, reverse osmosis reject water (water that is not useful for research we save), air conditioning condensate
 - Saving water in this way, used for irrigation
- AC9- Research and Scholarship
 - Thomas Brikowski- Geosciences
 - William Manton- Geosciences
 - Sarah Maxwell- Economic Political and Policy
 - May Yuan- Economic Political and Policy
- AC10- Support for Sustainability Research
 - During the Spring 2019 semester, the university held its first Sustainability Themed Semester highlighting the global water crisis. The library was able to effectively display resources and references towards educating students, faculty, and staff on this topic.
- AC11- Open Access to Research
 - No AASHE Data specific to SDG 6

Engagement

- EN3- Student Life
 - Sustainable Semesters: The Green Initiative developed and launched the sustainable semesters initiative in AY 2019 in order to provide education to students regarding sustainable issues. The water crisis was chosen for the inaugural year and student participants participated in common readings, presentations from faculty and experts, and workshops. 20 students participated in the program and their time was recognized through the Office of Sustainability's Sustainable Service Honors Program.
 - The Scarcity Project- a student organization that fundraises to build wells in developing countries
 - Thirst Project at UTD- Youth organization dedicated towards ending the global water crisis. @utdthirstproject on Instagram

- EN5- Outreach Campaign
 - No AASHE Data specific to Clean Water & Sanitation, however Green Initiative hosted a Sustainable Semesters series focused on the Global Water Crisis
- EN9- Staff Professional Development and Training
 - No AASHE Data specific to SDG 6
- EN10- Community Partnerships
 - No AASHE Data specific to SDG 6
- EN12- Continuing Education
 - No AASHE Data specific to SDG 6
- EN13- Community Service
 - No AASHE Data specific to SDG 6
- EN14- Participation in Public Policy
 - No AASHE Data specific to SDG 6

Operations

- OP3- Building Design and Construction
 - Green Building Guideline has policy that covers the following: Water consumption (e.g., requiring minimum standards of efficiency for indoor and outdoor water use)
- OP4- Building Operations and Maintenance
 - Green Cleaning, LEED Buildings
- OP9- Landscape Management (IPM)
 - 445/445 acres are Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach
 - Facilities Management and the Office of Sustainability work across campus to improve the livability of our landscapes. A healthy environment contributes to our students' success and provides a welcoming environment in our community.
 - As part of the Campus Landscape Enhancement Project, an Urban Forest (PDF) was established along University Drive. The forest is a densely planted area, reminiscent of a Texas creek bed. More than 5,000 trees and shrubs were planted, many of them native to Texas. The varieties include Afghan Pines, Bur Oaks, Caddo Maples, Cedar Elms, Chinquapin Oaks, Magnolias, Pond Cypress and Shumard Oaks. The Urban Forest is set in a natural riparian corridor running through campus.
 - Cottonwood Creek also runs through campus. The West Fork of Cottonwood Creek runs along the west side of campus, through University Village. It ultimately joins other waterways at White Rock Lake, part of the Trinity River watershed.
 - With more than 7,000 trees on campus, and as the recipient of \$50 million dollars for landscape enhancement, The University of Texas at Dallas is committed to maintaining our fabulous landscapes. To demonstrate that commitment, the University has been recognized by the Arbor Day Foundation as a Tree Campus

USA®, a program that helps campuses establish and maintain healthy community forests.

- To maintain that certification, UT Dallas has established a Tree Advisory Committee, a standing sub-committee of the Campus Sustainability Committee. A Tree Care Plan has been developed and implemented by Facilities Management. Tree Planting events take place annually on campus. Service-learning events are hosted by the Office of Student Volunteerism, both on campus and with community partners.
- The UT Dallas Tree Campus USA® program began in 2016. As part of existing tree management practices, a publicly accessible campus map and tree inventory has been made available online for students, staff, and faculty to view.
- UT Dallas sits in Texas' Blackland Prairie. The Blackland Prairie region is a strip of dark, rich soil encompassing much of Dallas and following the I-35 corridor. Facilities Management has established a No-Mow Zone to encourage native prairie grasses and give plants an opportunity to reestablish. Mowing less and planting native species are a key part of our prairie restoration program. An eight-acre area on the southwest corner of campus is the home of the restoration and our largest Monarch Waystation. Native pollinators, like Monarch butterflies, Bumblebees, Mason Bees, and Honeybees, are crucial to the proliferation of many flowering and fruit producing plants.
- The Monarch Watch is a nonprofit managed by The University of Kansas. UT Dallas is located in the migratory path of the Monarch Butterfly. To encourage species recovery, we have planted native milkweed to serve as a breeding ground, and wildflowers to support all pollinators in their search for food. Through the Office of Student Volunteerism, students can participate in planting and maintaining the Monarch Waystation and Blackland Prairie Restoration.
- At UT Dallas, landscape waste including tree limbs are shredded into mulch and reused on-campus. The Monarch Butterfly, a species of concern, is protected at UT Dallas as well. The development of a Monarch Waystation features diverse plant and insect life including milkweed, the flower at which Monarch Butterflies reproduce, feed, and thrive during migration.
- UT Dallas is a campus that is comprised of buildings, greenspace, and natural landscaping features that includes many diverse species of flora and fauna. Through efficient and strategically planned watering, our Facilities Management team ensures that our campus landscape is healthy and visually appealing. Efficiency in campus irrigation minimizes water loss and waste.

- UT Dallas utilizes bioswales, rainwater harvesting, stormwater ponds, solar sync sensors, and native landscaping to minimize water loss and runoff. Bioswales have been added as part of new construction at the Student Service Building and Bioengineering and Science Building. Stormwater mitigation techniques improve the management of Cottonwood Creek that runs through campus.
- With the new drive to building efficient, green, and/or LEED certified buildings at UT Dallas, bathrooms are of interest for water conservation efforts. Our Facilities Management team has taken the initiative to maximize water savings and conservation whenever possible when renovating bathrooms and/or replacing bathroom fixtures such as toilets, urinals, and faucets. This may include, but is not limited to, low-flush toilets and urinals, dual-flush toilets, and low-flow faucets.
- OP14- Office Paper Purchasing (FSC certified)
 - Low percentage from UT Dallas
- OP18- Waste Minimization and Diversion
 - Specialty recycling programs, food waste composting
- OP19- Construction and Demolition Waste Diversion
 - 78.23% of waste diverted from landfill in this area, doing well
- OP20- Hazardous Waste Management
 - No AASHE Data specific to SDG 6
- OP21- Water Use
 - Physical Risk Quantity: Medium to Higher
 - Total water use: 111,666,000 Gallons
 - The University of Texas at Dallas continued the expansion of the campus from 2007 to 2019 by adding the Natural Science and Engineering Research Laboratory, the Center for Brain Health (near the University of Texas Southwestern Medical Center), the Bioengineering and Sciences Building, the Engineering & Computer Science West Building, a new Science Building, The Davidson-Gundy Alumni Center, and Northside Phase 1 & 2. The addition of these buildings added a floor area of 4,271,121.65 Gross Square Feet. The baseline year was selected to capture data from before the building growth on campus and associated efficiency with modern buildings.
 - Potable water uses per weighted campus user: 8,569.73 Gallons
 - Percentage reduction in potable water use per weighted campus user from baseline: 13.78%
 - Percentage reduction in potable water use per unit of floor area from baseline: 34.93%
 - New buildings, higher efficiency lighting and fixtures throughout. Growing student population so per capita usage is decreasing
 - UT Dallas recovers water at the LEED Platinum Student Services Building and LEED Gold Bioengineering and Sciences Building. The Student Services Building captures rainwater for irrigation use and Bioengineering and Sciences Building features an innovative system that captures rainwater, reverse osmosis

reject water harvesting, and condensate capture and utilizes the water to reduce need for potable water in irrigation.

- UT Dallas has adopted constructions standards that require efficient fixtures in all capital projects and remodels. UT Dallas has also updated irrigation controllers in order only irrigate when plant water needs require that rainfall is supplemented, and to eliminate unnecessary irrigation.
- OP22- Rainwater Management
 - UT Dallas is located within the boundaries of the City of Richardson's "urbanized area" (UA) and is regulated under the Texas Commission on Environmental Quality (TCEQ) Phase II Municipal Separate Storm Sewer System (MS4) permit. The overall goal of the MS4 permit is to improve the water quality of Cottonwood Creek flowing through our campus into receiving waters, and to protect the US waterways from pollution. Environmental Affairs manages the University's storm water compliance programs, including permitting, spill prevention, above-ground storage inspections, and outfall inspections.
 - Stormwater Pollution Prevention Plans (SWPPPs) – pronounced "Swipps" – and Stormwater Management Plans (SWMPs) - pronounced "Swamps" - are site-specific, written documents that: (1) identify potential sources of stormwater pollution on a construction, industrial and/or municipal site; (2) describe stormwater control measures and Best Management Practices (BMPs) that will be used to reduce or eliminate pollutants in stormwater discharges from the project site; and (3) identify the procedures the operator of the project site will implement to comply with the terms and conditions of the site-specific general permit.
 - SWPPPs and SWMPs are ever-changing documents. In order for a construction, industrial or municipal project site to remain in compliance with the Clean Water Act's NPDES permitting program, a Stormwater Pollution Prevention Plan or Stormwater Management Plan, which details the sites' stormwater management initiatives, must be developed, and maintained throughout the construction project's entirety. As the project progresses and goes through changes, the SWPPP or SWMP is required to be revised to reflect those changes. The Stormwater Pollution Prevention Plan and Stormwater Management Plan is comprised of site maps, BMP details, inspection reports, spill reports, corrective action logs and associated waivers.
 - Contractors who are involved with construction projects on campus must comply with all applicable regulations regarding stormwater protection. The state of Texas and the Texas Commission on Environmental Quality (TCEQ) were granted delegated authority by the EPA to administer their own National Pollutant Discharge Elimination System (NPDES) Permitting Program for wastewater and stormwater discharges associated with construction activity, industrial activity as well as Municipal Separate Storm Sewer System (MS4) activity. Because the EPA and The Clean Water Act required a program for addressing the pollution caused by stormwater discharges, The Texas Commission on Environmental

Quality implemented and managed the Texas Pollutant Discharge Elimination System (TPDES) Permitting Program to fulfill all Clean Water Act and federal mandates. The TPDES provides a process for project owners and operators to attain permit coverage allowing the discharge of stormwater and wastewater into Texas surface waters.

- Plan:
STORM WATER POLLUTION
PREVENTION PLAN (SWPPP)
 - Prior to submitting Notice of Intent to EPA;
 - Site Description
 - Potential Pollutant Sources
 - BMP's
 - Training Log
 - Inspection Log
 - Update The SWPPP
 - Emergency Contacts
- By practicing health pollution prevention habits, campus community members can keep pollutants like dirt and common garbage that collect on paved areas from washing into storm drains.

Planning & Administration

- PA2- Sustainability Planning
 - Campus Master Plan- Grounds
 - Landscape
 - Establish buffers to mitigate stormwater runoff.
 - Diversify uses throughout the campus to encourage walking and increased quality of campus life.
 - Continue to build additional tree cover for relief against the heat.
 - Enhance existing creek areas to create a campus amenity.
 - UT System 169 Sustainability Practices
 - Sec. 7 Energy and Water Efficiency Practices
 - 7.1 Each institution will update Energy and Water Management Plans to reflect energy consumption reduction goals as of FY 2011 over the baseline levels established by the Energy Utility Task Force in 2001. The institutions will report annual progress on their Energy and Water Management Plans by means of the State Energy Conservation Office (SECO) template.
 - 7.2 Any new capital or major renovation project will apply, as a minimum, the energy efficiency design and construction principles of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 90.1 or the International Energy Conservation Code as established by SECO. The

institution planning and design process will include consideration of life cycle cost along with other factors in the project planning and design process, recognizing the importance of long-term operations, maintenance, total cost of ownership of U. T. System facilities, budgetary constraints, and programmatic requirements. A measurement and verification plan will be prepared prior to the completion of construction of a new building or major renovation, directed toward establishing an energy service consumption baseline during the first 12 months of occupancy. Subsequent energy consumption audits every three years will document 20% variances to the baseline levels. Institutions will require rainwater and gray water harvesting systems for non-potable use for new buildings where practical and within program budgets.

Sec. 7 Energy and Water Efficiency Practices

7.1 Each institution will update Energy and Water Management Plans to reflect energy consumption reduction goals as of FY 2011 over the baseline levels established by the Energy Utility Task Force in 2001. The institutions will report annual progress on their Energy and Water Management Plans by means of the State Energy Conservation Office (SECO) template.

- 7.2 Any new capital or major renovation project will apply, as a minimum, the energy efficiency design and construction principles of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 90.1 or the International Energy Conservation Code as established by SECO. The institution planning and design process will include consideration of life cycle cost along with other factors in the project planning and design process, recognizing the importance of long-term operations, maintenance, total cost of ownership of U. T. System facilities, budgetary constraints, and programmatic requirements. A measurement and verification plan will be prepared prior to the completion of construction of a new building or major renovation, directed toward establishing an energy service consumption baseline during the first 12 months of occupancy. Subsequent energy consumption audits every three years will document 20% variances to the baseline levels. Institutions will require rainwater and gray water harvesting systems for non-potable use for new buildings where practical and within program budgets.

- PA10- Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN19- Green Laboratory Program
 - No AASHE Data
- IN24- Natural Wastewater Systems
 - No AASHE Data
- IN26- Nitrogen Footprint
 - No AASHE Data
- IN26- Pest Management Certification

- No AASHE Data
- IN26- Stormwater Modeling
 - No AASHE Data
- IN26- Water Balance
 - No AASHE Data

Sustainable Development Goal 7: Affordable and Clean Energy

Academics:

- AC1: Academic Courses
 - Big Data and Machine Learning for Scientific Discovery (3 semester credit hours) This class introduces a wide range of machine learning techniques suitable for Big Data analysis. The techniques covered include multivariate non-linear non-parametric regression and classification, both supervised and unsupervised. These approaches are directly applicable to many issues of major scientific and societal importance. The practical tools introduced (Neural Networks, Support Vector Regression, Decision Trees, Random Forests, etc.) can be readily used in a wide range of applications from research to real time decision support. The data used can come from a wide variety of sources including scientific instrumentation, social media, remote sensing, aerial vehicles, and the internet of things. (3-0) R
 - Isotope Geochemistry (3 semester credit hours) Synthesis of the elements in stars and chronologies for the galaxy. Isotope systematics in meteorites, abundance anomalies, cosmogenic nuclides, and solar system chronologies. The development of the modern multi-collector mass spectrometer. Mass fractionation laws, double spiking techniques, and high precision isotope ratio measurements. Isotope geochemistry of noble gases and radiogenic nuclides as pertaining to the composition and history of the mantle and crust. Application of stable isotopes to studies of diagenesis and water-rock interaction, groundwater management, paleoceanography, and secular variations in the isotopic composition of seawater. High-temperature and, where applicable, low-temperature water-rock interactions pertaining to the origin of igneous rocks. The evolution of radiogenic Sr in sea water. Radiometric age dating as applied to the solution of geologic problems. (3-0) R
 - Energy Economics and The Cost of Regulation (3 semester credit hours) This course provides students with a comprehensive understanding of energy fundamentals through a detailed examination of the history, structure and functioning of modern energy markets. Topics include models of supply, demand, and transportation, market structure, game theoretic strategies and risk management, environmental issues, and policy and regulation. Prerequisite: MECO 6303 or SYSM 6319. (3-0) R
 - Energy Finance (3 semester credit hours) Builds on foundations of business finance to develop a methodology for evaluating energy-related investment decisions. Particular emphasis is put on decisions under regulatory and market uncertainty, technology-facilitated substitutability, resource depletion, and real

options analysis. Case studies are drawn from the oil, natural gas, electricity, and renewables sectors. Prerequisite: FIN 3320. (Same as FIN 4313) (3-0) Y

- Energy Harvesting, Storage and Powering for Microsystems (3 semester credit hours) This course studies the electrical characteristics of various renewable energy sources and the corresponding approaches on harvesting and storage, with emphasis on the imposed requirements of microscale dimension. They are followed by the discussion on power conditioning and cross-layer energy/power management with circuit implementations. Prerequisite: EE 3311 or equivalent. (3-0) Y
- Energy, the Environment and Human Health (1 semester credit hour) This course will focus on the environmental and human health impacts of geologic materials and geologic processes with particular emphasis on fossil fuels. A balanced, fact-based discussion will be provided on both positive and negative effects of various energy sources on the natural environment and human health. Old and new myths about the environmental and health consequences of fossil fuels, especially coal, will be debunked. The course will cultivate an awareness of both the positive and negative aspects of energy production and use and enable informed decision making with respect to societal issues associated with energy and mineral resources. (1-0) Y
- Energy, the Environment and Human Health (1 semester credit hour) This course will focus on the environmental and human health impacts of geologic materials and geologic processes with particular emphasis on fossil fuels. A balanced, fact-based discussion will be provided on both positive and negative effects of various energy sources on the natural environment and human health. Old and new myths about the environmental and health consequences of fossil fuels, especially coal, will be debunked. The course will cultivate an awareness of both the positive and negative aspects of energy production and use and enable informed decision making with respect to societal issues associated with energy and mineral resources. (1-0) Y
- Managing Power and Renewable Energy, Sustainability
- Managing Energy: Risk, Investment, Technology (MERIT) (3 semester credit hours) MERIT is designed for students or professionals interested in the energy sector. Energy sector houses applications from several academic disciplines: operations management, engineering and technology, risk management, economics, and finance. Students currently involved in these and similar academic programs can take MERIT to learn the fundamentals of the energy sector. (3-0) R
- AC5: Immersive Experience
 - No AASHE Data specific to Clean and Affordable Energy
- AC8: Campus as a Living Laboratory
 - Classroom Lighting Management System:
A research project designed to install multiple sensors at different appropriate locations in classroom buildings. Proposed and Researched by a Master of Engineering Student, the proposed idea would be designed to solve the problem of limited visibility of occupancy-based lighting management systems (sensors)

on campus. This research has been developed under the supervision of faculty in a lab setting and is currently being piloted in a meeting room on campus.

- AC9: Research and Scholarship

L

Akin, Bilal

Auciello, Orlando Hector

Balkus Jr, Kenneth J

Chabal, Yves

Chiu, Yun

Cho, Kyeongjae

Finkelman, Robert B

Gohil, Ghanshyamsinh Vijaysinh

Griffith, Daniel Todd

Haines, Carter

Iungo, Giacomo Valerio

Khan, Bernine

Leonardi, Stefano

Li, Yaoyu

Ma, Dongsheng

Rotea, Mario A

You, Seung Mun

Young, Chadwin Delin

Yuan, May

Yurkovich, Stephen

Zhang, Jie

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- AC10: Support for Sustainability Research
 - No AASHE Data specific to Clean and Affordable Energy
- AC11: Open Access to Research
 - No AASHE Data

Engagement:

- EN3: Student Life
 - Sustainable Labs
 - The Sustainable Labs program is a pilot program targeting teaching labs in order to help reduce the environmental impact of laboratories at UT Dallas. Our goal is to support and empower students and student-led organizations to help lead our campus to green, sustainable ideas and practices in laboratories. Students from all schools and disciplines who champion these efforts are invited.
 - Conservation Conversations Event
 - Citizen's Climate Lobby
- EN5: Outreach Campaign
 - No AASHE Data specific to Clean and Affordable Energy

- EN9: Staff Professional Development and Training
 - o No AASHE Data specific to Clean and Affordable Energy
- EN10: Community Partnerships
 - o No AASHE Data specific to Clean and Affordable Energy
- EN12: Continuing Education
 - o No AASHE Data
- EN13: Community Service
 - o No AASHE Data specific to Clean and Affordable Energy
- EN14: Participation in Public Policy
 - o No AASHE Data

Operations

- OP3: Building Design and Construction
 - o Green Building guidelines cover energy consumption and indoor environmental quality
- OP4: Building Operations and Maintenance
 - o Schneider Power Monitor Expert is utilized to monitor power usage throughout campus. This tool allows Facilities Management staff to run reports, analyze trends in energy use, and identify strategies for energy use reduction. Facilities management has utilized Power Monitor Expert in order to prioritize buildings for energy efficiency retrofits and the data has been utilized in order to receive energy efficiency incentives from the utility provider. Energy efficiency retrofits are funded through a revolving fund, which has assisted with over 30 projects and provided over 3,000,000 kWh of energy savings. UTD is also planning to roll out power monitoring dashboards with behavior change education in key buildings in Fall 2020 in an effort to reduce energy usage.
 - o Group within Facilities Management (EMS)- dedicated to campus energy management and using power monitor expert
 - o OP5: Building Energy Consumption
 - o a. Green Initiative placed light switch stickers in buildings to conserve energy
 - o b. Regular speaking engagements by Office of Sustainability Staff on how to be sustainable on campus.
 - o c. Green Office initiatives offered to all staff and faculty to maintain an efficient and sustainable office work space
 - o d. Green Labs initiative to efficiently conserve energy and dispose of waste in campus laboratories
 - o e. Office of Sustainability Website offers incentives and information to be more sustainable on campus
 - o f. Mass email regarding sustainability on campus sent on peak usage days for most efficient delivery
 - o UT Dallas is committed to energy conservation and transitioning away from high energy use lighting. Revolving Fund is utilized to fund LED retrofits throughout campus. In FY 19, over \$60,000 has been spend on retrofits. The construction standards require LEDs for exterior lighting. The Research and Operations Center West and Bio engineering Science Building are LED only buildings.

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	201,788.70 MMBtu	336,438.82 MMBtu
Electricity from on-site renewables	0 MMBtu	0 MMBtu
District steam/hot water (sourced from offsite)	0 MMBtu	0 MMBtu
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	6,699.98 MMBtu	91,039.57 MMBtu
Total	208,488.68 MMBtu	427,478.39 MMBtu

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.03 MMBtu / GSF	0.15 MMBtu / GSF
Source energy	0.09 MMBtu / GSF	0.41 MMBtu / GSF

- OP6: Clean and Renewable Energy
 - 1,122 MMBtu/208,488.68 is renewable energy
 - 0.02/4.00 points
 - Parking Structure 1's four rows of solar panels are designed to produce 227 kW, enough to supply the energy needs for the entire structure, making it a net-zero energy building.
 - Solar panels on the roof of the Engineering & Computer Science North (ECSN) Building provide 1.2 kilowatts of energy to be used in the Renewable Energy and Vehicular Technology Lab.
 - Solar panels at the UT Dallas Research and Operations Center (ROC) provide charging for faculty golf carts, allowing them to drive to the main campus without emissions. Installed in 2012, these 4-kilowatt panels are connected to batteries that are capable of storing 15 kilowatts, which provides for nighttime charging.
 - Solar thermal panels on the roof of the Student Services Building (SSB) heat the building's water, decreasing the amount of electricity needed for the building's operations.

- OP12: Electronics Purchasing
 - o No AASHE Data specific to Clean Energy

Planning & Administration

- PA2: Sustainability Planning
 - o Each institution will strive to achieve a high performance building comparable to a U.S. Green Building Council Leadership in Energy and Environmental Design (LEED®) Certified rating or higher whenever possible, excluding laboratory and acute care and patient care facilities, within the constraints of program needs and budget parameters. U. T. System recognizes and commends the early leadership and accomplishments of LEED® as a green building certification program; however, that certification currently comes with a significant cost in documentation. Therefore, U. T. System strives for a high-performance building standard comparable to LEED® for new major capital projects. Money for certification documentation is better spent obtaining more energy-efficient building systems. Further study will be conducted before similar sustainable design policies for laboratory and acute care and/or patient care facilities are adopted.
 - o UT System 169 Sustainability Practices
Sec. 7 Energy and Water Efficiency Practices
 - o Each institution will update Energy and Water Management Plans to reflect energy consumption reduction goals as of FY 2011 over the baseline levels established by the Energy Utility Task Force in 2001. The institutions will report annual progress on their Energy and Water Management Plans by means of the State Energy Conservation Office (SECO) template. Any new capital or major renovation project will apply, as a minimum, the energy efficiency design and construction principles of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 90.1 or the International Energy Conservation Code as established by SECO. The institution planning and design process will include consideration of life cycle cost along with other factors in the project planning and design process, recognizing the importance of long-term operations, maintenance, total cost of ownership of U. T. System facilities, budgetary constraints, and programmatic requirements. A measurement and verification plan will be prepared prior to the completion of construction of a new building or major renovation, directed toward establishing an energy service consumption baseline during the first 12 months of occupancy. Subsequent energy consumption audits every three years will document 20% variances to the baseline levels. Institutions will require rainwater and gray water harvesting systems for non-potable use for new buildings where practical and within program budgets. Resource Efficiency: Provide functional, adaptable, and sustainable building and site designs that use water, energy, and material resources effectively and efficiently.

- Sec. 8 Alternative Energy Practices
With a goal of reducing U. T. System's nonrenewable energy consumption, each institution will evaluate alternative energy designs for new major capital projects.

- PA10: Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN10: Energy System Certification
 - No AASHE Data
- IN19: Green Laboratory Program
 - Not applicable

Sustainable Development Goal 8: Decent Work & Economic Growth

Academics

- AC1: Academic Courses
 - Global Business (2 semester credit hours) Provides an introduction to the fundamental concepts of international business, covering macro-level environmental factors that affect international business today. Topics include globalization, country environments, culture, international trade and investment, regional economic integration, and the global monetary system. Credit cannot be received for both courses, IMS 6204 and IMS 6304. May not be used to fulfill degree requirements in MS International Management Studies. (2-0) S
 - Global Politics (3 semester credit hours) This course will introduce students to the study of global politics. It will explore the teachings from comparative politics and international relations in examining changing global relationships and power structures, and the research methodologies used in this analysis.
 - International Human Resource Management (3 semester credit hours) This course will focus on the impact of globalization on managing international human resources. The central aim of this course is to identify the challenges of managing diverse manpower in an international set up and to teach students how to effectively manage diverse manpower in rapidly changing global business environments. Students will learn how to develop an effective human resource management strategy by incorporating cultural, legal, and social aspects of a host country. The course also introduces comparative HR practices in the process of expatriates' selection, training and managing of cultural shocks and reverse cultural shocks. (3-0) Y
 - Principles of Macroeconomics (3 semester credit hours) An introduction to theories of the determination of national production and income, interest rates, inflation, and unemployment. Other topics include the banking system, balance of payments, economic growth, and development.
 - Social Policy in Modern Societies (3 semester credit hours) Examines the controversies and research concerning the development of welfare states and

public social provision. Particular emphasis is placed on the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies are considered.

- Civil War & Reconstruction: A survey of the causes and events that led to the Civil War, including slavery, the growth of sectionalism in the United States, the nature of the anti-slavery movement, and the inability of political institutions in the United States to facilitate any peaceful settlement to the impending crisis of the late 1850s and early 1860s. The course focuses on social, economic, and political factors during this period and examines the impact that individual political leaders and their personal beliefs and characteristics had upon these events. (3-0) R
- Advanced Managerial Economics (3 semester credit hours) Advanced economic analysis of consumer theory, production theory, exchange, and market interactions. Managerial topics such as comparable worth, product standardization, environmental spillover effects, and imperfect competition. Instructor consent required. (3-0) T
- American Ethnic Experience: Immigrants After 1945 (3 semester credit hours) Study of the experiences, conditions, and contributions of the new immigrants who have arrived in America since 1945. Topics include the changes in immigration policies, new patterns of ethnic relations, and impact of new immigrants on American society. (3-0) T
- Labor Economics and Human Resources (3 semester credit hours) Analyses of wage and employment determination, the role of unions and government in labor market outcomes; discussion of such issues as human capital, discrimination, occupational safety and health, and labor market segmentation
- Social Policy in Modern Societies (3 semester credit hours) Examines the controversies and research concerning the development of welfare states and public social provision. Particular emphasis is placed on the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies are considered.
- Social Sector Engagement and Community Outreach Practicum (0 semester credit hours) This course is designed to further develop a student's appreciation of the stakeholders in their community through appropriate developmental experiences in a real community engagement. Students are required to complete 100 hours of community service and submit specific verification from the community organization of the hours completed. Instructor consent required. (0-0) S
- Spatial Thinking and Data Analytics (3 semester credit hours) This course explores the role that Spatial Thinking plays across a variety of subject areas in science, engineering, mathematics, arts, and humanities. We will introduce rich resources of geospatial data from government agencies, social media, and semantic web. Students will be exposed to introductory methods in Spatial Data Analytics afforded by Global Positioning Systems (GPS), Remote Sensing (RS), Geographic Information Systems (GIS), Spatial Analysis, and Mapping technologies and learn how to bring spatial considerations into research and

applications. The course is intended to empower students with spatial intelligence (one of the nine intelligences on Howard Gardner's Theory of Multiple Intelligences) and with experiences of applying spatial thinking and data analytics to problem solving. (Same as EPPS 2305 or GISC 2305) (3-0) Y

- Strategic Management (3 semester credit hours) Capstone-level course requiring integration of all fields of business. Students will draw on their broadened awareness of various environmental influences (social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to the strategic planning mode. Prerequisites: (BCOM 3310 or equivalent) and FIN 3320 and ITSS 3300 and OPRE 3310 and (OBHR 3310 or OBHR 3330) and MKT 3300. (3-0) S
- The Global Economy (3 semester credit hours) Considers the changing relationships of population, resources, and the economy; the transformation of classical spatial economics; and the processes producing increasing globalization. Particular attention is paid to technological change and to the dynamics of world trade and investment. This course is also recommended for students who are not economics majors.
- AC5: Immersive Experience
 - No AASHE Data specific to SDG 8
- AC8: Campus as a Living Laboratory
 - PA 6399 – Master of Public Administration Capstone Course
 - Instructor – Dr. John McCaskill
 - Description of Projects - The Capstone course uses the project as the defining requirement. The students will spend 12-16 weeks working on a substantive project for presentation and submission to a local organization. In the past, students have provided program evaluations for nonprofits, social media plans for nonprofits, cost recovery analyses for city departments, a redesign of the building and permitting department of a local city, and several others. Those are the size and scope that a group of 8-12 students will take on. They produce a 25–50-page report and 20-minute presentation.
- AC9: Research and Scholarship
 - Rodney Andrews
 - Daniel Arce
 - Nina Baranchuk
 - John Barden
 - I. Bardham
 - Teodoro Benavides
 - Ronald Blair
 - Patrick Brandt
 - Ronald Briggs
 - Monica Brussolo
 - Jonas Bunte
 - J. Culp
 - Tevfik Dalgic
 - Theodore Day
 - Lloyd Dumas

- Simon Fass
- Jerome Gafford
- Seth Giertz
- Doug Goodman
- Evgenia Gorina
- William Hefley
- Donald Hicks
- Dorothee Honhon
- Bin Hu
- Marilyn Kaplan
- David Lary
- Sonia Leach
- Murray Leaf
- Robert Lowry
- Susan McElroy
- Diane McNulty
- Toyah Miller
- Alex Piquero
- Daniel Rajaratnam
- Carolyn Reichert
- Todd Sandler
- Michael Savoie
- Kevin Siqueira
- Mark Thouin
- Irina Vakulenko
- Malcolm Wardlaw
- Habte Woldu
- Laurie Ziegler
- AC10: Support for Sustainability Research
 - No AASHE Data specific to SDG 8
- AC11: Open Access to Research
 - No AASHE Data

Engagement

- EN3: Student Life
 - Blackstone Launchpad: May fall under SDG 9 as well
The Blackstone LaunchPad powered by TechStars entrepreneurship program was developed as part of the Blackstone Charitable Foundation's Entrepreneurship Initiative, modeled after a successful program at the University of Miami, and is powered by TechStars, the worldwide network that helps entrepreneurs succeed.
 - Open to all students and alumni in all majors, the campus-based Blackstone LaunchPad powered by TechStars entrepreneurship program enables participants to access mentoring, grow their network, and access the resources to accelerate

the success of their business. Visit our multi-purpose collaborative co-working space where we inspire, accelerate, and support student entrepreneurship.

- The UT Dallas Seed Fund, a program of the Institute for Innovation and Entrepreneurship, invests exclusively in technology startups founded by UTD students, faculty, staff, alumni, and other program affiliates. The UT Dallas Seed Fund seeks to invest in early-stage businesses with inventions, discoveries, products, or services that have achieved proof of concept (or a prototype) and are ready for commercial product development.
 - Enactus: Enactus is an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. Since Fall 2006, Enactus UTD has focused on giving back to the local community by educating individuals and doing various projects (e.g., financial literacy and success skills training, business development and entrepreneurship, business ethics, women empowerment, and environmental sustainability). Enactus UTD also takes part in regional and national competitions as part of the global Enactus organization
- EN5: Outreach Campaign
 - No AASHE Data specific to SDG 8
 - EN9: Staff Professional Development and Training
 - No AASHE Data specific to SDG 8
 - EN10: Community Partnerships
 - No AASHE Data specific to SDG 8
 - EN12: Continuing Education
 - No AASHE Data
 - EN13: Community Service
 - No AASHE Data specific to SDG 8
 - EN14: Participation in Public Policy
 - No AASHE Data
 - EN15: Trademark Licensing (Member of Worker Rights Consortium or the Fair Labor Association)
 - No AASHE Data

Operations

- OP7: Food and Beverage Purchasing
 - No AASHE Data
- OP11: Sustainable Procurement
 - Garments

The University of Texas at Dallas accommodates many thousands of students, staff, faculty, alumni, and visitors throughout the year. Many departments, offices, and university stores purchase garments such as shirts, sweaters, and graduation gowns. To reduce our overall footprint and environmental impact, The Office of Sustainability recommends evaluating the feasibility of purchasing garments that

are made of recycled materials and/or supplied by suppliers who adhere to the Fair Labor Association's Code of Conduct.

- Social, Economic and Environmental Impacts

The University of Texas at Dallas strives to make a positive impact to support the economic diversity and prosperity within the State of Texas. To nurture economic growth, UT Dallas supports locally based businesses, enterprises, and organizations through engagement, partnership, and business opportunities.

- OP20: Hazardous Waste Management

- hazardous, universal, and non-regulated chemical waste is managed through the University's hazardous waste team. It is consolidated from campus to a central accumulation area (CAA), where it is inspected, inventoried, and prepared for shipment, all under the appropriate Federal and State regulations. The CAA is locked and under surveillance at all times. The waste is segregated within the building in different rooms, which include secondary containment in the event of a spill. Waste pick-ups from the container storage area are scheduled to occur at a maximum of 90 days from the last pick-up. All wastes are transported to a permitted off-site disposal or recycling facility. Waste collected at the CAA is then shipped off by either our hazardous waste vendor or our universal waste vendor, under oversight by the hazardous waste team. The hazardous waste vendor is on contract through UT System, which ensures that the waste handlers, transporters, and disposal facilities have all the required permitting, insurance and are managing the materials properly.
- Research & Academic Safety group, including the hazardous waste team, attend annual refresher trainings, including for RCRA, DOT, and HAZWOPER 40-hr. This ongoing professional development ensures highest level of compliance and safety for waste management, and communication to the generators of chemical waste.
- majority of hazardous and non-regulated chemical waste is generated from laboratories. Training is provided for all research lab members through an online service, ensuring that everyone has been educated in proper waste handling and generation in the labs from both a regulatory and policy standpoint. In addition, in-person training is provided to other staff and faculty that covers wastes generated in their spaces. This training includes proper storage (i.e., closed containers, secondary containment), storage times, accumulation areas, and segregation of incompatible materials. All waste generated in the labs is treated as hazardous until being classified by the waste vendor and UT Dallas staff. Labs request waste pick-ups through an online system, notifying members of the waste management team. Only trained professionals remove waste from the labs and transfer it to the CAA.
- hazardous waste team works closely with the Facilities Management (FM) group for any projects that may generate hazardous wastes. An online form is available for non-lab use to allow for the request of chemical or universal waste pickup.

The hazardous waste team also participates in the annual FM clean out day to collect any unwanted chemicals. In addition, electricians collect lamps and ballasts centrally at the CAA. Additional programs on campus include battery exchange program in the garage and e-recycling through our FM and Surplus groups.

- e. In the last two years, UT Dallas has expanded the battery recycling program to better engage faculty and staff. In order to make battery recycling more convenient for faculty and staff, this new program has placed over 80 used battery collection containers across campus. These containers are picked up semi-annually or by-request. Instructions are provided online and on the containers for safe collection.

Planning & Administration

- PA2: Sustainability Planning
 - To improve work-life balance, the University will study the best practices at other institutions, while emphasizing the principles of public service, human dignity, and productivity. UT Dallas will provide opportunities to ensure that the staff's skills are consistent with the needs of their jobs.
 - Diversity & Affordability: Supporting Initiatives
 1. Recruit the best and brightest students from around the globe.
 2. Improve the recruitment and retention of underrepresented students.
 3. Increase matriculation from Texas community colleges.
 4. Recruit excellent faculty members across all University disciplines.
 5. Recruit outstanding staff to support University operations.
 6. Recruit women and underrepresented groups for faculty, staff, and administrative positions.
 - No measure for Finance & Investment at UTD
- PA7: Support for Underrepresented Groups
 - Financial aid packages are available in the form of a loan, grant, scholarship, part-time job, or any combination of these programs. The total amount of aid the student receives depends on the student's cost of attendance, expected family contribution, meeting application deadlines, outside resources, academic history, and the availability of funds.
 - The UT Dallas Tuition Promise dedicates resources to cover tuition and mandatory fees for newly enrolling students whose families annually earn \$25,000 or less and meet other qualifications. The Tuition Promise applies to new and full-time undergraduate students who are Texas residents. To benefit from the plan, students must be eligible to receive Federal Pell Grants and their families' annual incomes may not exceed \$25,000. Students must also be enrolled full time.
 - The University of Texas at Dallas offers many scholarship opportunities for incoming first-time freshmen, transfer students, and graduate students, as well as for all continuing students. Some scholarship programs provide funding throughout the student's undergraduate or graduate career, provided the student meets continuing eligibility requirements.

- SEEC serves learners traditionally underrepresented in STEM, including African Americans, Hispanics, females, and low income, urban and rural DFW youth student populations. Program partners outside of the Dallas-Fort Worth Metroplex are located as far as the East Texas/Arkansas border.
 - At least 75% of learners served are from demographic groups underrepresented in STEM fields with 71% of participants returning to participate in additional programming opportunities offered by the SEEC. Many elect to attend campus-based programming after attending offsite programming.
<https://www.utdallas.edu/seec/files/Fast-Facts.pdf>
- Transfer Scholarships
 Admitted and continuously enrolled in an undergraduate degree-seeking program at UT Dallas. Certain levels of the Comet Transfer and PTK Scholarships may be renewable for up to six consecutive semesters at the original award amount. Successfully complete 6 hours for part-time enrollment per semester at UT Dallas. Maintain a cumulative 3.00 GPA or higher while receiving this scholarship.
- PA10: Sustainable Investment
 - No AASHE Data
- PA12: Employee Compensation
 - 91.45% of employees receive a living wage
 - Institution has not verified whether contractors are receiving a living wage
- PA13: Assessing Employee Satisfaction
 - No AASHE Data
- PA15: Workplace Health and Safety
 - 49.54% reduction in workplace injuries and occupational disease cases per FTE employee from baseline
 - All workers, students and visitors have the right to work, visit and live in a safe and healthy environment. The department of Environmental Health and Safety promotes this concept through programs and services designed to prevent accidents and injuries on the job and as a general procedure around campus. Our department works proactively with employees to reduce occupational injuries and illnesses in the workplace by providing consultation, training, and inspections on improving the safety culture on the campus by:
 - 1. Conducting workplace inspections and safety audits for offices and observed work.
 - 2. Consultation of unsafe construction projects and equipment.
 - 3. Response to worker incidents about safe procedures during work hours.
 - 4. Conducting accident investigations where the need for increased training can benefit all involved.
 - 5. Holding necessary specific training that targets hazards like fire extinguisher training, fall protection, ladder safety, and arc safety awareness.
 - The UTD Industrial Hygiene program focuses on anticipating, recognizing, evaluating, and controlling potential health and safety

hazards; and environmental factors that may affect the health, comfort, or productivity of the campus community. Industrial Hygiene also emphasizes identifying general safety hazards and correcting of the factors that contribute to accidents and injuries.

Innovation & Leadership

- IN1: Anchor Institution Network
 - No AASHE Data
- IN12: Fair Trade Campus
 - No AASHE Data
- IN15: Full-Time Faculty Employment
 - No AASHE Data
- IN25: Network for Student Social Innovation
 - No AASHE Data

Sustainable Development Goal 9: Industries, Innovation, & Infrastructure

Academics

- AC1: Academic Courses
 - Special Topic on Organic Chemistry: Polymer Chemistry
 - Entrepreneurship in the Social Sector (3 semester credit hours) This course explores domestic and international social entrepreneurship, including the role and importance of the non-profit sector and the unique place it occupies in twenty-first century life. The course develops theoretical and conceptual frameworks to enable students to understand how non-profit ventures operate. This project-based course provides opportunities for students to get hands-on experience. Student projects involve helping local non-profit entities with mission definition, improving service delivery or business practices, fund-raising, and/or governance. (3-0) Y
 - National Security Affairs: Examines the need for national security, analyzes the evolution and formulation of the American defense policy, strategy, and joint doctrine; investigates the methods for managing conflict; and overview of regional security, arms control, and terrorism. Special topics of interest focus on the military as a profession, officership, the military justice system, civilian control of the military, preparation for active duty, and current issues affecting military professionalism.
 - National and International Security Strategies and Policies (3 semester credit hours) With the end of the decades-long Cold War, the US has become the world's only superpower. But the problem of national and international security continues to be a dominant concern of national and international political and economic life, just as it has been for more than sixty years. Many nations continue to maintain high levels of military expenditure as a mainstay of their security policy. Yet, there has been a profound change in the nature of the threats to

security since the Cold War. Some, like the threat of intentional full-scale global nuclear war, have receded. Others, like the threat posed by nuclear proliferation and the terrorism of mass destruction, have increased. From acute hot spots to longer-term questions of restructuring power and security arrangements in a post-Cold War world, understanding the deeper issues of national and international security is critical to understanding what lies behind the headlines -- and what strategies are likely to be effective in achieving real security. Topics include: the nature and meaning of security; security and military force; terrorism, accidents, and accidental war; nuclear proliferation; the international arms trade; the experience of war; the economics of security policy; social and psychological factors; and strategies for achieving security by nonmilitary means.

- Special Topics: Managing Power and Renewable Energy, Sustainability
- AC5: Immersive Experience
 - No AASHE Data specific to SDG 9
- AC8: Campus as a Living Laboratory
 - Student Surveys for Green Fee:
 - The Student Government participated in the Sustainability Literacy and Culture Survey in support of their separate surveys to establish a green fee at UT Dallas. The data collected through the surveys has provided data in support a green fee and informed of a proposal to university leadership to establish a green fee.
 - PA 6399 – Master of Public Administration Capstone Course
 - Instructor – Dr. John McCaskill
 - Description of Projects - The Capstone course uses the project as the defining requirement. The students will spend 12-16 weeks working on a substantive project for presentation and submission to a local organization. In the past, students have provided program evaluations for nonprofits, social media plans for nonprofits, cost recovery analyses for city departments, a redesign of the building and permitting department of a local city, and several others. Those are the size and scope that a group of 8-12 students will take on. They produce a 25-50-page report and 20-minute presentation.
 - PA 3382 and SOC 3382 – Sustainable Communities
- AC9: Research and Scholarship
 - Farokh Bastani
 - Eric Becker
 - Terrell Bennett
 - Alain Bensoussan
 - Rodrigo Alfonso Bernal Montoya
 - Andrew Blanchard
 - Alvaro Cardenas
 - Julia Chan
 - David Channell
 - Jianqing Chen
 - Yongwan Chun

- Xianming Dai
- Chris Davis
- Milind Dawande
- Denis Dean
- Rockford Draper
- Dani Fadda
- Babk Fahimi
- Andraw Farago
- John Ferguson
- Massimo Fischetti
- Yuri Gartstein
- Lev Gelb
- John Hansen
- Robert Hart
- Roderick Heelis
- Julia Hsu
- Naser Islam
- Justin Koeln
- Gautam Kunapuli
- Gil Lee
- Mark Lee
- Cong Liu
- Hongbing Lu
- Bing Lv
- Arif Malik
- Hlaing Minn
- Inga Musselman
- Mihai Nadin
- Sriraam Natarajan
- Fang Qiu
- Balaji Raghavachari
- Carl Sechen
- Ronald Smaldone
- Tyler Summers
- Marco Tacca
- Yonas Tadesse
- Lakshman Tamil
- William Vandenberghe
- Anvar Zakhidov
- Rym Zalila-Wenkstern
- Marjorie Zielke
- AC10: Support for Sustainability Research
 - The UT Dallas Seed Program for Interdisciplinary Research (SPIRe) program is an internal funding mechanism designed to stimulate interdisciplinary research collaborations that will lead to external funding. Successful proposals will include faculty members serving as PIs from different UT Dallas departments, programs,

or schools. This program is well-suited to support the endeavors of those faculty with STEM backgrounds and project interests, although there is no limitation for faculty affiliations.

- Incentives
 - Supplies, equipment, reagents, and publication costs
 - Graduate student stipend and benefits
 - Postdoctoral or Research Scientist support and benefits
 - Travel, conference/workshop attendance, or conference/workshop hosting for team building to support the proposal submission for external funding
- AC11 Open Access to Research
 - No AASHE Data

Engagement

- EN3: Student Life
 - Blackstone Launchpad
 - The Blackstone LaunchPad powered by TechStars entrepreneurship program was developed as part of the Blackstone Charitable Foundation's Entrepreneurship Initiative, modeled after a successful program at the University of Miami, and is powered by TechStars, the worldwide network that helps entrepreneurs succeed.
 - Open to all students and alumni in all majors, the campus-based Blackstone LaunchPad powered by TechStars entrepreneurship program enables participants to access mentoring, grow their network, and access the resources to accelerate the success of their business. Visit our multi-purpose collaborative co-working space where we inspire, accelerate, and support student entrepreneurship.
 - Enactus: Enactus is an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. Since Fall 2006, Enactus UTD has focused on giving back to the local community by educating individuals and doing various projects (e.g., financial literacy and success skills training, business development and entrepreneurship, business ethics, women empowerment, and environmental sustainability). Enactus UTD also takes part in regional and national competitions as part of the global Enactus organization
- EN5: Outreach Campaign
 - No AASHE Data specific to SDG 9
- EN9: Staff Professional Development and Training
 - UT Dallas participates in training and professional development opportunities geared towards sustainability developmental goals by attending conferences and events. The memberships are either paid by the Office of Sustainability or

reimbursed by the institution. Institutional memberships include, but not limited to: APPA, ASHE, TRACS, TAPPA, TCUF, CAPPA, USGBC. APPA, ASHE, and USGBC offer full access for all staff to participate in training.

- EN10: Community Partnerships
 - No AASHE Data specific to SDG 9
- EN12: Continuing Education
 - No AASHE Data
- EN13: Community Service
 - No AASHE Data specific to SDG 9
- EN14: Participation in Public Policy
 - No AASHE Data

Operations

- OP3: Building Design and Construction
 - 55.21% of newly constructed or renovated building space certified under a green building rating system for design and construction
 - Bioengineering and Sciences Building (BSB) – LEED Gold - 2014 - 222,651 gsf
 - Davidson-Gundy Alumni Center- LEED Gold - 2017 - 30,246 gsf
 - Engineering Computer Science West (ECSW) - LEED Gold -2019 - 206,570 gsf
 - School of Management Addition (SOM 2) – LEED Silver - 2014 - 107,445 gsf
 - Residence Hall West (RH4) – LEED Silver - 2014 - 316,532 gsf
- OP5: Building Energy Consumption
 - 78.04% reduction in total building energy consumption
 - a. Green Initiative placed light switch stickers in buildings to conserve energy
 - b. Regular speaking engagements by Office of Sustainability Staff on how to be sustainable on campus.
 - c. Green Office initiatives offered to all staff and faculty to maintain an efficient and sustainable office work space
 - d. Green Labs initiative to efficiently conserve energy and dispose of waste in campus laboratories
 - e. Office of Sustainability Website offers incentives and information to be more sustainable on campus
 - f. Mass email regarding sustainability on campus sent on peak usage days for most efficient delivery

Planning & Administration

- PA2: Sustainability Planning
 - Goals measure sustainable objectives in other areas- arts, culture, technology
 - Improving Sustainability Commitments over time
- PA10: Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN2: Anchor Institution Network

- No AASHE Data
- IN12: Fair Trade Campus
 - No AASHE Data
- IN25: Network for Student Social Innovation
 - No AASHE Data

Sustainable Development Goal 10: Reduced Inequalities

Academics

- AC1- Academic Courses
 - U.S.-Mexico Borderlands: Examines the evolution of the U.S.-Mexico border region from the Spanish colonial period through the present. Topics may include the role of the region in colonial era imperial rivalries; the historical construction of the border; conflict and organizing efforts in the border region; the use of the border as a strategy for economic, political, and cultural representation; the evolution of immigration policies; and the efforts of borderlanders themselves to resist injustice and marginalization. Prerequisite: Completion of a 060-core course. (3-0) T
 - American Popular Culture (3 semester credit hours) Examines American culture historically through some of its most popular cultural forms: fiction, film, magazines, advertising, music, sports, television, and media. Considers the economics of cultural production, ways of critically reading popular texts, and how consumers make use of popular culture. Pays particular attention to the ways gender, race, and class influence how popular texts are created and consumed. (3-0) Y
 - Communication in America (3 semester credit hours) This course examines the basic verbal and non-verbal elements affecting communication in American society. Perspectives to be addressed include communication across cultures, gender differences in communication, interpersonal communication styles, and communication in peer groups, families, and work contexts. In addition, the effects of technology on communication and its impact on individuals and society will be explored. (3-0) T
 - Cross-Culture Communication and Management (3 semester credit hours) This course focuses on understanding national culture and cultural issues in international business. It emphasizes the importance of managing cultural differences to enhance communication, negotiation, leadership, and group dynamics in an international work environment. Further, the course describes methods to develop effective selection and training programs for international assignments. (3-0) Y
 - Economic Geography (3 semester credit hours) This course will provide students with an introduction to economic geography which is the study of the location, distribution, and spatial organization of economic activities. The course will cover the following concepts: (1) Location and spatial distribution of economic activities, (2) Spatial interaction and economic dependence (trade, transportation, and migration), and (3) Economic change in spatial context (economic growth and

performance of regions). Students will be introduced to the use of geospatial software (ESRI ArcView) to analyze economic trends and patterns.

- Legal Aspects of International Business Transactions (3 semester credit hours) The legal environment and framework of international business, legal aspects and implications of international trade and the establishment and operation of business abroad, moving goods across national borders, immigration, joint ventures, licensing, setting up and financing operations abroad, negotiating an international deal, resolving disputes, international corruption, bribery, and crime. Prerequisite: IMS 6304 or IMS 6204. (3-0) T
- Race and Ethnicity (3 semester credit hours) Examines how race/ethnicity plays a role in social stratification in U.S. society, the economy, government, education, and other social institutions, and how public policies address social inequalities associated with such stratification.
- Themes in the Social History of the United States (3 semester credit hours) A survey of social history, focusing upon the American experience. The course explores changes in the family, work, sex roles, mobility, migration, urbanization, and industrialization. Topics may vary. Prerequisite: Completion of a 060-core course. (3-0) T
- World Resources and Development (3 semester credit hours) Analysis of resource mobilization, technological changes, and economic development from a multidisciplinary perspective. Primary focus on the problems of the less-developed countries. Topics include technology transfer, industrialization strategy, education policy, population growth, nutrition, and foreign aid.
- AC5- Immersive Experience
 - Alternative Spring Break
 - LGBT+ & Ally Services – Charlotte, North Carolina: support and give “voice and action” in building future LGBTQ and ally student leaders.
- AC8- Campus as a Living Laboratory
 - No AASHE Data specific to Reduced Inequalities
- AC9- Research and Scholarship

Battaglio P

Berry, Brian J

Bray, Timothy M

Brussolo, Monica E

Chizeck, Susan P

Connell, Nadine Marie

Cummings, Anthony Ravindra

C

Duquaine-Watson, Jill M

Hill, Kimberly D

Kovandzic, Tomislav V

Llamas Rodriguez, Juan Antonio

McElroy, Susan K

Park, Peter

Piquero, Alex R
Piquero, Nicole Leeper
Sabharwal, Meghna
Schich, Maximilian
Schulze, Jeffrey Michael
Taylor, Robert Wayne
Wheeler, Andrew
Wissinger, Tonja

- AC10- Support for Sustainability Research
 - No AASHE Data specific to Reduced Inequalities
- AC11- Open Access to Research
 - No AASHE Data

Engagement

- EN3- Student Life
 - Black Student Alliance
 - Black Students for Public Health
 - African Student Union
 - Arab Student Association
 - Association of Brazilian Students
 - Association of Latinx American Students
 - Bangladeshi Student Organization
 - Chi Alpha Iota Diaternity
 - Chinese Student Association
 - Cultural Diversity Literary Alliance
 - Filipino Student Association
 - Immigrant Rights Coalition
 - Indian Students Association
 - Japanese Student Association
 - Iranian Student Community
 - Muslim Student Association
 - National Association of Black Accountants
 - National Society of Black Engineers
 - Nepali Student Association
 - Nigerian Students Association
 - Pakistani Students Association
 - Queer and Trans People of Color at UTD
 - Society for the Advancement of Chicanos/Hispanics and Native Americans in Science
 - Society of Hispanic Professional Engineers
 - Society of Asian Scientists and Engineers
 - Society of Hispanic Professional Engineers
 - Taiwanese Student Association

- The Impoverished Minority Initiative
- EN5- Outreach Campaign
 - No AASHE Data specific to Reduced Inequalities
 - Anti-Racist Teach Ins from School of Arts and Humanities
- EN9- Staff Professional Development and Training
 - Course Name: Dignity and Respect Diversity
 - Course Code: HRDRP2
 - Description: Explore and develop strategies for understanding, engaging, and respecting the differences we all bring to the workplace.
- EN10- Community Partnerships
 - No AASHE Data specific to Reduced Inequalities
- EN12- Continuing Education
 - No AASHE Data
- EN13- Community Service
 - No AASHE Data specific to Reduced Inequalities
- EN14- Participation in Public Policy
 - No AASHE Data
- EN15- Trademark Licensing
 - No AASHE Data

Operations

- OP7- Food and Beverage Purchasing
 - No AASHE Data
- OP8- Sustainable Dining
 - No AASHE Data specific to Reduced Inequalities
- OP11- Sustainable Procurement
 - Social, Economic and Environmental Impacts
 - The University of Texas at Dallas strives to make a positive impact to support the economic diversity and prosperity within the State of Texas. To nurture economic growth, UT Dallas supports locally based businesses, enterprises, and organizations through engagement, partnership, and business opportunities.

Planning & Administration

- PA2- Sustainability Planning
 - Sustainability Objectives that address Diversity & Affordability
 - The University of Texas at Dallas Goals by 2022-23
 - Strategic Theme I: Attract Talent
 - Strategic Theme VI: Become an Economic Engine for the Region
 - Strategic Theme VII: Develop Financial and Administrative Systems that Sustain Excellence
 - The University will continue to be one part of a larger educational system that requires collaborating with K-12 schools, community colleges and other UT System universities to enhance national and global development.

- The University must generate other outside revenue sources, so that it is less dependent on income from enrollment. When UT Dallas adjusts its distribution of resources, the University must continue to be transparent to ensure that its top priorities are sufficiently financed.
 - Supporting Initiatives
 1. Recruit the best and brightest students from around the globe.
 2. Improve the recruitment and retention of underrepresented students.
 3. Increase matriculation from Texas community colleges.
 4. Recruit excellent faculty members across all University disciplines.
 5. Recruit outstanding staff to support University operations.
 6. Recruit women and underrepresented groups for faculty, staff, and administrative positions.
- PA3- Inclusive and Participatory Governance
 - There is student representation on institution's highest governing body
- PA5- Diversity and Equity Coordination
 - The Committee for the Support of Diversity and Equity is a University-wide standing committee reporting directly to the President of the University of Texas at Dallas. The committee meets regularly to review and discuss issues that affect the institutional status, professional effectiveness and personal morale of women, minorities, and members of other underrepresented groups in full and part-time faculty and staff positions.
 - To support its role in understanding and recommending policy with respect to these and related issues, the committee is empowered to carry out studies, conduct interviews and prepare reports. The committee meets with the president at the beginning and end of each academic year to receive special charges and reports from the administration and to convey to the administration ideas, concerns and advice from the committee that address the issues of eliminating institutional features which differentially and negatively affect women, minorities, and members of other underrepresented groups. It is also within the purview of this committee to recommend the creation and initiation of actions and policies which would support the professional careers of these same individuals. The following departments and entities support, participate in, and host events and activities that promote and raise awareness of diversity at UT Dallas.
 - Department of Faculty Diversity
 - Department of Institutional Diversity Initiatives
 - Department of Community Engagement
 - Multicultural Center
 - The Galerstein Women's Center
 - Office of Institutional Equity and Compliance

- The Diversity Advisory Council is made up of prominent leaders from local community and industry partners who offer input to ODCE. The council provides advice and assistance to ensure that the University's diversity goals are strongly aligned with, and supported by, the greater Dallas community. The Council offers input on the University's many diversity initiatives and foster a broader perspective on diversity issues as they relate to specific communities and industries.
The Advisory Council is made up of prominent leaders from local community and industry partners, including American Language Technologies, Blue Cross Blue Shield of Texas, Lennox International, Raytheon, DFW iRealty, Rockwell Collins, BB&T Bank, and other Dallas-area businesses.
- Equal Employment Opportunity Policy
- All students, staff, faculty participate in cultural competence trainings
- PA6- Assessing Diversity and Equity
 - The Diversity and Equity Committee at UT-Dallas discussed, planned, and implemented a climate survey, which was available online to faculty and staff in February and March of 2016. The committee established subcommittees to analyze qualitative and quantitative data. It included questions on respondent demographics and on perceptions/observations related to diversity and equity on campus. Respondents answered some questions on a Likert scale; others invited open-ended responses. We separated data into two categories for analysis: qualitative and quantitative.
 - 26.6% of faculty and staff responded to the survey. Nearly 90% of respondents in all demographic categories reported that diversity was important to them personally and that it was important to them that UTD hold diversity as one of its core values. 69% believed that UTD had an inclusive climate, citing in particular recent progress in building a diverse student body, increased programming around LGBTQ issues, and the founding of the Office of Diversity and Community Engagement in 2007. Concerns emerged in eight major areas.
 - 1. Respondents reported significant structural/institutional barriers that interfere with the successful recruitment, promotion, and fair pay of women and racial/ethnic minority employees. One of the most important barriers appears to be procedural issues related to the constitution and training of hiring committees and the enforcement of existing rules and procedures.
 - 2. Among all racial/ethnic groups, African Americans feel least satisfied with UTD's efforts towards creating an environment that fosters diversity and inclusion.
 - 3. Respondents were particularly concerned with the need to recruit senior faculty and upper administrators from diverse groups, so that they look more like the community UTD serves.
 - 4. There were major concerns about clarity, consistency, and fairness of parental

leave policies and the accommodation of family care.

5. There was significant support for the creation and funding of employee resource groups (affinity groups) to enable more equitable hiring and retention of employees.

6. A number of respondents experienced problems related to accessibility of campus buildings and accommodation of disabilities.

7. Part-time and non-tenure stream faculty felt marginalized in the life of the university.

8. There were concerns about creating a more inclusive, welcoming environment around sexual orientation/gender identity and expression.

- The committee identified five areas where immediate, concrete action could be taken to address concerns that emerged from the survey:
 1. Commit to recruiting, hiring, and retaining a more diverse senior faculty and administration over the next four years.
 2. Make significant progress toward addressing pay inequity related to gender and race/ethnicity.
 3. Facilitate the success of employees with family responsibilities by: (a) creating a clear, consistent, fair policy for parental leave and posting it on the HR webpage; (b) training responsible staff and administrators in its application; and (c) providing on-site childcare.
 4. Practice greater transparency about the data systematically collected about hiring, retention, promotion, and salary by gender and race; publish plans to address gaps and the results of these efforts.
 5. Arrange for a professional, external follow-up survey to be conducted in 2021 to measure progress or its lack in these areas.
- Analyzed online and public documentation of the Spring 2016 Diversity and Equity Survey Report is available on The Office of Diversity and Community Engagement Website. -
<https://www.utdallas.edu/diversity/partners/SupportCommittee.html>
- The PDF link of the Spring 2016 Diversity and Equity Survey Report Results: -
https://www.utdallas.edu/diversity/partners/downloads/Survey_slides_MS_rmh_print.pdf

- PA7- Support for Underrepresented Groups

- Non-Discrimination Statement: The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful, and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national

origin, age, disability, genetic information, or veteran status. In addition, the University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender identity, and gender expression where not protected by applicable law.

○ =====Underrepresented Student Groups=====

Diverse student recruitment happens on a number of levels as most colleges, schools and departments have student diversity initiatives in addition to those through the Office of Admissions. The Office of Diversity and Community Engagement has a number of programs to reach out to diverse populations at the high school level, including five UT Outreach Centers around the state and Pre-College Academic Readiness Programs that provide dual credit programs to diverse students around the state.

▪ Academic Bridge Program

The program is a highly successful initiative that recruits and graduates primarily underrepresented minority students from area high schools who do not meet normal UT Dallas admission standards but who do show a passion for success in college.

Link: <https://is.utdallas.edu/academic-bridge-program/>

▪ Minority Scholars' Symposium

The Minority Scholars' Symposium, held each spring, is a one-day program for high school sophomores from Dallas ISD and Richardson ISD. The students visit UT Dallas to learn more about the University and the importance of pursuing a college education. The students interact with UT Dallas students, faculty, and staff. The symposium targets 250 high school sophomores from nine local high schools in collaboration with the Office of Admission and Enrollment. The goal of this one-day college preview program is to increase the enrollment of diverse students at the University. Students participate in an admissions committee exercise and tour the university.

Link: <https://utdallas.edu/community/college-preparation-programs/minority-scholars-symposium/>

▪ Diversity Outreach Team

The UT Dallas Diversity Outreach Teams were established to support diversity student recruitment and outreach in the Hispanic and African American communities. The teams consist of current UT Dallas students selected for their academic success, campus involvement, leadership, and desire to serve others. The Black Outreach Leadership (BOLT) and Hispanic Engagement & Achievement Team (HEAT) focuses on assisting prospective students from traditionally underrepresented populations with the following services and programming:

Link: <https://www.utdallas.edu/community/school-and-community-outreach/diversity-outreach-team/>

- College Preparation Programs
Our college preparation programs are designed to help students and parents plan and prepare for college. The Department of Community Engagement hosts summer camps, SAT preparation session, and outreach programs to help students on their journey to obtaining a college degree.
Link: <https://www.utdallas.edu/community/>
 - School & Community Outreach
Our office partners with school districts, community groups, non-profit organizations, and local businesses to develop collaborations that increase student diversity at UT Dallas and increase college readiness in the region. Our outreach teams lead workshops and information sessions in the community about UT Dallas and how to enroll and pay for college.
Link: <https://www.utdallas.edu/community/>
 - Diversity Scholars Program
The Diversity Scholars Program is a student success program that includes a scholarship for students with a record of academic excellence and financial need. The program supports freshmen and transfer students enrolling at UT Dallas.
Link: <https://www.utdallas.edu/community/>
- =====Underrepresented Staff/Faculty Groups =====
The Department of Faculty Diversity is responsible for supporting the recruitment, retention, and promotion of underrepresented minority faculty at UT Dallas with an aim to improve the climate and networking among University faculty. The department creates programs to help tap the pipeline of qualified minority candidates and works closely with other departments, deans, search committees and the Provost's Office. These programs ensure best practices related to faculty diversity and advance faculty diversity by working to remove barriers, ensure fairness in university policies and practices, and to facilitate an inclusive climate of advancement and growth for all faculty. Another goal of the department is to enhance and expand recruiting efforts for underrepresented and female staff and faculty hires. In addition, committees of the Faculty Council and Staff Council work on issues around faculty and staff diversity.
- Military and Veteran Employee Resource Group at UT Dallas
One of the main purposes of the Military and Veteran ERG is enhance recruitment of candidates with military experience.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
 - Latino Faculty and Staff Association at UT Dallas
One of the main purposes of the Latino Faculty and Staff Association at UT Dallas is to advocate for the recruitment of additional Latino faculty and staff, and for policies that support increased diversity and inclusion at

the University.

Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>

- UT Dallas Women ERG
The UT Dallas Women Employee Resource Group works to provide and support programs that contribute to the recruitment, retention, and advancement of women at UTD.
Link: <https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>
- The University of Texas System Louis Stokes Alliance for Minority Participation Program
 - Goal of this program:
The LSAMP Program assists universities and colleges in diversifying the STEM workforce through their efforts at significantly increasing the numbers of students successfully completing high quality degree programs in science, technology, engineering, and mathematics (STEM) disciplines. Particular emphasis is placed on transforming STEM education through innovative recruitment and retention strategies and experiences in support of groups historically under-represented in STEM discipline: African Americans, Alaskan Natives, American Indians, Hispanic Americans, Native Hawaiians, and Native Pacific Islanders. The knowledge generation portfolio of LSAMP supported activities contributes to the body of literature on successful practices in student recruitment, retention, persistence, and attainment of STEM undergraduate and graduate degrees, especially for the previously mentioned populations underrepresented in STEM disciplines.
 - The Louis Stokes Alliances for Minority Participation (LSAMP) program provides funding for:
 - Alliances (New, Mid-Level, Senior-Level, B2B)
 - Bridge to the Doctorate (BD) Activity
 - Broadening Participation Research (BPR) in STEM Education
 - LSAMP baccalaureate degree recipients are eligible for continued support for up to two additional years of STEM post baccalaureate study through the Bridge to the Doctorate (BD) Activity. BD participants are expected to transition through graduate studies and into the professoriate and/or STEM workforce. The Broadening Participation Research (BPR) in STEM Education track provides support for knowledge generation research projects that seek to create, and study new theory-driven models and innovations related to the participation and success of diverse groups in STEM undergraduate education. BPR projects add new research-based strategies and models to broadening participation in STEM and increase the capacity of scholars to conduct this type of research.

- The Bridge to the Doctorate Fellowship (BD)

Senior-level LSAMP alliances are eligible for Bridge to the Doctorate (BD) support. BD funding provides eligible students with financial support for two (2) years of doctoral study. The program gives the opportunity to encourage students who might not have considered pursuing a doctoral degree to achieve this success. It has also given the opportunity to experiment with novel ways to promote graduate education and to increase the efficacy of existing activities.
- National LSAMP alumni are eligible for support for up to two (2) additional years of STEM doctoral study through the Bridge to the Doctorate (BD) project. BD participants are expected to transition through doctoral studies and into the professoriate and/or STEM workforce.
- The NSF contribution to graduate student stipends is \$64,000 over two (2) years for each of 12 students. The NSF will provide a cost-of-education allowance to the institution for tuition, health insurance, and other normal fees up to \$10,500 per year for up to two (2) years for each of 12 students.
- Link of Program: <http://engineering.utep.edu/lsamp/aboutus.html>
 Link with UT Dallas: <https://www.utdallas.edu/news/students/bridge-doctorate-2019/>
- Faculty Mentor Program

There are a number of programs which support underrepresented students for careers as faculty members. The Faculty Mentor program provides research opportunities, opportunities to attend academic conferences and opportunities to teach for graduate and undergraduate students. Additionally, The Office of Graduate Education collaborates with other campus departments to provide programming and resources designed to help students of diverse backgrounds develop an individualized plan of study, a focus on career exploration, skill development, relationship building, leadership, self-awareness, and trend forecasting. Nearly every college, school and unit on campus including the Career Center which supports the career goals of all students.

Link: https://graduate.utdallas.edu/student_life/facultymentors/
 Link: https://graduate.utdallas.edu/student_life/professional_development/
 Link: <https://www.utdallas.edu/career/>
- UT Dallas Young Professionals

The Mission of the Young Professionals ERG is to be a strategic partner with UT Dallas to promote a culture of diversity and inclusion through collaboration. The purpose of the young professionals ERG is to foster an inclusive and collaborative environment at UT Dallas, facilitate a network of UT Dallas that share an interest in the professional development of

young professionals, provide information to employees regarding resources and networking opportunities for young professionals, support new UT Dallas young professional employees through on boarding and connecting them to the UT Dallas community and increase the membership of young professionals at UT Dallas.
<https://www.utdallas.edu/diversity/ERGs/resourceGroups.html>

- Publicly accessible inventory of gender-neutral bathrooms: yes
- PA8- Affordability and Access
 - Training and Outreach

The Office of Institutional Equity develops educational programs and initiatives to enhance diversity and inclusion, equal access, equitable treatment, and the prevention of prohibited discrimination and harassment. They facilitate and support the University's efforts to ensure equal opportunity for all persons regardless of race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, citizenship, disability, genetic information, or veteran status in employment, educational programs and activities, and admissions. <https://www.utdallas.edu/oiec/training/>
 - The UT Dallas Tuition Promise dedicates resources to cover tuition and mandatory fees for newly enrolling students whose families annually earn \$25,000 or less and meet other qualifications. The Tuition Promise applies to new and full-time undergraduate students who are Texas residents. To benefit from the plan, students must be eligible to receive Federal Pell Grants and their families' annual incomes may not exceed \$25,000. Students must also be enrolled full time. <https://www.utdallas.edu/tuition/promise/>
 - The Guaranteed Tuition Plan is designed to help students and their families better plan for the cost of a college education, while allowing the University to maintain the quality of its academic programs. <http://www.utdallas.edu/tuition/>
 - The University of Texas at Dallas offers many scholarship opportunities for incoming first-time freshmen, transfer students, and graduate students, as well as for all continuing students. Some scholarship programs provide funding throughout the student's undergraduate or graduate career, provided the student meets continuing eligibility requirements.
 - SEEC

SEEC serves learners traditionally underrepresented in STEM, including African Americans, Hispanics, females, and low income, urban and rural DFW youth student populations. Program partners outside of the Dallas-Fort Worth Metroplex are located as far as the East Texas/Arkansas border.

 - At least 75% of learners served are from demographic groups underrepresented in STEM fields with 71% of participants returning to participate in additional

programming opportunities offered by the SEEC. Many elect to attend campus-based programming after attending offsite programming.

- 24% of students entering are low-income, 64% graduation rate for low-income students
- PA10- Sustainable Investment
 - No AASHE Data
- PA12- Employee Compensation
 - 91.45% of employees receive a living wage

Innovation & Leadership

- IN4- Campus Pride Index
 - 5 Stars Campus Pride Index rating
 - The Galerstein Gender Center is the resource for gender equality and LGBTQ-inclusive education, programs, and services. Programs
The Galerstein Gender Center offers programs and services within the following five areas of focus:
 - Education
We educate the campus and broader community on gender and LGBT+-related topics.
 - Empowerment
We empower women and LGBT+ communities with confidence and skills for success.
 - Advocacy
We advocate for gender and LGBT+ equity and inclusive campus policies and practices.
 - Connection
We connect students, staff, faculty and community to resources, mentors, scholarships, and volunteer opportunities.
 - Honor
We honor and celebrate national days of recognition and individuals who are making an impact in the lives of girls, women, and LGBT+ communities
 - Services
The GGC provides a variety of in-house services for students, staff, faculty, and the community:

- Gender Neutral Restrooms
 The Center has a map available of single unit, gender-neutral restrooms located throughout campus.
- Resource Collection
 We offer a resource collection with LGBT+ and gender-related books and materials, which can be checked out with a valid Comet Card.
- Meeting Space
 The Gender Center provides space for study, events, and meetings to accommodate individuals and groups.
- Pregnant & Parenting Resources
 The Gender Center provides access to campus-wide lactation rooms, plus childcare and life resource referrals to support members of our campus community while balancing school, work, and family life.
- LilyPad Lactation Facilities
 Gender Center staff can provide access to lactation rooms throughout campus for students, staff and faculty who need to express breast milk during their work shift or school hours.
- Health and Wellness
 The Center encourages health and wellness by connecting students, staff, and faculty to resources on and off campus.
- Preferred Name & Gender Marker
 The Office of the Registrar can change your preferred name and gender marker, email records@utdallas.edu to make your request.
- Education
 The Galerstein Gender Center provides learning opportunities on LGBT+ and gender-related topics. Our presentations are intersectional and promote awareness of the impact social and cultural constructions of gender, as well as systems of privilege and oppression, have on communities and individual experiences. They also challenge participants to engage in LGBT+ and gender-related allyship.
- The GGC Equity Excellence Program: The GGC Equity Excellence Program charts the progression and growth of UT Dallas students, staff, and faculty by recognizing their contribution and commitment to gender equity through participation in GGC events and programs. By attending at least one event from each of the five categories, contributors will receive a certificate of commitment to gender equity.

- Culture of Equity Training. New training to launch Fall 2019! Culture of Equity is a concept in which spaces are identified and marked with a symbol. By displaying the Culture of Equity logo on a department door, office, or desk.
Champions show that they value a diverse campus community, are willing to foster an equitable place for others, and are committed to offer support, resources, and guidance.
 - Mini-Workshops: Do you want to leave your mark on campus? Our mini-workshops are fun, transformational activities that will you give you the knowledge and skills to collectively transform culture on and off-campus.
 - SAFE ZONE Ally Training: Do you want to show you value a diverse campus community? Do you want to foster a safe place for others? Ally Training equips allies and participants to utilize gained knowledge to foster a supportive and inclusive environment for LGBT+ students, staff, and faculty at UT Dallas.
 - Gender Studies Lecture Series: Do you know the latest research? The Gender Studies Lecture Series supports feminist scholarship and invites renowned scholars to share intersectional and interdisciplinary research on women, gender, and LGBT+ topics.
- IN9- Diversity & Equity Recognition
 - No AASHE Data
 - IN12- Fair Trade Campus
 - No AASHE Data
 - IN28- Pay Scale Equity
 - No AASHE Data
 - IN30- Sanctuary Institution
 - No AASHE Data
 - IN31- Serving Underrepresented Students
 - No AASHE Data
 - IN37- Student Living Wage
 - No AASHE Data
 - IN41- Textbook Affordability
 - No AASHE Data

Sustainable Development Goal 11: Sustainable Cities & Communities

Academics

- AC1- Academic Courses

- Advanced Remote Sensing (3 semester credit hours) Examines advanced remote sensing technologies, data processing techniques and applications. The latest remote sensors are introduced. The class will discuss how remote sensing data can be processed to extract information in support of important urban and environmental decision making. The current generation, industry standard software is used for labs and applications development. Prerequisite: GEOS 5325 or GISC 6325. (3-0) Y
- Geographic Information Systems Fundamentals (3 semester credit hours) Examines the fundamentals of Geographic Information Systems and their applications. It emphasizes the concepts needed to use GIS effectively for manipulating, querying, analyzing, and visualizing spatial-based data. Lab exercises, which use industry-standard GIS software packages, provide GIS experience to investigate real world problems including social, economic, and environmental issues. (3-0) Y
- GIS Applications in Criminology (3 semester credit hours) Examines spatial distributions of crime, criminals, and criminal justice interventions. Students conduct spatial analysis of point patterns and area-based data in studies of the locations of crime events and rates, offenders, police patrolling practices, judicial districts, and community corrections and how they relate to physical and social characteristics of neighborhoods.
- Urban and Regional Economics (3 semester credit hours) Emphasizes the spatial distribution of economic activity. The course analyzes the benefits from urbanization, as well as the problems it poses for issues such as housing, crime, and transportation. The course also covers factors that contribute to the growth and decline of economic regions.
- American Studies for the Twenty-First Century (3 semester credit hours) An introduction to American cultural studies, its theories, and methodologies. Topics may include religion and politics; transnationalism; gender and sexuality; class, labor, and consumption; race and ethnicity. The course develops students' abilities to interpret cultural texts, to make and evaluate historical and literary arguments, and to situate contemporary cultural debates in larger historical and theoretical frames. (3-0) Y
- Applied Groundwater Modeling (3 semester credit hours) This course is designed to provide students with hands-on experience using the most commonly applied groundwater flow and transport models (e.g., modflow/modpath, MT3D/RT3D, GMS). Practical application of the models and design of modeling studies is emphasized; modeling theory and mathematics is de-emphasized.
- Applied Surface Water Modeling (3 semester credit hours) The development and application of watershed models emphasizing runoff, stormflow, and stormwater management design. This class combines aspects of GIS, remote sensing, and surface water hydrology from an applied modeling perspective, using commonly applied computer models (e.g., Rational Method, TR-20, HEC-1) to address drainage problems related to urbanization and land-use changes. (3-0) T
- Commercial Property Risk Management and Insurance (3 semester credit hours) Commercial property losses arising from natural and man-made exposures are presented, with emphasis on risk management and insurance as an essential

component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of commercial property, loss of business income, inland marine, cyber risk, equipment breakdown, and flood and earthquake. Prerequisites or Corequisites: FIN 3320 and RMIS 3370. (Same as RMIS 4332) (3-0) Y

- Global Change and Its Challenges (3 semester credit hours) Introduction to global environmental change with a focus on the physical processes and patterns of terrestrial, atmospheric, and climatic changes, and the social causes and implications of these changes. Topics covered include impacts of human activities on land, water, and atmosphere, including land-use and land-cover change, water pollution, the greenhouse effect, and climate change. Remote sensing and GIS data and models are used to illustrate examples of and track change.
- Urban Economics (3 semester credit hours) Presents methods and models for understanding urban growth and development processes. Topics include analysis of urban growth, land use patterns, transportation, and local public good delivery systems. Welfare consequences of various urban policy options are explored.
- Urban Planning and Policy (3 semester credit hours) Explores important substantive areas and concepts in the field of urban and regional planning and current urban planning and policy issues and debates. Topics include forces that have historically guided and are currently guiding U.S. urbanization; land use, growth management, transportation and traffic congestion, economic development, housing and community development, environmental planning; legal, environmental, governmental contexts.
- AC5- Immersive Experience
 - Alternative Spring Break
 - Affordable Housing – Shreveport, LA: Building Homes
- AC8- Campus as a Living Laboratory
 - Air North Texas/ No Vehicle Idling & Air Quality Research:
With leadership from the Office of Sustainability, UT Dallas has become a partner with Air North Texas. This is a regional public awareness campaign and partnership that seeks to improve air quality in North Texas. The campaign was formed by the North Central Texas Council of Governments (NCTCOG). UT Dallas is committed to reducing its environmental footprint and has adopted no idling guideline through the Sustainability Committee to improve on campus air quality. Dr. David Lary and students that work in his applied physics lab have developed air quality sensors that utilize machine learning to calibrate low-cost sensors to collect high precision data without requiring prohibitive investment in expensive sensors. The sensors are deployed on campus and in the DFW metroplex to monitor air quality and assist in research.
 - Building Blitz: The Building Blitz Program engaged students to help to assess building sustainability while providing them on green building principles and LEED criteria. Students, under the mentorship of Associate Director for Sustainability and Energy Conservation, assessed building utility usage, evaluated building management, evaluated customer service, audited waste receptacles, and assessed workspace cleanliness.

- Dr. David Lary utilizes local and campus data patterns to analyze their effect on air quality and ultimately on health outcomes. Dr. Lary has developed and deployed sensors that utilize machine learning in order to advance research.
Article - https://www.utdallas.edu/news/2016/3/7-31941_Project-Aims-to-Make-Breathing-Easier-by-Mapping-A_story-wide.html
- • PA 3382 and SOC 3382 – Sustainable Communities
 - Instructor – Dr. John McCaskill
 - Description of Projects - The projects in those classes count for roughly 30% of the grade and are considerably reduced in scope. We are looking for projects that emphasize the interconnectedness of systems - both natural and man-made - and the impacts our actions can have on the health of those systems. These would hopefully be a series of smaller project that groups of 3-6 students can work on for 3 to 4 weeks. The undergrad projects produce a 10-page report, and the grad student projects a 20-page report. Both will produce presentations.
- AC9- Research and Scholarship

L

Akin, Bilal

Berry, Brian J

Brikowski, Thomas H

Duquaine-Watson, Jill M

Fass, Simon M

Gohil, Ghanshyamsinh Vijaysinh

Griffith, Daniel Alva

Griffith, Daniel Todd

Imaoka, Laura Beth Beltz

Khan, Bernine

Kim, Dohyeong

Lary, David J

Leaf, Murray J

Leonardi, Stefano

Li, Yaoyu

Manton, William I

McCaskill Jr, John Richie

Novak, Bruce Michael

Tiefelsdorf, Michael R

Vakulenko, Irina

Zhang, Jie

- AC10- Support for Sustainability Research
 - No AASHE Data specific to Sustainable Cities and Communities
- AC11- Open Access to Research
 - No AASHE Data

Engagement

- EN3- Student Life
 - ECO UTD
- EN5- Outreach Campaign
 - No AASHE Data specific to Sustainable Cities and Communities
- EN9- Staff Professional Development and Training
 - No AASHE Data specific to Sustainable Cities and Communities
- EN10- Community Partnerships
 - Air North Texas is an initiative of the North Central Texas Council of Governments in order to protect regional air quality. UT Dallas officially joined Air North Texas as a partner in 2018 and joins the consortium of municipalities and institutions that work concertedly to provide education and outreach related to air quality in the DFW metroplex.
- EN12- Continuing Education
 - No AASHE Data
- EN13- Community Service
 - No AASHE Data specific to Sustainable Cities and Communities
- EN14- Participation in Public Policy
 - No AASHE Data

Operations

- OP1- Emissions Inventory and Disclosure
 - 0 % reduction
 - See full greenhouse gas numbers here
<https://reports.aashe.org/institutions/university-of-texas-at-dallas-tx/report/2019-09-11/OP/air-climate/OP-1/>
- OP3- Building Design and Construction
 - 459,476 square feet Gold
 - 423,977 square feet silver
 - 55.21% of newly constructed or renovated buildings are certified under a non-GBC rating system
 - Highlight all LEED buildings here
- OP4- Building Operations and Maintenance
 - 100% of floor area maintained with published IAQ management policy
 - 100% square feet maintained with energy management program
- OP10- Biodiversity
 - Blackland Prairie Restoration Area
 - The University of Texas at Dallas manages an 8-acre Black Land Prairie Restoration area located at the Southeast portion of campus. The restoration area is home to over 200 species of plants, birds, insects, and animals important to the preservation of the native grassland ecosystem that use to dominate North Texas. Among the species promoted at the site are important pollinators such as the Monarch Butterfly and the Western Honeybee that play a vital role in restoration efforts for populations of native plants in that area.

The restoration area is of conservation importance because it provides habitat for native plants, and animals that would otherwise be facing habitat loss from rapid development in the Dallas Metroplex. The site is maintained by a coalition of student and community volunteers, local experts, and campus departments such as the Office of Sustainability and the Office of Student Volunteerism who all work together to protect pollinators and provide a space on campus for students to learn about and participate actively in the conservation process.

As part of promoting biodiversity and aiding the restoration of native plants, 2 apiaries are managed on campus. In fall of 2018, UT Dallas received certification as a Bee Campus USA for efforts related to our work with pollinators and native plants. This past year we welcomed the addition on a new apiary site on the northeast corner of campus where there is a native pollinator wildflower field. In addition to the apiaries, the Black Land Prairie Restoration area also houses the Monarch Waystation, an area of native pollinators including Milkweed, which is certified through the organization Monarch Watch, a non-profit managed through the University of Kansas. These certifications allow our campus to expand our efforts in promoting biodiversity by increasing the network for resources and outreach that can be directed towards sustainability efforts on campus.

- Virtual BioBlitz

- In April, the university hosted a BioBlitz event to monitor species richness in the Black Land Prairie restoration area and determine if the area contained any endangered or vulnerable species. A BioBlitz is an event in which a group of volunteers document as many species of plants, animals, and insects as possible in a set amount of time by taking photos and using a database, such as iNaturalist to identify species. Developed by Cornell University, iNaturalist is a citizen science app used globally by over 500,000 observers who have logged over 19.5 million observations. This event was a collaboration between the Office of Sustainability, the Office of Student Volunteerism, and the Texas Master Naturalists program. Prior to the event, staff from the Office of Sustainability received training on iNaturalist from an Urban Wildlife Biologist from the Texas Parks and Wildlife Department. At the event, volunteers from the local Texas Master Naturalist chapter provided hand on training to a group of 24 volunteers on how to use iNaturalist as a surveying tool. At the event on April 26th, 348 observations of 113 species were logged in 2 hours. While no vulnerable or endangered species were identified at that time, ongoing observation will allow for the detection of any changes in the ecological balance of the area. All of these observations counted towards the larger City Nature Challenge 2019 which is a 3-day international competition among cities to see which city can document the most biodiversity in that time period using the tool iNaturalist. All of our observations at the UT Dallas BioBlitz counted towards the larger total for the city of Dallas. In a broader sense, biodiversity data collected through this event will continue

to serve as a base line measure to quantify changes in species richness as our campus undergoes further development and construction.

- OP16- Commute Modal Split
 - 55.47% of students use more sustainable commuting options as primary means of transportation
 - 1.61% of employees use more sustainable commuting options as primary method of transportation
- OP17- Support for Sustainable Transportation
 - UT Dallas has bike racks located throughout campus. Showers and locker rooms for bicycle commuters are located in the Activity Center, Recreational Center West, and the Synergy Park North buildings.
 - Bicycle Safety Information
 - VBikes Bike Share Program, P&T currently investigating a new one
 - Free Mass Transit Programs
 - Free DART Transit Pass for Students
 - Discounted DART Transit Pass for Staff and Faculty
 - Comet Cab (Free on-campus transportation service for students, staff, and faculty)
 - Comet Cruiser (Free shuttle bus that serves UT Dallas and the surrounding community. This shuttle does not require a pass or identification from passengers)
 - UT Dallas has partnered with Zipcar to bring self-service, on-demand car sharing to the campus. The university Zipcar fleet includes a variety of vehicles which have reserved parking spaces at several locations on-campus. Special membership rates are provided to students, staff, faculty, alumni, and members of the community.
 - UT Dallas has eight Electric Vehicle (EV) charging stations located on-campus. The stations are open to campus users and the general public. In partnership with Blink, UT Dallas is identified on a map that illustrates all locations where there is a charging station.
 - It is the policy of The University of Texas at Dallas to permit telecommuting as provided by this policy when, in the sole discretion of the University, it will enhance the productivity of the employee and the work unit.
 - UT Dallas Comet Discounts includes local apartment housing. Many apartments located near UT Dallas offer discounts on rent, fees, and /or deposits.
- OP18- Waste Minimization and Diversion
 - 0.12 tons- total waste generated per weighted campus user
 - 30.36% of materials diverted from landfill
 - Hearing Aid Recycling Program (HARP)
 - 7.60% contamination rate for recycling program
 - Other recycling programs at Sustainability Website
- OP19- Construction and Demolition Waste Diversion
 - 2,894.30 demolition materials recycled, donated, or otherwise recovered during most recent year
 - 805.53 materials landfilled or incinerated
 - 78.23% materials diverted from landfill or incinerator

- OP20- Hazardous Waste Management
 - Pollution Prevention Plan in place
 - Tracking waste generated and disposal costs by source to help focus waste minimization activities. The majority of these waste types are generated by laboratories, therefore; a large effort is made to work closely with them. This includes a training system for labs encouraging these SW/WM activities, some of which are detailed below.
 - ii. Campus-wide recycling efforts, including for facilities buildings and campus apartments. This includes the ongoing project of switching from fluorescent lamps to LED to reduce toxicity of waste and frequency of replacement.
 - call laboratory chemical orders must be reviewed by UT Dallas' Chemical Safety team through UT Dallas' procurement system. This has caught mistakes in ordering (ex. 200 liters ordered versus the intended 20 liters), resulting in less unused chemicals and safer storage conditions on campus. It also alerts the hazardous waste team of any new potential wastes to be generated on campus.
 - d. UT Dallas also utilizes a Chemical Inventory System (CIS), which inventories and tracks all hazardous chemicals in laboratories. This allows lab members to easily find chemicals that are needed and share chemicals, if needed in small amounts, reducing the chemicals coming onto campus.
 - e. UT Dallas also has a program to track certain chemicals of concern, which degrade with age. Quarterly, a report containing “expiring” chemicals is managed by the Chemical Safety team and communicated to the relevant labs. This program encourages the chemicals to be used before expiration or increased hazard, reducing the waste generated.
 - f. The UT Dallas also has an Institutional Biosafety and Chemical Safety Committee (IBCC), which reviews the need and subsequent safe management of particularly hazardous chemicals. This helps address the actual need for certain chemicals to reduce particularly hazardous chemicals on campus.
 - Electronic Waste Recycling Program
 - Office of Information Security- hard drives
 - LED lights and electronic ballasts from FM are managed as e-waste
 - 0.95 tons of electronic waste diverted from landfill or incinerator
- OP22- Rainwater Management
 - UT Dallas located in City of Richardson’s “urbanized area” and under TCEQ Phase II Municipal Separate Storm Sewer System MS4 permit
 - Stormwater Pollution Prevention Plans (SWIPPS)

Planning & Administration:

- PA2- Sustainability Planning
 - Campus Master Plan Update
 - Promote Smart Growth
 - LEED Certified Building
 - Enhance Campus Experience

- PA10- Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN2- Anchor Institution Network
 - No AASHE Data
- IN3- Bicycle Friendly University
 - Designed as Bronze Bicycle Friendly University in January 2021
- IN13- Fleet Certification
 - No AASHE Data
- IN20- Grounds Certification
 - No AAEHD Data
- IN35- Stakeholder Engagement Standard
 - No AASHE Data
- IN46- Zero Waste Certification
 - No AASHE Data

Sustainable Development Goal 12: Responsible Consumption & Production

Academics:

- AC1: Academic Courses
 - Healthcare Analytics (3 semester credit hours) The healthcare industry is yet to find ways to make best use of existing data to improve care, reduce costs, and provide more accessible care. This course introduces the use of business intelligence and decision sciences in healthcare industry. Students will develop a conceptual understanding of data mining techniques and decision analysis and hands-on experience with several analytics software which may include coding in R, Rattle, and WEKA (as needed and depending on availability).
Prerequisite: OPRE 6301 or SYSM 6303. (3-0) Y
 - Climate Change in Healthcare (3 semester credit hours) Students will explore the impact of climate change on natural resources and human health using research from scientific and clinical journals. (3-0) S
- AC5: Immersive Experience
 - No AASHE Data specific to SDG 12
- AC8: Campus as a Living Laboratory
 - Student Marketing Club and Food Waste: The UTD Marketing Club partnered with the Office of Sustainability and Dining Services to create educational signage placed in the dining hall to educate students about food waste and how to participate in the composting program.
 - Studying wait time effect on food waste: Dr. Dorothee Honhon Associate Professor of Operations Management with the School of Management is beginning a study to determine how wait time for food service may impact food

waste, testing the hypothesis that longer wait times will cause students to over-serve in order to avoid another wait in line, thus increasing food waste. This project builds on many other projects related to food waste and will begin in Spring 2019

- Student participation in RecycleMania: Students from Sustainability Club, Student Government, and Eco Reps all help to support UTD's RecycleMania effort by helping to collect data and educate peers to reduce waste and increase recycling. Staff also conducted an internal contamination audit to determine the contamination rate at UTD and identify strategies to reduce contamination where issues presented.

- AC9: Research and Scholarship

Aiken, Carlos L
Akin, Bilal
Brikowski, Thomas H
Gohil, Ghanshyamsinh Vijaysinh
Goodman, Doug
Hassanipour, Fatemeh
Haworth, Julie Bingham
Honhon, Dorothee Beatrice Lea Paula
Hu, Bin
Iungo, Giacomo Valerio
Jue, Jason P
Kim, Dohyeong
Leonardi, Stefano
Manton, William I
Sandler, Todd M
Savoie, Michael Jude
Woldu, Habte G

- AC10: Support for Sustainability Research
 - No AASHE Data specific to SDG 12
- AC11: Open Access to Research
 - No AASHE Data

Engagement:

- EN1: Student Educators Program
 - The Office of Sustainability hires student educators, known as Eco Representatives, and decides on goals and projects for events, communication, and initiatives that align with the short- and long-term sustainability goals of the university. Examples include educating students on how to reduce water and

energy consumption with behavior change education and competitions, promoting recycling and composting through demonstration, contributing to social media, and coordinating events such as Earth Week, Sustainable Labs, Tree Campus USA, Bee Campus USA, Monarch Butterfly Way Stations, sustainability service honors, film screenings, and more. Students are also available to partner with any interested student organizations or campus offices on additional programming. The entirety of the campus community is invited to attend events and participate in programming hosted by The Eco Representatives through the Office of Sustainability.

- The Green Initiative is aimed at improving campus sustainability. This includes items like infrastructure and efficiency projects; recycling and wastewater reduction efforts; expanding mass transit availability; sustainability-oriented internships, scholarships, and research grants for students; student-focused and sustainability-oriented assistantships/staffing; or other sustainability initiatives as proposed by students. All students are invited to participate on the committee and propose projects to the Green initiative.
Specific Examples include: Comet Composting Project (CCP), Housing Recycling Bins. Light Switch Stickers, Sustainability-Themed Semesters, Meatless Mondays, promoting and advocating a green fee on campus, and Sustainability Literacy Assessments
- EN2: Student Orientation
 - During 100% of orientations, new students are provided opportunities to learn about sustainability at the university. At the Student Activities Fair, all student organizations and many campus departments have a booth where they interact and educate new students on their activities. This includes the Office of Sustainability and sustainability-oriented organizations. Information provided at orientation events, activities, and presentations include recycling, volunteering opportunities, the community garden program, V Bikes bicycle programs, Zipcar Car-Sharing program, public transportation options, locations of car charging stations, LEED certified buildings, and/or Earth Week programming.
- EN3: Student Life
 - Food Recovery Network
 - Eco Reps
 - RecycleMania
- EN4: Outreach Materials and Publications
 - Recycling webpage
 - Recycling Locator
 - Sustainability Newsletter
- EN5: Outreach Campaign
 - RecycleMania
 - Zero Waste Week: Campus Sustainability Month
 - Pre-Consumer Food Waste Composting
- EN6: Assessing Sustainability Culture
 - Nothing specific to SDG 12
- EN7: Employee Educators Program
 - Green Office Certification

- EN8: Employee Orientation
 - Sustainability is a part of the New Employee Orientation
- EN9: Staff Professional Development and Training
 - 1-24% of staff participates annually in sustainability professional development training
- EN10: Community Partnerships
 - RCE Network
 - No AASHE Data specific to SDG 12
- EN12: Continuing Education
 - No AASHE Data
- EN13: Community Service
 - No AASHE Data
- EN14: Participation in Public Policy
 - No AASHE Data

Operations:

- OP3: Building Design and Construction
 - Use of environmentally preferable materials for green buildings
 - Water consumption guidelines for green buildings
 - Building-level water metering for green buildings
- OP4: Building Operations and Maintenance
 - Power Monitoring system
- OP7: Food and Beverage Purchasing
 - No AASHE Data
- OP8: Sustainable Dining
 - Sustainability Policy Published by Chartwells Dining. With education as the primary focus of our business activity, Chartwells is committed to fostering and promoting sustainable business principles to the UT Dallas community. Our associates will lead by example through activities that minimize our impact on the environment by practicing the 3Rs, with a primary focus on reduction. Our programs will include the necessary information to encourage informed choices on both the foods we consume, and the ways we interact with the natural environment. Charitable donations, funding scholarships and bursaries, and active volunteerism by our associates are just some of the ways that Chartwells reinvests in our communities.
 - Waste Not is a compass program designed to eliminate waste during pre-consumer production. The program teaches associates how to properly cut and reuse products in order to eliminate waste. The waste is collected in “Waste Not Buckets” and weighed daily for tracking.
 - UT Dallas participates in many programs and challenges that regulate and quantify the amount of compost, waste, and food recovery methods: Food Recovery Network - over 4,000 pounds donated to date.

EPA Food Recovery Challenge - 2 years of participation.

RecycleMania - Competed in food recovery in 2018

- Residential Dining utilizes reusable dinnerware and has almost completely eliminated the use of possible composting contaminants in the dining area. This is best seen through the lack of straws, stirrers and any prepackage items such as butter, jelly, honey, and condiments.

Residential dining also provided reusable or compostable containers for students on the go, needing to a box for a meal on the go.

- OP9: Landscape Management

- At UT Dallas, landscape waste including tree limbs are shredded into mulch and reused on-campus. The Monarch Butterfly, a species of concern, is protected at UT Dallas as well. The development of a Monarch Waystation features diverse plant and insect life including milkweed, the flower at which Monarch Butterflies reproduce, feed, and thrive during migration.
- At UT Dallas, the collected landscape waste materials are integrated into the campus composting operations. Small and medium sized tree limbs are placed in a brush pile where they are eventually shredded down and reused on-campus. Leaves are collected on-campus in heavy duty, reusable bags. The leaves are collected on-campus and added with pre-consumer food waste to make compost, then mixed with soil and reused on-campus.
- The University of Texas at Dallas has evolved its composting program from previously targeting only landscape waste, to including pre- and post-consumer food waste, and now to providing students, staff, and faculty the opportunity to compost on-campus. Since 2012, UT Dallas has composted over 420,700 lbs. of food waste, therefore diverting 81 metric tons of CO₂ from the atmosphere campus wide. Since expanding the compost program into Housing in September 2018, over 2,950 lbs. of food waste have been composted from on-campus resident participants
- Composting is an important part of the campus waste management program that is continuously evolving. Pre-Consumer food waste contributions began in 2011 in partnership with Dining Services and Facilities Management. In August 2017, a partnership with Organix Recycling formed and enhanced the overall composting program at UT Dallas. With the transition, specialized compost containers were installed near kitchen locations, therefore simplifying the pre-consumer food waste collection process. With this new partnership, additional food items became acceptable in the waste stream that were not previously accepted (for example, meat and dairy products), increasing the amount of food waste that is recycled. As of current, Dining Services has taken the lead and moved to all food waste collections in Dining Hall West.
- Composting has been on the mind of students for many years. In fall 2018, the UT Dallas Student Government Green Initiative Committee took the lead and collaborated with The Office of Sustainability within Facilities Management,

Housing, and Organix Recycling to make the composting program accessible to residents of University Village and Canyon Creek Apartments. In order to participate in the program, residents must attend a compost training. At the training, residents will learn what goes in the compost containers, how to manage individualized food collection caddies, and acquire a combination for the lock securing the containers.

- UT Dallas also harvests milkweed seeds from our Monarch Waystation to replenish the station. This reduces the demand for milkweed seed purchases from external parties which is protective of campus resources.
- Recycling is a key aspect for reducing our environmental impact at UT Dallas. Recycle bins are located on the interior and exterior of buildings across campus. UT Dallas operates a single-stream recycling program. This means you can place cardboard, paper, aluminum cans, metal cans, plastics (1-5 and 7), and unbroken glass bottles in a recycling bin.
- Special Recycling Streams include:
 - Batteries
 - Cardboard
 - Clothing and Shoes
 - Confidential Paper Shredding
 - Electronics
 - Metal
 - Nitrile Gloves
 - Plastic Wrap
 - Printer Cartridges and Toner
 - Styrofoam Packing Peanuts
 - Styrofoam #6 (Polystyrene)
 - Used Binders
- OP11: Sustainable Procurement
 - Office Paper Purchasing

The University of Texas at Dallas is comprised of numerous departments and offices. Throughout the workday, paper is a high use product in producing reports, plans, programs, and many other uses. To reduce the overall cost of paper purchasing, The Office of Sustainability recommends evaluating the feasibility of utilizing digital documents and shared drives when practical and possible. If this is not possible, please consider purchasing post-consumer recycled office paper. Most office supply retailer's offer recycled paper products.
- OP12: Electronics Purchasing
 - 21.23% of electronic products purchased are EPEAT gold registered
- OP13: Cleaning and Janitorial Purchasing

- 77.38% of janitorial paper products are FSC, Green Seal, and/or UL ECOLOGO certified
- OP14: Office Paper Purchasing
 - 6.71% of expenditures on paper that is 90-100% post-consumer recycled and/or agricultural residue content and/or FSC Recycled Label
- OP15: Campus Fleet
 - 301 vehicles in campus fleet
 - 120 are 100% electric
 - 1 is plug-in hybrid
- OP18: Waste Minimization and Diversion
 - 0.12 tons- total waste generated per weighted campus user
 - 30.36% of materials diverted from landfill
 - Hearing Aid Recycling Program (HARP)
 - 7.60% contamination rate for recycling program
 - Other recycling programs at Sustainability Website
 - More specific data of waste diversion here:
<https://reports.aashe.org/institutions/university-of-texas-at-dallas-tx/report/2019-09-11/OP/waste/OP-19/>
- OP19: Construction and Demolition Waste Diversion
 - 78.23% of construction and demolition materials diverted from landfill
 - Only capital project under construction was Science Building
- OP20: Hazardous Waste Management
 - A campus-wide Pollution Prevention Plan is in place that covers several of initiatives for source reduction and waste minimization (SR/WM) on campus, including:
 - I. Tracking waste generated and disposal costs by source to help focus waste minimization activities. The majority of these waste types are generated by laboratories, therefore; a large effort is made to work closely with them. This includes a training system for labs encouraging these SW/WM activities, some of which are detailed below.
 - ii. Campus-wide recycling efforts, including for facilities buildings and campus apartments. This includes the ongoing project of switching from fluorescent lamps to LED to reduce toxicity of waste and frequency of replacement.
 - c. All laboratory chemical orders must be reviewed by UT Dallas' Chemical Safety team through UT Dallas' procurement system. This has caught mistakes in ordering (ex. 200 liters ordered versus the intended 20 liters), resulting in less unused chemicals and safer storage conditions on campus. It also alerts the hazardous waste team of any new potential wastes to be generated on campus.
 - d. UT Dallas also utilizes a Chemical Inventory System (CIS), which inventories and tracks all hazardous chemicals in laboratories. This allows lab members to easily find chemicals that are needed and share chemicals, if needed in small amounts, reducing the chemicals coming onto campus.
 - e. UT Dallas also has a program to track certain chemicals of concern, which degrade with age. Quarterly, a report containing “expiring” chemicals is managed by the Chemical Safety team and communicated to the relevant labs. This

program encourages the chemicals to be used before expiration or increased hazard, reducing the waste generated.

- f. The UT Dallas also has an Institutional Biosafety and Chemical Safety Committee (IBCC), which reviews the need and subsequent safe management of particularly hazardous chemicals. This helps address the actual need for certain chemicals to reduce particularly hazardous chemicals on campus.

Planning & Administration:

- PA2: Sustainability Planning
 - Fulfilling Commitments
UTD has diverted over 5,000 lbs. of food to feed hungry people through a student-run chapter of Food Recovery Network
UTD collects all food waste (pre-consumer and post-consumer) from the only campus dining hall. Over 100,000 lbs. collected in AY 19.
UTD has an opt-in compost program for student apartments.
 - UT System 169 Sustainable Practices Sec. 11 Waste and Recycling Management
Each institution will record and monitor annual waste and recycling quantities, implement procedures to reduce campus waste, and set a goal to increase campus recycling each year
 - UTD is addressing UN and EPA food waste reduction goals by composting pre consumer food waste from dining locations and partnering with the Food Recovery Network to donate leftover food to food insecure communities.
- PA10: Sustainable Investment
 - No AASHE Data

Innovation & Leadership:

- IN32: Single-Use Plastic Ban
 - Currently working on reduction plan with Sustainability Committee
- IN34: Spend Analysis
 - No AASHE Data
- IN46: Zero Waste Certification
 - No AASHE Data

Sustainable Development Goal 13: Climate Action

Academics:

- AC1- Academic Courses
 - Special Topics in Chemistry: Water and Wastewater Treatment
 - Weather and Climate (3 semester credit hours) An overview of the fields of meteorology and climatology. The approach is scientific yet nonmathematical, and students will be exposed to a wide spectrum of ideas from folklore, history, law, economics, and environmental issues. (3-0) S
- AC2- Learning Outcomes

- 49.71% of students graduate from programs that have adopted at least one sustainability learning outcome
- Sustainability is the lens through which student learning is assessed at the institutional level with the Comets to the Core Program. In the 2018-2019 academic year, student learning was assessed based on their collaborative, interdisciplinary projects that address SDG 1 - End Poverty and in 2018 students worked on projects related to the water crisis.
- Comets has adopted the learning outcome that students should be able to identify the social, political, environmental, and economic components of a complex world problem, and will provide a solution that addresses sustainability in each of these areas.
- Student Outcomes on a Divisional level: One broad goal for the Erik Jonsson School is to provide an excellent education for our students. Within a few years after graduation, graduates of the Engineering Program(s) should:
 - Be on a successful career path as competent professionals in their chosen field or by pursuing advanced study.
Serve their professional roles in a responsible and ethical manner to meet the needs of engineering and society.
Be effective contributors or leaders in professional settings, including contributions to multidisciplinary teams.
Actively pursue life-long learning through advanced education, self-study, professional development, etc.
- AC3- Undergraduate Program
 - Public Policy B.S.: The Public Policy program is an interdisciplinary academic program, drawing upon the insights of political science, economics, research methods and statistics and other related fields, to help students take on problem resolution in climate change, poverty, and healthcare. The coursework provides the basis to analyze economic political issues, knowledge of organizations and how to lead them, and the foundations of policy making and implementation.
 - Interdisciplinary Studies (Environmental Studies Concentration): The Bachelor of Arts and Bachelor of Science in interdisciplinary studies degree programs emphasize a broad learning experience and a wider perspective than that provided by traditional undergraduate majors. Designed to offer students the opportunity to participate in an interdisciplinary, academically sound, and goal-oriented educational program directly relevant to the student's intellectual development and career aspirations
 - Geography/Geospatial Information Sciences: UT Dallas offers three-degree options to its geography majors: a general B.A. degree, a B.A. with certification in Geographic Information System (GIS) technologies, and a B.A. with a concentration in Regional Development and International Studies.

Geography is the science of place and space and ask where things are located on the surface of the earth, why they are located where they are, how places differ from one another, and how people interact with the environment. It is inherently interdisciplinary and international and has been revolutionized recently by new technologies such as geographic information systems, global positioning systems and remote sensing. Geography plays leading roles in such policy arenas as urban and transportation planning, area studies, regional and international development, risk analysis, and environmental management. Geography closes ties with many others including urban and regional economists, sociologists, and planners, as well as with those who study international trade and economic growth.

Geographers who explore environmental relationships become skilled in earth science (for example, geomorphology or climatology) or become leaders in the development of cultural ecology, linking closely with anthropology and archaeology. And they increasingly contribute their technological skills in geographic information systems, remote sensing, and spatial analysis.

- Environmental Studies Minor: This minor will provide students from all majors with a better understanding of environmental issues and the skills to analyze future environmental problems. The name "Environmental Studies" reflects the goal of this interdisciplinary minor to encourage students to learn to view environmental issues from scientific, economic, political, and social standpoints. The 18 semester credit hours of the Environmental Sciences minor enable UT Dallas students to develop expertise in this important area. The framework provides all students with a policy and science perspective and allows students to tailor the minor, through choice of electives, to their individual goals. Students will be strongly encouraged to include an Environmental Studies Internship/Project (BIS 3310) in their minor though it may not be possible for all students.

- AC4- Graduate Program

- Energy Management: Emphasizing but not limited to oil, gas, coal, solar, wind, hydro and power, the UT Dallas Energy Management Program teaches the management of energy assets. We also have a comprehensive sustainability and corporate responsibility course in the energy curriculum. Our courses are both domestic and international in scope, and our energy faculty and lecturers consist of current and former executive officers and senior managers of large oil and gas companies, power companies and government agencies. The program's ever changing and expanding curriculum is shaped by a university curriculum committee and an outside Energy Advisory Board, consisting of officers from companies representing all of the above-mentioned energy industries. The outside Advisory Board meets twice a year to advise the Program Director on what skills the energy industries are seeking in program graduates and what the future holds for specialties within those industries. Energy and power are global businesses with strategic assets in both developed and developing countries and require an international approach. We therefore strive to prepare our graduates to work for private energy companies and in governments to manage their assets. Currently, our business school has the highest percentage of foreign students in the United States. This fits well with our approach and will afford our graduates with

invaluable industry contacts throughout their careers. We prepare and train managers

- The Master of Arts in Interdisciplinary Studies (MAIS) program combines a solid academic core with student-selected concentration areas, enabling students to incorporate and integrate various academic disciplines, theories, and methodologies. As an MAIS student, you will design an individualized course of study with a faculty advisor, incorporating your interests and academic and professional goals. MAIS degrees may include traditional academic courses, internships, and independent study opportunities. The MAIS degree program concludes with a two-semester master's project, completed via the Capstone Seminar (MAIS 5302) and Research Project (MAIS 5303). The master's project will lend itself to an interdisciplinary approach: To complete the project, you will synthesize information from various sources utilizing different methodologies and draw conclusions to present a new perspective on your selected topic.
 - Degree Plan
The MAIS degree plan includes at least 36 credit hours, including the following 12 hours of core requirements:
 - MAIS 5300 Interdisciplinary Seminar
MAIS 5321 Library Research Skills
MAIS 5302 Capstone Seminar
MAIS 5303 Research Project
 - For the remaining credit hours, you will choose one or two of the concentration areas:
 - American Studies
Area & Regional Studies (The Americas, Europe, Asia, Africa, The Middle East, etc.)
Arts Management
Diversity Studies
Environmental Studies & Sustainability
Healthcare Studies
Professional Communication & Leadership
- AC5- Immersive Experience
 - No AASHE Data specific to SDG 13
- AC6- Sustainability Literacy Assessment
 - The Office of Sustainability and Student Government Green Initiative developed the Literacy and Culture Sustainability Assessment for 2018 Summer session. Sustainability Literacy Surveys from other institutions were referenced to assist with developing questions, and new questions were developed in order to assess campus-specific sustainability knowledge. The literacy survey was developed so

that it could be administered in early fall and late spring so that the longitudinal data would help to measure the effectiveness of efforts to increase sustainability literacy through education and events.

- AC7- Incentives for Developing Courses
 - Quantum Leap Grant: More info at this page
<https://reports.aashe.org/institutions/university-of-texas-at-dallas-tx/report/2019-09-11/AC/curriculum/AC-7/>
 - Teaching stipends, course materials, teaching assistant funding
- AC8- Campus as a Living Laboratory
 - No AASHE Data specific to SDG 13
 - Many examples of environmental conservation
- AC9- Research and Scholarship

Brikowski, Thomas H

Duquaine-Watson, Jill M

Fass, Simon M

Kim, Dohyeong

Leonardi, Stefano

Pirouz, Mortaza

Yuan, May

Zhu, Hejun

- AC10- Support for Sustainability Research
 - The McDermott Library provides exceptional resources in sustainability research and learning collectively called "green" libraries. Green libraries emphasize stewardship of resources, impact on the natural environment, economy, ecology, and equity. Economy is the management, or stewardship, of the resources; Ecology is the relationship of the community with its environment, particularly the natural environment; and Equity is fairness to all.
- AC11- Open Access to Research
 - No AASHE Data

Engagement:

- EN1: Student Educators Program
 - The Office of Sustainability hires student educators, known as Eco Representatives, and decides on goals and projects for events, communication, and initiatives that align with the short- and long-term sustainability goals of the university. Examples include educating students on how to reduce water and energy consumption with behavior change education and competitions, promoting recycling and composting through demonstration, contributing to social media, and coordinating events such as Earth Week, Sustainable Labs, Tree Campus USA, Bee Campus USA, Monarch Butterfly Way Stations, sustainability service honors, film screenings, and more. Students are also available to partner with any interested student organizations or campus offices on additional programming.

The entirety of the campus community is invited to attend events and participate in programming hosted by The Eco Representatives through the Office of Sustainability.

- The Green Initiative is aimed at improving campus sustainability. This includes items like infrastructure and efficiency projects; recycling and wastewater reduction efforts; expanding mass transit availability; sustainability-oriented internships, scholarships, and research grants for students; student-focused and sustainability-oriented assistantships/staffing; or other sustainability initiatives as proposed by students. All students are invited to participate on the committee and propose projects to the Green initiative.
Specific Examples include: Comet Composting Project (CCP), Housing Recycling Bins. Light Switch Stickers, Sustainability-Themed Semesters, Meatless Mondays, promoting and advocating a green fee on campus, and Sustainability Literacy Assessments
- EN2: Student Orientation
 - During 100% of orientations, new students are provided opportunities to learn about sustainability at the university. At the Student Activities Fair, all student organizations and many campus departments have a booth where they interact and educate new students on their activities. This includes the Office of Sustainability and sustainability-oriented organizations. Information provided at orientation events, activities, and presentations include recycling, volunteering opportunities, the community garden program, V Bikes bicycle programs, Zipcar Car-Sharing program, public transportation options, locations of car charging stations, LEED certified buildings, and/or Earth Week programming.
- EN3: Student Life
 - ECO UTD
Sunrise Dallas
 - Earth Week: Climate Reality Project Speaker
- EN4: Outreach Materials and Publications
 - Sustainability Newsletter- content developed about SDG 13
- EN5: Outreach Campaign
 - Earth Week: Information about SDG 13
- EN6: Assessing Sustainability Culture
 - When comparing the results between Fall 2018 and Spring 2019 Culture Assessment, certain differences were noted.
 - 1. The percentage of students who take pride in attending a school that values sustainability increased 5%.
 2. The percentage of students that believe UT Dallas values sustainability dropped by 19%.
 3. The percentage of students that believe the studies at UT Dallas is preparing them for a career related to sustainability dropped by 23%.
 4. The percentage of students interested in becoming more involved in sustainability at UT Dallas increased 14%.

- EN7: Employee Educators Program
 - Green Office
- EN8: Employee Orientation
 - No AASHE Data
- EN9: Staff Professional Development and Training
 - UT Dallas participates in training and professional development opportunities geared towards sustainability developmental goals by attending conferences and events. The memberships are either paid by the Office of Sustainability or reimbursed by the institution. Institutional memberships include, but not limited to: APPA, ASHE, TRACS, TAPPA, TCUF, CAPP, USGBC. APPA, ASHE, and USGBC offer full access for all staff to participate in training.
- EN10: Community Partnerships
 - North Texas Regional Centre for Expertise- The RCE network brings together multi-sectoral and interdisciplinary members who might not usually work together. As such, they are uniquely placed to help create solutions to sustainability challenges through dialogue, education, and learning. They are highly influential policy advocates, able to test policies individually and work collectively to bring policy to scale and advice on future actions.
- EN12: Continuing Education
 - No AASHE Data
- EN13: Community Service
 - No AASHE Data specific to SDG 13
- EN14: Participation in Public Policy
 - No AASHE Data

Operations:

- OP1: Emissions Inventory and Disclosure
 - Specific information here, it has been completed:
<https://reports.aashe.org/institutions/university-of-texas-at-dallas-tx/report/2019-09-11/OP/air-climate/OP-1/>
- OP2: Greenhouse Gas Emissions
 - Same as above
- OP6: Clean and Renewable Energy
 - 0.55% of total energy consumption is from clean and renewable sources
 - More specific information here: <https://reports.aashe.org/institutions/university-of-texas-at-dallas-tx/report/2019-09-11/OP/energy/OP-6/>
- OP15: Campus Fleet
 - 120/301 campus vehicles are 100% electric
- OP16: Commute Modal Split
 - 55.47% of students use more sustainable options as their primary mode of transportation, assessed through Sustainability Literacy & Culture Assessment
 - Much lower for employees- 1.61%
- OP17: Support for Sustainable Transportation
 - -Free DART Transit Pass for Students
 - -Discounted DART Transit Pass for Staff and Faculty

- Comet Cab (Free on-campus transportation service for students, staff, and faculty)
- Comet Cruiser (Free shuttle bus that serves UT Dallas and the surrounding community. This shuttle does not require a pass or identification from passengers)

- Zip Car
- Bicycle Friendly University
- Telecommuting
- Comet Discounts for living locally

Planning & Administration:

- PA2: Sustainability Planning
 - No institutional climate action plan
 - UT System 169 Sustainability Practices
Sec. 9 Climate Protection Practices (Plan Language Below)
Institutions will pursue the goal of reducing greenhouse gas emissions, while maintaining enrollment accessibility for every eligible student, enhancing research, promoting community service, and operating campus facilities more efficiently.
 - UT Dallas is submitting its first-ever Greenhouse Gas Report with the 2019 AASHE STARS submission in order to establish a baseline for future reductions.
- PA10: Sustainable Investment
 - No AASHE Data

Innovation & Leadership:

- IN5- Carbon Mitigation Project Development
 - No AASHE Data

Sustainable Development Goal 14: Life Below Water

Academics

- AC1 Academic Courses
 - History of Earth and Life (3 semester credit hours) Introduction to the history of the Earth. The history of life and an introduction to the principles of paleontology, stratigraphy and global change will be discussed. All topics will be discussed in the context of the tectonic evolution of North America. Field trip.
Prerequisites: GEOS 1303 and GEOS 1103. (3-0) Y
 - Special Topics in Chemistry: Water and Wastewater Treatment
 - Oceanography
- AC5 Immersive Experience
 - Alternative Spring Break: Environmental Conservation – Galveston, Texas: coastal ecosystems and watersheds
 - Park Preservation – Liberty, TX: Trinity River National Wildlife refuge

- AC8 Campus as a Living Laboratory
 - No AASHE Data specific to SDG 14
- AC9 Research and Scholarship

Aiken, Carlos L

Harrington, James

Kitagawa, Midori

- AC10 Support for Sustainability Research
 - SEED Program
 - No AASHE Data specific to SDG 14
- AC11 Open Access to Research
 - No AASHE Data

Engagement

- EN3 Student Life
 - Earth Week: The Crystal Reef: A Virtual Reality Experience
- EN5 Outreach Campaign
 - No AASHE Data specific to SDG 14
- EN9 Staff Professional Development and Training
 - UT Dallas participates in training and professional development opportunities geared towards sustainability developmental goals by attending conferences and events. The memberships are either paid by the Office of Sustainability or reimbursed by the institution. Institutional memberships include, but not limited to: APPA, ASHE, TRACS, TAPPA, TCUF, CAPPA, USGBC. APPA, ASHE, and USGBC offer full access for all staff to participate in training.
- EN10 Community Partnerships
 - The RCE network brings together multi-sectoral and interdisciplinary members who might not usually work together. As such, they are uniquely placed to help create solutions to sustainability challenges through dialogue, education, and learning. They are highly influential policy advocates, able to test policies individually and work collectively to bring policy to scale and advice on future actions.
- EN12 Continuing Education
 - No AASHE data
- EN13 Community Service
 - No AASHE Data specific to SDG 14
- EN14 Participation in Public Policy
 - No AASHE Data

Operations

- OP7 Food and Beverage Purchasing
 - No AASHE Data
- OP9 Landscape Management

- Hydrology and Water Use: UT Dallas utilizes bioswales, rainwater harvesting, stormwater ponds, solar sync sensors, and native landscaping to minimize water loss and runoff. Bioswales have been added as part of new construction at the Student Service Building and Bioengineering and Science Building. Stormwater mitigation techniques improve the management of Cottonwood Creek that runs through campus.
- OP18 Waste Minimization and Diversion
 - 30.36% of materials diverted from landfill
 - The Sustainability Coordinator performs campus waste and recycling audits in the form of building and campus walk-throughs to ensure that locations of and the conditions of the waste and recycling containers are satisfactory. UTD's recycling team performs daily recycling pickups and audits the condition and location of indoor and outdoor recycling and waste bins.
 - Facilities Management (FM) performs a small-scale waste and contamination audit within FM. This is managed internally as FM transitioned to smaller clip-on trash bins within the larger blue recycling desk-side bins. This reduces custodial labor hours allocated to emptying trash bins in FM therefore reducing the need for plastic trash bin liners.
 - Other special recycling programs
- OP19 Construction and Demolition Waste Diversion
 - 78.23% of construction materials diverted from landfill in construction of new Science Building
- OP20 Hazardous Waste Management
 - a. All hazardous, universal, and non-regulated chemical waste is managed through the University's hazardous waste team. It is consolidated from campus to a central accumulation area (CAA), where it is inspected, inventoried, and prepared for shipment, all under the appropriate Federal and State regulations. The CAA is locked and under surveillance at all times. The waste is segregated within the building in different rooms, which include secondary containment in the event of a spill. Waste pick-ups from the container storage area are scheduled to occur at a maximum of 90 days from the last pick-up. All wastes are transported to a permitted off-site disposal or recycling facility. Waste collected at the CAA is then shipped off by either our hazardous waste vendor or our universal waste vendor, under oversight by the hazardous waste team. The hazardous waste vendor is on contract through UT System, which ensures that the waste handlers, transporters, and disposal facilities have all the required permitting, insurance and are managing the materials properly.
 - b. The Research & Academic Safety group, including the hazardous waste team, attend annual refresher trainings, including for RCRA, DOT, and HAZWOPER 40-hr. This ongoing professional development ensures highest level of

compliance and safety for waste management, and communication to the generators of chemical waste.

- c. The majority of hazardous and non-regulated chemical waste is generated from laboratories. Training is provided for all research lab members through an online service, ensuring that everyone has been educated in proper waste handling and generation in the labs from both a regulatory and policy standpoint. In addition, in-person training is provided to other staff and faculty that covers wastes generated in their spaces. This training includes proper storage (i.e., closed containers, secondary containment), storage times, accumulation areas, and segregation of incompatible materials. All waste generated in the labs is treated as hazardous until being classified by the waste vendor and UT Dallas staff. Labs request waste pick-ups through an online system, notifying members of the waste management team. Only trained professionals remove waste from the labs and transfer it to the CAA.
- d. The hazardous waste team works closely with the Facilities Management (FM) group for any projects that may generate hazardous wastes. An online form is available for non-lab use to allow for the request of chemical or universal waste pickup. The hazardous waste team also participates in the annual FM clean out day to collect any unwanted chemicals. In addition, electricians collect lamps and ballasts centrally at the CAA. Additional programs on campus include battery exchange program in the garage and e-recycling through our FM and Surplus groups.
- e. In the last two years, UT Dallas has expanded the battery recycling program to better engage faculty and staff. In order to make battery recycling more convenient for faculty and staff, this new program has placed over 80 used battery collection containers across campus. These containers are picked up semi-annually or by-request. Instructions are provided online and on the containers for safe collection.
- OP22 Rainwater Management
 - UT Dallas is located within the boundaries of the City of Richardson's "urbanized area" (UA) and is regulated under the Texas Commission on Environmental Quality (TCEQ) Phase II Municipal Separate Storm Sewer System (MS4) permit. The overall goal of the MS4 permit is to improve the water quality of Cottonwood Creek flowing through our campus into receiving waters, and to protect the US waterways from pollution.
 - Environmental Affairs manages the University's storm water compliance programs, including permitting, spill prevention, above-ground storage inspections, and outfall inspections.

- Plan:
 - STORM WATER POLLUTION PREVENTION PLAN (SWPPP)
 - Prior to submitting Notice of Intent to EPA;
 - Site Description
 - Potential Pollutant Sources
 - BMP's
 - Training Log
 - Inspection Log
 - Update The SWPPP
 - Emergency Contacts
- By practicing health pollution prevention habits, campus community members can keep pollutants like dirt and common garbage that collect on paved areas from washing into storm drains.

Planning & Administration

- PA2 Sustainability Planning
 - No AASHE Data specific to SDG 14
- PA10 Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN24 Natural Wastewater Systems
 - No AASHE Data
- IN26 Nitrogen Footprint
 - No AASHE Data
- IN28 Pest Management Certification
 - No AASHE Data
- IN32 Single-Use Plastics Ban
 - Currently working on reduction plan with Sustainability Committee
- IN36 Stormwater Modeling
 - No AASHE Data

Sustainable Development Goal 15: Life on Land

Academics:

- AC1- Academic Courses
 - History of Earth and Life (3 semester credit hours) Introduction to the history of the Earth. The history of life and an introduction to the principles of paleontology, stratigraphy and global change will be discussed. All topics will be discussed in the context of the tectonic evolution of North America. Field trip.
Prerequisites: GEOS 1303 and GEOS 1103. (3-0) Y
 - CHEM 4v01: Special Topics in Chemistry: Water and Wastewater Treatment

- Structural Geology (4 semester credit hours) Modern tectonic concepts, survey of major structural provinces, examination of material behavior, stress-strain concepts, failure criteria, soil mechanics, fault analysis, rheology, fold analysis and applications of structural concepts to neotectonics and environmental problems. Training in graphical techniques, use of stereographic projections, and geological map interpretation. Integrated lecture and laboratory course. Prerequisites: GEOS 1103 and GEOS 1104 and GEOS 1303 and GEOS 1304 and GEOS 2409 and PHYS 2125 and PHYS 2126 and PHYS 2325 and PHYS 2326. (3-3) Y
- AC5- Immersive Experience
 - ASB: Environmental Conservation – Galveston, Texas: coastal ecosystems and watersheds
 - ASB: Park Preservation – Liberty, TX: Trinity River National Wildlife refuge
- AC8- Campus as a Living Laboratory
 - Bio Blitz:
In Spring 2019, UT Dallas hosted its first BioBlitz at its 10-acre monarch waystation in order to assess biodiversity at the area and to help with the DFW metroplex effort in the City Nature Challenge. Citizen scientists assisted with biodiversity assessment in this STARS report and contributed to the #8 global (#3 U.S.) ranking in the City Nature Challenge which advances scientific research globally.
 - Organic Land Care Study:
Eco Reps in the Office of Sustainability are conducting a long-term study monitoring the effect of different organic and synthetic fertilizers on soil quality and turf quality. The study is being conducted with full participation from Facilities Management, Grounds, and Office of Sustainability in order to inform regarding the feasibility of wide-scale adoption of organic land care practices.
 - Bee Campus USA:
UTD utilizes 2 apiaries on campus for classroom teaching, student, and faculty research, and for outreach programs. Led by a Bee Campus USA Committee, students/staff/faculty intended to coordinate and lend aid to individual conservation efforts, to evaluate the current state of conservation on campus, and to oversee the progression and improvement of conservation efforts in the areas of habitat, service learning, and outreach by helping to create long term policy and structural changes in the university to support pollinator conservation.
 - Tree Campus USA/ Living Trees:
UT Dallas has received Tree Campus USA designation from the Arbor Day Foundation. The program helps colleges and universities establish and sustain healthy community forests. Tree-planting events also take place annually on campus with education provided to students regarding proper tree planting and tree care techniques. Students also received training to maintain the fruit trees in residence hall courtyards on a weekly basis by trimming, proper water care, checking for diseases as needed.
 - Ecology for Educators
Students in this graduate class utilized the Monarch Way station with the office of Sustainability to learn sampling techniques and pedagogy for introducing

ecological field experiences in the classroom. On a second occasion, the class visited the creek that bisects campus to take water samples and learn pedagogy for teaching water quality issues in the classroom.

- Callier Center/Blanco Botello Garden partnership
- AC9- Research and Scholarship

L

Cummings, Anthony Ravindra

Harrington, James

Turner, Frederick

Yuan, May

- AC10- Support for Sustainability Research
 - The McDermott Library provides exceptional resources in sustainability research and learning collectively called "green" libraries. Green libraries emphasize stewardship of resources, impact on the natural environment, economy, ecology, and equity. Economy is the management, or stewardship, of the resources; Ecology is the relationship of the community with its environment, particularly the natural environment; and Equity is fairness to all.
 - The Sustainability Reference Center collection offers full-text coverage of content relevant to sustainability initiative management. It is designed for sustainability experts and information professionals and covers topics such as corporate social responsibility, environmental stewardship, and governmental regulations.
- AC11- Open Access to Research
 - No AASHE Data

Engagement:

- EN3- Student Life
 - UT Dallas has a community garden complete with 19 plus plots. This garden is maintained by students, staff, faculty, and members of the community. This is a great opportunity for students to grow their own food and learn about new gardening techniques.
 - UT Dallas also has a certified Monarch Waystation where students have the opportunity to explore and volunteer at the location and witness nature evolve.
 - Butterfly Flutterby during Earth Week
 - UREC Outdoors
Provides experiences on campus and throughout North Texas beyond UT-Dallas.

Camping, kayaking, ziplining, and hiking excursions are led by UREC staff members. The goals of UREC Outdoors is to learn new skills and care for the earth, by following the principles of Leave No Trace.

- ECO UTD
- Tree Plantings
- EN5- Outreach Campaign
 - Earth Week
 - Over 854 Participants
 - 4 Honeybee Hives Installed on Campus
 - 90 Ounces of Honey Harvest
 - 591 Students Educated about local environmental & sustainability initiatives
 - 101 Milkweed Seedlings transplanted into the Monarch Waystation
 - 109 Wildflower Seed Balls Casted
 - 12 Pounds of Onion, Kale and Lettuce Harvest from the Community Garden
 - 16 tomato, melon and pepper plants transplanted into the Community Garden
- EN9- Staff Professional Development and Training
 - Office of Sustainability Ambassador Program
- EN10- Community Partnerships
 - North Texas Regional Centre For Expertise- Recognized by UNU February 2019
- EN12- Continuing Education
 - No AASHE Data
- EN13- Community Service
 - 67.86% of students participate in community service
 - Campus Cleanups
- EN14- Participation in Public Policy
 - No AASHE Data

Operations:

- OP3- Building and Design Construction
 - 55.21% of new buildings are LEED certified, highlight more in other areas
- OP4- Building Operations and Maintenance
 - 100% managed with IPM, Green Cleaning Guide, highlight more in other areas
- OP7- Food and Beverage Purchasing
 - No AASHE Data
- OP9- Landscape Management
 - The only maintenance done at underutilized areas is occasional mowing with no fertilizer and herbicide use. An additional 212 acres outside of the main campus area have no herbicides and pesticides.

- UT Dallas sits in Texas' Blackland Prairie. The Blackland Prairie region is a strip of dark, rich soil encompassing much of Dallas and following the I-35 corridor. Facilities Management has established a No-Mow Zone to encourage native prairie grasses and give plants an opportunity to reestablish. Mowing less and planting native species are a key part of our prairie restoration program. An eight-acre area on the southwest corner of campus is the home of the restoration and our largest Monarch Waystation. Native pollinators, like Monarch butterflies, Bumblebees, Mason Bees, and Honeybees, are crucial to the proliferation of many flowering and fruit producing plants.
- An organic land care experiment is being conducted FY 19 by the Office of Sustainability. By using a soil compaction tester, also known as a penetrometer, the level of compaction can be determined in an easily quantifiable and comparable way.
- 100% of campus lands managed with IPM program
- OP10- Biodiversity
 - The University of Texas at Dallas manages an 8-acre Black Land Prairie Restoration area located at the Southeast portion of campus. The restoration area is home to over 200 species of plants, birds, insects, and animals important to the preservation of the native grassland ecosystem that use to dominate North Texas. Among the species promoted at the site are important pollinators such as the Monarch Butterfly and the Western Honeybee that play a vital role in restoration efforts for populations of native plants in that area.
The restoration area is of conservation importance because it provides habitat for native plants, and animals that would otherwise be facing habitat loss from rapid development in the Dallas Metroplex. The site is maintained by a coalition of student and community volunteers, local experts, and campus departments such as the Office of Sustainability and the Office of Student Volunteerism who all work together to protect pollinators and provide a space on campus for students to learn about and participant actively in the conservation process.
As part of promoting biodiversity and aiding the restoration of native plants, 2 apiaries are managed on campus. In fall of 2018, UT Dallas received certification as a Bee Campus USA for efforts related to our work with pollinators and native plants. This past year we welcomed the addition on a new apiary site on the northeast corner of campus where there is a native pollinator wildflower field. In addition to the apiaries, the Black Land Prairie Restoration area also houses the Monarch Waystation, an area of native pollinators including Milkweed, which is certified through the organization Monarch Watch, a non-profit managed through the University of Kansas. These certifications allow our campus to expand our efforts in promoting biodiversity by increasing the network for resources and outreach that can be directed towards sustainability efforts on campus.
 - In April, the university hosted a BioBlitz event to monitor species richness in the Black Land Prairie restoration area and determine if the area contained any

endangered or vulnerable species. A BioBlitz is an event in which a group of volunteers document as many species of plants, animals, and insects as possible in a set amount of time by taking photos and using a database, such as naturalist to identify species. Developed by Cornell University, naturalist is a citizen science app used globally by over 500,000 observers who have logged over 19.5 million observations. This event was a collaboration between the Office of Sustainability, the Office of Student Volunteerism, and the Texas Master Naturalists program. Prior to the event, staff from the Office of Sustainability received training on naturalist from an Urban Wildlife Biologist from the Texas Parks and Wildlife Department. At the event, volunteers from the local Texas Master Naturalist chapter provided hand on training to a group of 24 volunteers on how to use naturalist as a surveying tool. At the event on April 26th, 348 observations of 113 species were logged in 2 hours. While no vulnerable or endangered species were identified at that time, ongoing observation will allow for the detection of any changes in the ecological balance of the area. All of these observations counted towards the larger City Nature Challenge 2019 which is a 3-day international competition among cities to see which city can document the most biodiversity in that time period using the tool naturalist. All of our observations at the UT Dallas BioBlitz counted towards the larger total for the city of Dallas. In a broader sense, biodiversity data collected through this event will continue to serve as a base line measure to quantify changes in species richness as our campus undergoes further development and construction.

- The Black Land Prairie preservation area is currently maintained through a collaboration between Facilities Management, the Office of Student Volunteerism, and the Office for Sustainability. The Monarch Waystation is designated as a No-Mow zone and the head groundkeeper oversees a land care plan to ensure that the area remains undisturbed. In addition to the No-Mow Zone, the Monarch Waystation is replanted each spring by a group of volunteers during Earth Week in order to provide migrating Monarch Butterflies with a stable source of food and a habitat for laying their eggs. This year, 700 Milkweed samplings were transplanted at the waystation and these plants will continue to improve the health and productivity of the Monarch Waystation. The health of the Monarch Waystation and the Black Land Prairie Restoration at large is monitored throughout the year by the Grounds Department in Facilities Management and by observations made by citizen scientists through the tool naturalist.
- Honeybees class
- OP14- Office Paper Purchasing (FSC)
 - 6.71% of paper is purchased in FSC Recycled Label

Planning & Administration

- PA1- Sustainability Planning
 - Campus Master Plan- Open Space Primary & Secondary Areas
 - To stay relevant as the campus evolves, the plan is designed to be flexible. In the near-term, the Campus Framework identifies strategic, open-space opportunities in key catalytic projects.

The goal of the open space strategy framework is to create enduring campus places that improve outdoor comfort and contribute to campus ecology. The following strategies were integrated in the Master Plan Update, and will be further explored in the related landscape plan:

- Creation of new open spaces to support growth and further link areas of campus
 - Reduction of hard-surface areas to mitigate heat island effects
 - An overall increase in pervious surface areas to improve ground water recharge and stormwater management
 - Creation of a new stormwater detention basin within the south campus to manage stormwater within this area of the campus
 - Integration of elements such as parking gardens, bio-swales and filter strips to capture and filter rainwater
 - Protection and enhancement of habitats and natural systems, with enhanced connections to broader regional systems
 - Landscape
 - Establish buffers to mitigate stormwater runoff.
 - Diversify uses throughout the campus to encourage walking and increased quality of campus life.
 - Continue to build additional tree cover for relief against the heat.
 - Enhance existing creek areas to create a campus amenity.
 - Furthermore - UTD is certified as a Tree Campus USA through the Arbor Day Foundation and as a Bee Campus USA through the Xerces Society. These certifications give further structure to sustainability in landscape management through the commitments and plans associated with those certifications.
- PA10- Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN10- Grounds Certification
 - No AASHE Data
- IN29- Pest Management Certification
 - No AASHE Data

Sustainable Development Goal 16: Peace, Justice, & Strong Institutions

Academics:

- AC1- Academic Courses

- CRIM 6311: Crime and Justice: An introduction to crime and the efforts to control crime through public policy.
- Communication Ethics (3 semester credit hours) This course examines the conceptual perspectives and approaches for understanding and evaluating communication ethics in a variety of contexts.
- Diversity Management (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable public sector organizations, and the need for cultural competency among public administrators.
- Human Resources Management: Leading a Diverse Workforce (3 semester credit hours) Leadership, motivation, decision making, conflict resolution, performance, and other important challenges of personnel management in government organizations.
- Medical Ethics (3 semester credit hours) This course will focus on the underlying principles of medical ethics, such as personal autonomy, beneficence, non-maleficence, and justice will be examined as philosophic issues and in their application to medical problems. Readings and discussion will center on end-of-life issues, beginning of life issues, inherited abnormalities, allocation of scarce medical resources, and research protocols involving human subjects. Prerequisite: Upper division standing, or instructor consent required. (3-0) Y
- Organizations: Theory and Behavior (3 semester credit hours) This course covers the major topics, issues, and contributions in the literature on organizations and management, with emphasis on applications to government and nonprofit organizations. Class readings draw from leading scholars in a variety of disciplinary traditions in order to shed light on the historical development of the literature. Additionally, the course material will review some of the contemporary approaches to the study of organizations.
- Professional Responsibility in Computer Science and Software Engineering (1 semester credit hour) Professional and ethical responsibilities of computer scientists and software engineers as influenced by growth in computer use and networks. Costs and benefits of computer technology. Risks and liabilities of safety-critical systems. Social implications of the Internet. Interaction between human values and technical decisions involving computing. Intellectual Property. Global impact of computing. Prerequisites or Corequisites: CS 3345 and CS 3354 and ECS 3361. (Same as CS 3162) (1-0) S
- Regulation of Business and Financial Markets (3 semester credit hours) The objective of this course is to develop a student's understanding of the laws and regulations which govern businesses and financial markets. In addition, this course considers the ethical issues that financial analysts and financial planners face. Prerequisite or Corequisite: FIN 6301. (3-0) Y
- Selected Topics in Criminology: Topics may include "Gangs," "Organized Crime," and "Criminalistics."
- American Federalism (3 semester credit hours) An examination of how local, state, and national governments share power in such important areas as education,

environmental regulation, public finance, welfare, housing and community development, and criminal justice. There will also be discussions of recent innovations, such as judicial supervision and deregulation.

- American Public Policy (3 semester credit hours) This course examines the making of public policy in the U.S. political system. Students will examine the various public policy models and case studies related to specific policy areas. Prerequisites: GOVT 2305 and GOVT 2306 or equivalent or instructor consent required.
- CRIM 1301: An overview and analysis of the major agencies, personnel, and decision-making points which comprise the criminal justice system. Includes problems and issues confronting legislatures, police, courts, corrections, and the community, as they respond to crime in a free society. Legal precedents guiding the decisions of criminal justice agents are also discussed.
- CRIM 3324: Gender, Crime & Justice: Analysis of the role of gender crime and the justice system. The emphasis is on gender differences in the commission of crime and the types of crimes committed, criminal justice processing, and the employment of women in the criminal justice professions.
- CRIM 3303: Advanced Criminology: Analyzes the major agencies, personnel, and decision-making points which comprise the criminal justice system. Explores some of the major theories and research about the roles that the various agencies and actors play in the criminal justice system. Includes discussion of the problems and current issues confronting legislatures, police, courts, corrections, and the community, as they respond to crime.
- CRIM 3325: Victimology: Analyzes the major perspectives on victimization. The emphasis is on patterns of victimization, the role of victims in the generation of crime, and the experience of victims in the criminal justice system. Special attention will be devoted to sources of data (particularly the National Crime Victimization Survey), trends, variations by demography and offense type and ways in which those variations may affect how criminal justice officials respond to particular types of offenses.
- CRIM 6395 Contemporary Issues in Justice Administration (3 semester credit hours) This course explores and surveys classical and recent literature in criminal justice focused on various critical issues confronting the justice system. The course studies the trends, contemporary topics, and reform movements currently prominent in the fields of policing, courts, and corrections.
- Descriptive and Inferential Statistics for the Social and Policy Sciences (3 semester credit hours) Statistical procedures used to analyze relationships in the social and policy sciences. Subject matters cover: display (frequency, contingency tables); data types (continuous, categorical); measurement (central tendency, variability); probability distributions (discrete, continuous, normal); inference (hypothesis testing, sampling distributions, confidence intervals); testing differences in means, proportions, variances, frequencies, medians and ranks (z-test, t-test, power, chi-square test, ANOVA, Wilcoxon, etc.); association (correlation); explanation and prediction (regression); and software applications. Students completing this course will be knowledgeable consumers of statistical information and prepared to undertake advanced statistics courses. NOTE: EPPS

2302 or EPPS 2303 is required for all School of Economic, Political and Policy Sciences majors and is a prerequisite for required research methods courses in economics

- Deviance (3 semester credit hours) Analysis of historical and contemporary perspectives which propose the causes, consequences, and cures for deviance. Description of theories, research, and public policy associated with efforts to control deviant behavior and deviant groups, and to establish normalcy.
- CRIM 3326: Victimless Crimes: Examines public order crimes, which includes a variety of behaviors that are illegal yet generally perceived by those engaging in them to be legitimate, justified, and acceptable. Many such offenses are illegal only because the government has said so, especially public order violations where there may be no identifiable victim. The objective of this course is to develop an understanding of the complexities and controversies that swirl around these offenses.
- More classes if needed
- AC5- Immersive Experience
 - Alternative Spring Break: LGBT+ & Ally Services – Charlotte, North Carolina: support and give “voice and action” in building future LGBTQ and ally student leaders.
- AC8- Campus as a Living Laboratory
 - No AASHE Data specific to SDG 16
- AC9- Research and Scholarship

Arce, Daniel G

Battaglia Jr, Randy P

Berry, Brian J

Boots, Denise Paquette

Brunell, Thomas Lloyd

Clarke, Harold

D'Orazio, Vito

Dow, Douglas C

Dumas, Lloyd J

Elliott, Euel W

Gray Jr, Thomas R.

Hill, Kimberly D

Jacobs, Bruce A

Kim, Dohyeong

Kovandzic, Tomislav V

Leaf, Murray J

Lowry, Robert C

McNulty, Diane S

Miller, Banks P

Peinhardt, Clint William

Piquero, Alex R

Piquero, Nicole Leeper

Polk, Otto E
Sandler, Todd M
Scotch, Richard K
Stewart, Marianne C
Taylor, Robert Wayne
Thuraisingham, Bhavani M
Vakulenko, Irina
Vieraitis, Lynne Marie
Wheeler, Andrew
Woldu, Habte G
Worrall, John Lambert

- AC10- Support for Sustainability Research
 - No AASHE Data specific to SDG 16
- AC11- Open Access to Research
 - No AASHE data

Engagement:

- EN3- Student Life
 - No AASHE Data specific to SDG 16
 - Some student organizations that advocate for peace & justice
- EN5- Outreach Campaign
 - No AASHE Data specific to SDG 16
- EN9- Staff Professional Development and Training
 - Course Name: Dignity and Respect Diversity
Course Code: HRDRP2
Description: Explore and develop strategies for understanding, engaging, and respecting the differences we all bring to the workplace.
- EN10- Community Partnerships
 - The RCE network brings together multi-sectoral and interdisciplinary members who might not usually work together. As such, they are uniquely placed to help create solutions to sustainability challenges through dialogue, education, and learning. They are highly influential policy advocates, able to test policies individually and work collectively to bring policy to scale and advice on future actions. <http://www.rcenetwork.org/portal/rce-vision-and-mission>
- EN11- Inter-Campus Collaboration
 - APPA Leadership in Educational Facilities
 - I. Mission and purpose: “To support educational excellence with quality leadership and professional management through education, research and recognition.”

-To excel in an educational environment revolved around continuously trained employees aimed toward adapting, enhancing, and transforming the facilities of the future

-To create positive impact in educational facilities on three important levels
APPA transforms individual facilities professionals into higher performing managers and leaders, which

--Helps transform member institutions into more inviting and supportive learning environments, which...

--Elevates the recognition and value of educational facilities and their direct impact on the recruitment and retention of students, faculty and staff.

II. UT Dallas membership and participation: UT Dallas representatives attend and participate in conferences

-Attendees will present UT Dallas achievements and efforts toward innovative facilities

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Regional Center of Expertise (RCE) North Texas

- I. Mission and purpose: "To connect organizations in North Texas to enable healthier communities, shared value and sustainable development through education, collaboration and capacity-building."

-RCEs are networks of individuals and formal, non-formal, and informal organizations and institutions that facilitate ESD in local and regional communities, through education, training, and public awareness to build a sustainable future.

-North Texas Regional Center of Expertise in Education for Sustainable Development was recognized on February 2019 by United Nations University Institute for Advanced Studies in Sustainability.

-Sustainable Development Goals (SDGs) for RCE North Texas (12 counties):
SDG #3 Good Health and Well Being, SDG #4 Quality Education, SDG #11 Sustainable Cities and Communities

-Identify and align initiatives:

1. Map existing sustainability organizations
2. Synergize regional partnerships
3. Expand and engage beyond silos
4. Identify and align with initiatives
5. Leverage/share resources
6. Develop sustainability curriculum
7. Increase training and public awareness
8. Job training and internship programs
9. Create collective impact
10. Build leadership and volunteer opportunities
11. Promoting collaboration vs. competition
12. Increasing grant funding opportunities
13. Advancing sustainability policies
14. Aligning local initiatives with SDGs

- 15. Modeling actions at work, in classrooms and at home
- 16. Respecting and connecting with diverse expertise
- 17. Engaging in communities throughout region

- II. UT Dallas Membership: Commitment to developing RCE North Texas

- Review and coordinate for major initiatives of committees.

Objectives:

- Coordinate work between committees so work is concerted and complementary.
- Prepare quarterly report for Advisory Board
- Assess major initiatives for alignments with RCE priorities
- Incorporate RCE Survey feedback into RCE into practice
- RCE Coordinators are Liaison between Advisory Board, Steering Committee, and RCE Member Organizations.
- Facilitate as needed for success at all levels.

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Association for the Advancement of Sustainability in Higher Education (AASHE)
Member Since April 2013

- I. Mission and purpose: STARS® is intended to engage and recognize the full spectrum of higher education institutions, from community colleges to research universities. It 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. 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 - international campus sustainability community.
 - Create incentives for continual improvement toward sustainability.
 - Facilitate information sharing about higher education sustainability practices and performance.

Build a stronger, more diverse campus sustainability community.

- EN12- Continuing Education

- No AASHE Data

- EN13- Community Service

- Faculty, Staff, and Students are Encouraged to Participate
Currently many individuals serve in regular volunteer capacities. UT Dallas recognizes the commitment and outstanding service to the community. Everyone can become involved with charitable, service, and civic organizations.
- President's Volunteer Service Award
To earn an award, individuals, families, and groups are encouraged to record their

volunteer activities served through the UT Service & Civic Participation. Council on Service and Civic Participation provides a simple web-based method for individuals to record and measure ongoing volunteer efforts.

- EN14- Participation in Public Policy
 - No AASHE Data

Planning & Administration:

- PA2- Sustainability Planning
 - UTD's Strategic Plan addresses sustainability in curriculum through the 2 themes below. Strategic Theme II and IX: Enrich Student Experience and Ensure a Sustainable, Rewarding Campus Environment.
 - UT System 169 Sustainable Practices Sec. 15 Curricula Integration
The institutions will strive for excellence in sustainability education by integrating sustainability concepts into curricula, increasing faculty and student awareness of sustainability issues, and producing graduates who will carry the mission of sustainability into the state, the nation, and the world
 - Supporting Initiatives
Enhance employees' work environment and sense of belonging.
Ensure that the working environment is in harmony with other obligations of life.
Ensure a sustainable future for the campus and the environment.
Ensure that UT Dallas builds on its nimble, service-oriented, caring culture."
- PA3- Inclusive and Participatory Governance
 - Student Government
 - Staff Council
 - Faculty Senate
 - Academic Senate
- PA4- Reporting Assurance
 - No AASHE Data
- PA5- Diversity and Equity Coordination
 - The Committee for the Support of Diversity and Equity is a University-wide standing committee reporting directly to the President of the University of Texas at Dallas. The committee meets regularly to review and discuss issues that affect the institutional status, professional effectiveness and personal morale of women, minorities, and members of other underrepresented groups in full and part-time faculty and staff positions.
 - To support its role in understanding and recommending policy with respect to these and related issues, the committee is empowered to carry out studies, conduct interviews and prepare reports. The committee meets with the president at the beginning and end of each academic year to receive special charges and reports

from the administration and to convey to the administration ideas, concerns and advice from the committee that address the issues of eliminating institutional features which differentially and negatively affect women, minorities, and members of other underrepresented groups.

- It is also within the purview of this committee to recommend the creation and initiation of actions and policies which would support the professional careers of these same individuals.
- The following departments and entities support, participate in, and host events and activities that promote and raise awareness of diversity at UT Dallas.
 - -Department of Faculty Diversity
 - -Department of Institutional Diversity Initiatives
 - -Department of Community Engagement
 - -Multicultural Center
 - -The Galerstein Women's Center
 - -Office of Institutional Equity and Compliance
- The Diversity Advisory Council is made up of prominent leaders from local community and industry partners who offer input to ODCE. The council provides advice and assistance to ensure that the University's diversity goals are strongly aligned with, and supported by, the greater Dallas community. The Council offers input on the University's many diversity initiatives and foster a broader perspective on diversity issues as they relate to specific communities and industries.

The Advisory Council is made up of prominent leaders from local community and industry partners, including American Language Technologies, Blue Cross Blue Shield of Texas, Lennox International, Raytheon, DFW iRealty, Rockwell Collins, BB&T Bank, and other Dallas-area businesses.
- UT Dallas adheres to the UT System Equal Employment Opportunity (EEO) policy. The university has a variety of training programs and activities that promote and raise awareness of diversity in the workplace and the community for students, staff, and faculty.
- For example, the Office of Diversity and Community Engagement hosts the Diversity Awareness Training, Diversity Awards, Diversity Lecture Series, Disability Employment Awareness Seminar, and the AccessAbility Summit. This also includes a presentation focused on diversity during New Employee Orientation.
- UTD's Student Counseling Center offers a variety of outreach services to the University community with the goal of creating and maintaining a healthy,

psychologically minded student population. Our programming is geared towards primary prevention of mental illness, enhancement of academic success, and personal and social empowerment through awareness and knowledge. The center also works to integrate multicultural and developmental perspectives into our programming to be more inclusive and relevant to all students.

- PA9- Committee on Investor Responsibility
 - No AASHE Data
- PA10- Sustainable Investment
 - No AASHE Data
- PA11- Investment Disclosure
 - No AASHE Data

Innovation & Leadership:

- IN1- Academy-Industry Connections
 - No AASHE Data
- IN11- External Reporting Assurance
 - No AASHE Data
- IN35- Stakeholder Engagement Standard
 - No AASHE Data
- IN42- Voter Education and Support
 - No AASHE Data
 - Email President sends out, UTD Student Government outreach, polling centers on campus, Texas Rising

Sustainable Development Goal 17: Partnerships for the Goals

Academics:

- AC1- Academic Courses
 - Ethics in New Media, Technology, and Communication (3 semester credit hours) Engaging classical ethical theory from an applied perspective, this class will explore ethical issues in mass, social, and emerging media with particular attention to how media content producers behave in the larger social, cultural, and political framework. (3-0) T
 - Freshman Seminar (0 semester credit hours) This course is a graduation requirement for all first time in college freshman. Freshmen are required to register for the course in order to complete the initial core curriculum assessment. Credit/No Credit only. Corequisite: ARHM 1100 or ATCM 1100 or BA 1100 or BBSU 1100 or BIS 1100 or ECS 1100 or EPPS 1110 or NATS 1101 or UNIV 1100. (0-0) S
 - Healthcare Economics (3 semester credit hours) This course applies the tools of economic analysis to the challenges and opportunities faced by managers and policy makers in the health sector. Topics covered include measuring the benefits of healthcare, the role of insurance in spreading risk and altering incentives, the production of healthcare, price and non-price competition among providers,

international comparisons of healthcare systems, and proposed policies that are intended to expand access and contain cost. (3-0) Y

- International Political Economy (3 semester credit hours) Focuses on the interaction of global politics and economics, including international trade, the underpinnings of international currency exchange, multinational corporations, globalization, and other topics. Prerequisite: PSCI 3328 or PSCI 4329 or undergraduate coursework in international economics.
- Organizational Behavior (3 semester credit hours) The study of human behavior in organizations. Emphasizes theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior. Topics include work motivation, group dynamics, decision making, conflict and negotiation, leadership, power, and organizational culture. Ethical and international considerations are also addressed. (3-0) S
- Population and Development (3 semester credit hours) Examines the relations between population, development, and the environment. Essential components of demographic analysis lay the foundation for a critical evaluation of demographic transition theory. Other topics include public health, population structure and life chances, cultural differences and women's status, aging, environmental impacts, and population policy.
- Business Ethics (3 semester credit hours) This course examines ethical and socio-political issues and concepts that relate to management in a global business environment. Leaders increasingly need to be aware of potential threats and opportunities in their environments and many stems from value and cultural differences that most managers are not trained to resolve. Prerequisite: OBHR 3310 or OBHR 3330. (3-0) S
- Social Issues and Ethics in Healthcare: This course exposes students to major theoretical approaches and modes of reasoning about ethics while exploring a range of important professional and ethical issues in computing and engineering, and the interrelationship between the computing and engineering professions and important elements of social systems. Issues of professional ethics, computer crime and privacy, intellectual property, the balance between the acceptability of risk and constraints such as cost, scheduling, safety and quality, the role of globalization and various important constitutional issues are explored by drawing upon engineering and computing case studies. Prerequisite: Junior Level Standing. (3-0) Y
- AC5- Immersive Experience
 - No AASHE Data specific to SDG 17
- AC8- Campus as a Living Laboratory
 - UNIV 3310 – Sustainability Leadership and Global Impact
 - Instructor – Gary Cocke
 - Course Description - Students will gain a contextual understanding of sustainability through the United Nations Sustainable Development Goals (SDGs) and the Association for the Advancement for Sustainability in Higher Education (AASHE) which will serve as the foundation for students to work collaboratively to create a solution that will be taken to the North Texas Regional Centre for Expertise for Education on Sustainable Development in order to address real

world sustainability issues. Students will learn aspects of project leadership necessary to advance sustainability including project justification, implementation plan, budget development, stakeholder mapping, consensus building, and developing key performance indicators. Students will deliver a written proposal and a presentation to the RCE member with whom they work.

- Center for Students in Recovery & Community Garden: Students with the Center for Students in Recovery (CSR) have adopted stewardship of the pollinator garden adjacent to the UTD Community Garden. The stewardship for the garden is utilized in order aid students in recovery while providing service to the university and the community garden. Student programming through the Center for Students in Recovery requires weekly stewardship, including watering, weeding, labeling plants, mulching, and planting. The CSR students are also helping with the pilot project to label pollinator plants with branded, educational material in support of UTD's Bee Campus USA certification.
- Sustainability/Recycling Art: A UT Dallas Master's student created a sustainability-themed art project during the Oddities Exhibit at the SPN Art Gallery. The exhibition was intended to raise awareness of sustainability initiatives.
- Sustainability and Art UTD student org: The Office of Sustainability has partnered with the Art UTD student organization on 2 occasions to have sustainability-themed art installed on campus. 2 murals were placed on the walls of the shed at the community garden and students also installed murals on 3 walls of the water catchment at the Blanca Botello Garden. Both installations are meant to build a culture for sustainability on campus while providing student artists high-visibility art installations on campus.

- AC9- Research and Scholarship

Malina, Roger Frank
McCaskill Jr, John Richie
Schich, Maximilian
Terranova, Charissa N
Turner, Frederick

-

- AC9- Support for Sustainability Research

- The Sustainability Reference Center collection offers full-text coverage of content relevant to sustainability initiative management. It is designed for sustainability experts and information professionals and covers topics such as corporate social responsibility, environmental stewardship, and governmental regulations.
- The UT Dallas Seed Program for Interdisciplinary Research (SPIRe) program is an internal funding mechanism designed to stimulate interdisciplinary research collaborations that will lead to external funding. Successful proposals will include faculty members serving as PIs from different UT Dallas departments, programs,

or schools. This program is well-suited to support the endeavors of those faculty with STEM backgrounds and project interests, although there is no limitation for faculty affiliations.

- Incentives
 - Supplies, equipment, reagents, and publication costs
 - Graduate student stipend and benefits
 - Postdoctoral or Research Scientist support and benefits
 - Travel, conference/workshop attendance, or conference/workshop hosting for team building to support the proposal submission for external funding
- AC11- Open Access to Research
 - No AASHE Data t

Engagement:

- EN3- Student Life
 - Blackstone Launchpad
 - The Blackstone LaunchPad powered by TechStars entrepreneurship program was developed as part of the Blackstone Charitable Foundation's Entrepreneurship Initiative, modeled after a successful program at the University of Miami, and is powered by TechStars, the worldwide network that helps entrepreneurs succeed.
 - Open to all students and alumni in all majors, the campus-based Blackstone LaunchPad powered by TechStars entrepreneurship program enables participants to access mentoring, grow their network, and access the resources to accelerate the success of their business. Visit our multi-purpose collaborative co-working space where we inspire, accelerate, and support student entrepreneurship.
 - The UT Dallas Seed Fund, a program of the Institute for Innovation and Entrepreneurship, invests exclusively in technology startups founded by UTD students, faculty, staff, alumni, and other program affiliates. The UT Dallas Seed Fund seeks to invest in early-stage businesses with inventions, discoveries, products, or services that have achieved proof of concept (or a prototype) and are ready for commercial product development.
- EN5- Outreach Campaign
 - No AASHE Data specific to SDG 17
- EN9- Staff Professional Development and Training
 - UT Dallas participates in training and professional development opportunities geared towards sustainability developmental goals by attending conferences and events. The memberships are either paid by the Office of Sustainability or reimbursed by the institution. Institutional memberships include, but not limited to: APPA, ASHE, TRACS, TAPPA, TCUF, CAPPA, USGBC. APPA, ASHE, and USGBC offer full access for all staff to participate in training.

- EN10- Community Partnerships
 - The RCE network brings together multi-sectoral and interdisciplinary members who might not usually work together. As such, they are uniquely placed to help create solutions to sustainability challenges through dialogue, education, and learning. They are highly influential policy advocates, able to test policies individually and work collectively to bring policy to scale and advice on future actions.
- EN11- Inter-Campus Collaboration
 - Association for the Advancement of Sustainability in Higher Education (AASHE) Member Since April 2013
 - I. Mission and purpose: STARS® is intended to engage and recognize the full spectrum of higher education institutions, from community colleges to research universities. It 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. 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 - international campus sustainability community.
 - Create incentives for continual improvement toward sustainability.
 - Facilitate information sharing about higher education sustainability practices and performance.
 Build a stronger, more diverse campus sustainability community.
 - RCE Network
 - Texas Regional Alliance for Campus Sustainability (TRACS)
 - I. Mission and purpose: The Texas Regional Alliance for Campus Sustainability (TRACS) fosters a statewide network that embodies inter-campus collaboration and aspires to lead the world into a sustainable future committed to environmental preservation, economic development, and social equity. The mission of TRACS is to provide resources, expertise, education, peer to peer support, and training to advance sustainability in Texas higher education through an annual statewide summit and diverse member-driven network of students, faculty, and staff.
 - Texas Association of Physical Plant Administrators (TAPPA)
 - I. Mission and purpose: Texas Association of Physical Plant Administrators (TAPPA) represents over 175 Texas education organizations including universities, junior and community colleges, and 4-year colleges with over 400 members who are actively involved in the administration and operation of facilities at institutions whose main emphasis is education.
- EN12- Continuing Education
 - No AASHE Data
- EN13- Community Service
 - No AASHE Data specific to SDG 17
 - JSOM requirements for service and the connection to Sustainability Service Honors
- EN14- Participation in Public Policy

- No AASHE Data

Planning & Administration:

- PA1- Sustainability Coordination
 - The mission of the Sustainability Committee is to cultivate a culture of environmental responsibility in which the entire UT Dallas community is aware of, engaged in and committed to advancing environmental awareness and sustainable practices through education, research, operations, and community service activities.
 - The committee is specifically charged to:
 - Develop and prioritize an annual set of committee goals and planned actions to further promote and advance an institutional culture of sustainability
 - Evaluate sustainability initiatives and projects based on a benefit versus life-cycle cost analysis
 - Publicize and communicate current university sustainability initiatives to the university community
 - Conduct and promote campus events, workshops, showcases, exhibits focused on enhancing sustainability efforts and practices so as to more fully engage students, faculty and staff
 - Promote and encourage sustainability where appropriate as a key element of the curriculum
 - Overall reduce UT Dallas' impact on the environment in the areas of energy, water, waste, buildings, transportation, purchasing, grounds, food and dining, social equity, academics and research and education and outreach.
- PA2- Sustainability Planning
 - Strategic Themes- both UTD and UT System are connected to all of the SDGs
 - UT Dallas adopted a strategic plan in 2019 which explicitly identifies sustainability as 1 of the 6 goals for the institution and 1 of the 9 strategic themes. Several other goals and themes advance sustainability-related aspirations for the university. The strategic plan was crafted with the input of over 50 students, faculty, and staff participating in the process and reflects the vision for the future of the university. This vision guides the work of departments, faculty, and staff across the university and is supplemented by plans, policies initiatives, and metrics at lower levels.
 - Goal 5 - The University of Texas at Dallas aspires to be a responsible global citizen that enthusiastically attends to our duty to create a sustainable environment.
 - STRATEGIC THEME 9

- Ensure a Sustainable, Rewarding Campus Environment
Take Care of Our People, Our Campus and Our Environment
 - UT Dallas strives to foster a culture that values the development and gratification of its staff and remains strongly committed to providing an environment that supports diversity and sustainability.
- To improve work-life balance, the University will study the best practices at other institutions, while emphasizing the principles of public service, human dignity, and productivity. UT Dallas will provide opportunities to ensure that the staff's skills are consistent with the needs of their jobs.
- The University will ensure that all staff are highly valued members of the community by reinforcing its ideals of inclusion and professionalism. The University will create a workplace in which both well-being and productivity coexist.
- A diversity of people, ideas and perspectives is crucial to UT Dallas' vision and mission. The University will maintain and expand the community in which faculty, staff and students collaborate to create a warm, inclusive, and physically safe environment. UT Dallas will be a place where students, faculty and staff from all backgrounds are welcomed, treated fairly, and encouraged in their pursuit of excellence.
- The University will continue to embrace sustainability through resource conservation, composting, care of the natural environment and recycling. As the campus grows, UT Dallas will pursue additional measures to minimize its environmental footprint.
- Supporting Initiatives
Enhance employees' work environment and sense of belonging.
Ensure that the working environment is in harmony with other obligations of life.
Ensure a sustainable future for the campus and the environment.
Ensure that UT Dallas builds on its nimble, service-oriented, caring culture.

- PA10- Sustainable Investment
 - No AASHE Data

Innovation & Leadership

- IN1- Academy-Industry Connection
 - No AASHE Data
- IN2- Anchor Institution Network
 - No AASHE Data
- IN12- Fair Trade Campus

- No AASHE Data
- IN22- Hospital Network
 - No AASHE Data
- IN25- Network for Student Social Innovation
 - No AASHE Data
- IN27- Student Living Wage
 - No AASHE Data
- IN40- Sustainability Projects Fund
 - No AASHE Data