



# New Mexico State University *STARS REPORT*

**Date Submitted:** Nov. 30, 2012

**Rating:** Gold

**Score:** 69.01

**Online Report:** [New Mexico State University](#)

**STARS Version:** 1.1

# Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

# About STARS

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

STARS is designed to:

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

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

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

## About AASHE

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

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# Summary of Results

**Score** 69.01

**Rating:** Gold

<b>Education &amp; Research</b>	<b>72.69%</b>
Co-Curricular Education	12.00 / 18.00
Curriculum	37.98 / 55.00
Research	22.71 / 27.00
<b>Operations</b>	<b>43.33%</b>
Buildings	6.92 / 13.00
Climate	1.29 / 16.50
Dining Services	6.10 / 8.50
Energy	2.36 / 16.50
Grounds	3.25 / 3.25
Purchasing	4.00 / 7.50
Transportation	3.08 / 12.00
Waste	12.06 / 12.50
Water	4.27 / 10.25
<b>Planning, Administration &amp; Engagement</b>	<b>79.01%</b>
Coordination and Planning	18.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	14.50 / 19.75
Investment	2.25 / 2.50
Public Engagement	19.25 / 31.75
<b>Innovation</b>	<b>4.00</b>
Innovation	4.00 / 4.00

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

# Education & Research

Score 72.69%

## Co-Curricular Education

Points Claimed 12.00

Points Available 18.00

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

Credit	Points
Student Sustainability Educators Program	0.00 / 5.00
Student Sustainability Outreach Campaign	5.00 / 5.00
Sustainability in New Student Orientation	2.00 / 2.00
Sustainability Outreach and Publications	4.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.00 / 0.25
Sustainable Enterprise	0.00 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	0.00 / 0.25

# Student Sustainability Educators Program

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**Score**

0.00 / 5.00

**Responsible Party**

**joni newcomer**  
Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Criteria

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

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

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

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

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

# Student Sustainability Outreach Campaign

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Score	Responsible Party
5.00 / 5.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

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

RecycleMania

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

NMSU has been among the top five winners for the RecycleMania competition for the last four years. In 2012, NMSU placed 5th with a diversion rate of about 78%. The NMSU Recycling Department and Office of Sustainability engages students from Housing, Auxiliary Services, green student organizations, as well as faculty and staff across campus in this nationwide competition. The students actively participate in every way possible from the kick-off day to the last day of the competition. The students spread awareness for the competition by tabling, chalking, and working with University's vendors, such as Coca-Cola, to participate in events. In 2011 an Art

Department student created a life size man made out of aluminum cans, titled "Mr. Recyclemaniac".

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

By weighing the recycled waste throughout the course of the eight week competition, we were able to determine that out of our 78,882 pounds of total waste generated, 62,063 pounds were diverted through our recycling efforts. These results are then communicated campus-wide. In 2011, our Pan-Hellenic Greek organizations got involved and engaged in a competition among the various fraternities and sororities. Each Greek organization weighed their waste weekly and a final winner was announced at the end.

**The website URL for the campaign :**

<http://sustainability.nmsu.edu/wasteDiversiion.html>

# Sustainability in New Student Orientation

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

## Does the institution include sustainability prominently in new student orientation? :

Yes

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

The Office of Sustainability (OoS) is very active during new student orientation programs.

1. During the summer, students and families attend orientation and the OoS has a table during these events where we educate them about sustainability and engage them in activities where they can win prizes.
2. Move-in Day occurs the Sunday before classes begin and OoS has a booth with games and prizes (recycled plastic cups to be re-used during the school year, bamboo pens, recycled bottle T-shirts), solar oven demonstrations, and our electric vehicle is at our booth. We sometimes share the booth with the Environmental Health and Safety Office along with the Recycling Department. The students are educated in how they can make a difference and be green at NMSU and beyond.
3. Aggie Awareness and Orientation gives the student the same attention by educating them on being a "Green Aggie".
4. Tabling is also done through various department orientations during the first two weeks of school (Chicano Programs, Housing, etc.).
5. Our Dining Services consultant, Sodexo, is very involved in our new student orientations as well. They do tabling during the examples described above and provide information on campus dining sustainability programs for parents and students.

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

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# Sustainability Outreach and Publications

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Score	Responsible Party
4.00 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

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

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

Yes

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

The NMSU Sustainability website, which has undergone several format changes, provides information on sustainability initiatives happening campus-wide relating to waste reduction, water conservation, transportation alternatives, energy reduction, green building, purchasing, food services, education, and research. A description of the Office of Sustainability is a primary component of the website and the public can contact the Manager of Sustainability from the home page. It also lists what the NMSU branch campuses are doing to be green, as well as information about the NMSU Sustainability Council. The website informs student about many opportunities for involvement, including internships and green student organizations. Lastly, the website connects to our social media sites, our events calendar, and sustainability-related videos.

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

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

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

Yes

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

The Office of Sustainability produces a sustainability newsletter quarterly. The newsletter highlights projects, events, news, and tips related to sustainability. The OoS administers the newsletters through our student, staff, and faculty list serves, the NMSU Sustainability website, social media, and through the Sustainability Council. We are currently working on implementing a more thorough distribution system.

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

<http://sustainability.nmsu.edu/newsletters.html>

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

No

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

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

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

No

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

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

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

Yes

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

Sodexo is our Dining Services vendor. They have posters in our many food service areas that advertise their commitment to the planet and sustainability. The posters advertise their “14 Commitments for Action” and “The Better Tomorrow Plan”. Links below:

[http://www.sodexo.com/group\\_en/corporate-citizenship/priorities/objectives.asp](http://www.sodexo.com/group_en/corporate-citizenship/priorities/objectives.asp)

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

<http://www.sodexousa.com/usen/citizenship/thebettertomorrowplan/thebettertomorrowplan.asp>

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

Yes

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

We are in the heart of the Chihuahuan Desert. We have a Chihuahuan Desert garden that has all local native plants with a beautiful walking path through it. Each plant is identified with a brief description of its value in the desert. It is on one of the major malls that dissects campus. We also have signs across campus that gives the names of local trees in English and their Latin names.

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

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

No

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

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

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

Yes

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

The NMSU Environmental Health and Safety Office has an entire portion of its website that focuses on pedestrian and bicycle safety. On this page they provide bicycle maps for the city as well as information about the trainings EHS provides for bicycle safety at NMSU.

The Associated Students of New Mexico State University (ASNMSU), in partnership with the Transportation and Parking Services Office, and the City of Las Cruces, manage the Aggie Transit, a free service that runs during spring and fall semesters from

[stars.aashe.org](http://stars.aashe.org)

7:00am-7:00pm M-F. The Aggie Transit program provides free shuttle routes that transports riders with a valid NMSU ID from free parking lots from all across campus, rather than driving their personal vehicles. The Aggie Transit is intended to reduce campus congestion, promote public transportation, and reduce carbon emissions. The ASNMSU website has a guide to this transit program here:

<http://asnmsu.nmsu.edu/transit/index.html>

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

<http://safety.nmsu.edu/programs/BikeSafety/nmsu-bicycle-safety.html>

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

No

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

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

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

No

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :**

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

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

:

Yes

**A brief description of this material :**

Our coverage with our own assigned reporter goes across campus, not just to students. It is called "@NMSU" and a monthly (or more often if necessary) article is done on sustainability issues. Articles written in the last year have included LEED buildings that are approved for certification, bio-algae fuels and research on campus, cotton seed research including a bio fuels machine, solar research, and the opening of the new Sustainability Office in July 2010.

**The website URL for this material :**

<http://newscenter.nmsu.edu/work/feed/5/>

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

Yes

**A brief description of this material :**

As an agriculture school, and one of the oldest land grant universities west of the Mississippi, we consider ourselves steeped in ecology and taking good care of our planet. The URL below gives a long list of the publications on rangeland and grasses sustainability.

**The website URL for this material :**

<http://weeds.nmsu.edu/downloads.php?cat=3>

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

Yes

**A brief description of this material :**

The Border Epidemiology & Environmental Health Center (BEC), founded in 1998, is an international, collaborative research center led by Dr. Hugo Vilchis, MD, MPH, director and associate professor, College of Health and Social Services, and Molecular Biology Graduate Program, at New Mexico State University.

The BEC supports and applies scientific research to reduce health disparities among minority populations through research, intervention, evaluation, training, and dissemination.

**The website URL for this material :**

<http://www.nmsu.edu/~bec/publications.htm>

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

Yes

**A brief description of this material :**

As an agriculture school, and one of the oldest land grant universities west of the Mississippi, we consider ourselves steeped in ecology and taking good care of our planet. The URL below gives a long list of the publications on Wildlife Ecology.

**The website URL for this material :**

[http://aces.nmsu.edu/pubs/\\_1/stars.aashe.org](http://aces.nmsu.edu/pubs/_1/stars.aashe.org)

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

Yes

**A brief description of this material :**

As an agriculture school, and one of the oldest land grant universities west of the Mississippi, we consider ourselves steeped in ecology and taking good care of our planet. The URL below gives a long list of the publications on horticulture.

**The website URL for this material :**

[http://aces.nmsu.edu/pubs/\\_h/](http://aces.nmsu.edu/pubs/_h/)

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

Yes

**A brief description of this material :**

The Office of Sustainability started publishing an Annual Report for sustainability at NMSU in 2012. This report covers topics such as education, resource conservation, green building, and other sustainability initiatives at NMSU. This report will be published annually.

**The website URL for this material :**

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

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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## Student Group

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Score	Responsible Party
0.25 / 0.25	<b>Jared Dial</b> Student Assistant Office of Sustainability

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### Submission Note:

OASIS is not the only green student organization at NMSU. Another student organization is the Environmental Science Student Organization (ESSO), which is based out of the Department of Plant and Environmental Sciences in the NMSU College of Agriculture Consumer and Environmental Sciences. ESSO's purpose is to advance environmental awareness and knowledge at the university and in the community. The club is committed to participating in community service events on and off campus and extracurricular volunteer activities that benefit the environment or provide learning experiences. ESSO participates in Keep State Great, Relay for Life, the City of Las Cruces E-Recycle day, Earth Day, Toss No Mass, and the RecycleMania competition. The club also facilitates Crush Rush (a Sorority recycle competition), and volunteers with MESA (Math, Engineering, and Science Achievement).

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

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

Yes

### A brief description of the student group, including its activities :

The Organization of Aggie Students Inspiring Sustainability (OASIS) was founded in the spring of 2008. The students organized the first city-wide Earth Day festival and began the first fall sustainability film series at NMSU, both of which they continue to organize annually. The club also organized the signing of the Talloires Declaration as well as the World Café event in 2009. Among the top goals of OASIS is to strive to generate widespread awareness of sustainable practices, network within the Las Cruces community (both on and off campus) in order to engage the community and promote green ethics, and focus on agricultural practices, recycling, economic sustainability, community education, awareness and equality. Members of OASIS also participate in Take Back the Tap, which is a program within Food and Water Watch, a national organization. A member of OASIS, was hired in the fall of 2011 to start developing the program. She started by tabling and raising awareness, starting a petition in which students and staff vowed to stop using bottled water, and coordinating with the new Sustainability Officer in ASNMSU.

### The website URL where information about the student group is available :

<http://sustainability.nmsu.edu/onCampusOrganizations.html>

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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**Submission Note:**

See composting credit

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

**Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :**

Yes

**A brief description of the garden :**

Student Centered Field Laboratory (SCFL) at NMSU College of College of Agricultural, Consumer and Environmental Sciences (ACES):

The Student Centered Field Lab (SCFL) is a three-acre farm centered on the main campus of New Mexico State University. The mission of the SCFL is to facilitate experiential learning in the plant and environmental sciences fields, including agronomy and horticulture, soil and environmental sciences, agro-ecosystem management, sustainable soil management, and crop production.

The SCFL was established in the spring of 2012 and serves as a hub of hands-on learning for NMSU students.

The mission of the SCFL is to provide experiential learning opportunities and a hands-on educational facility for NMSU students, faculty, staff and the local community in the exploration of organic and sustainable agricultural systems that are applicable to New Mexico farms.

Objectives of the SCFL:

1. Explore sustainable agricultural systems through the production of vegetables, small fruits, flowers, herbs and other crops using sustainable and economically viable practices.
2. Promote education and research in organic agriculture by creating new learning opportunities.
3. Support the education of NMSU students by providing:
  - a) Hands on experience in sustainable farming.
  - b) An opportunity to develop interpersonal and effective communication skills.
  - c) A mechanism for participation in community outreach.
  - d) Exposure to holistic learning and critical thinking.
  - e) An environment that will require group interaction, cooperation and facilitation.
  - f) Promote the consumption of local foods and encourage a healthful, well-balanced diet.
  - g) Increase the visibility of the College of ACES research, education, and extension programs.

Through our Hotel Restaurant Tourism Management (HRTM) program we have a cafe where the students learn to prepare food and serve. Food from the vegetable plot supplies vegetables to 100 West Café, composting the leftovers, and using the compost to enrich the soil in the SCFL veggie plot.

Full circle!

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

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## Model Room in a Residence Hall

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

## Themed Housing

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

# Sustainable Enterprise

---

**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

## Sustainability Events

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

**EARTH DAY:** The Organization of Aggie Students Inspiring Sustainability (OASIS), one of NMSU's student groups, organizes and hosts an Earth Day event every year in partnership with the City of Las Cruces, who donates \$3,000 to the effort and lets OASIS use one of our City parks. 2012 was the fifth year that OASIS hosted the event. The event consists of educational booths, local vendors, live music, speakers and demonstrations on sustainability.

**EARTH WEEK:** In 2012, the Associated Students of New Mexico State University (ASNMSU) hosted the first annual Earth Week event following Earth Day. The week consisted of student outreach for a sustainability student fee proposal, a concert by Gabrielle Louise, who tours on alternative fuels, and a plant and flower sale by the Horticulture Forum student organization.

**RECYCLEMANIA:** NMSU has been among the top five winners for the RecycleMania competition for the last four years. The NMSU Recycling Department and Office of Sustainability engages students from Housing, Auxiliary Services, green student organizations, as well as faculty and staff across campus. The students actively participate in every way possible from the kick-off day to the last day of the competition. The students spread awareness for the competition by tabling, chalking, and working with University's vendors, such as Coca-Cola, to participate in events. In 2011 an Art Department student created a life size man made out of aluminum cans, titled "Mr. Recyclemaniac". <

<http://sustainability.nmsu.edu/wasteDiversion.html>

>

Each year various departments host events for students that focus on sustainability-related issues. For example, in 2012 the History Department hosted a semester long speaker series that focused on immigration issues and trends. Also, the NMSU Confucius Institute hosts speaker series and academic conferences each year. Our Diversity Programs host a GLBTQ Week, American Indian Week, Fiestas Latinas, and Black History Month events each year. Lastly, the student group OASIS hosts a semester long Sustainability Film Series for students, which plays films related to environmental, social, and economic issues, accompanied by speakers (mostly from our faculty and staff) who discuss these issues in more depth after the film.

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

<http://www.sustainability.nmsu.edu/>

# Outdoors Program

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :**

Yes

**A brief description of the program :**

The Manager of Operations at NMSU Outdoor Recreation, Ben Gabriel, is a Master Educator for Leave No Trace (LNT). NMSU continues to be an “Organizational Partner” with LNT. The curriculum is included in all outdoor activities and courses taught by Outdoor Recreation staff include backpacking, rock climbing, kayaking and mountain biking. We continue to have LNT resources available at the Recreation’s Outdoor Center.

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

<http://www.nmsu.edu/slideshow/region/index.php>

## Themed Semester or Year

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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**Submission Note:**

The last sustainability-themed year was 2009, which was declared the “Year of Sustainability” at NMSU. We are currently working with campus leadership to implement another themed semester/year in the near future.

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

# Curriculum

**Points Claimed** 37.98

**Points Available** 55.00

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

**From the institution:**

Sustainability meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability in the curriculum encourages students to make connections between the knowledge and skills addressed in traditional, discipline-based course offerings with their applications by practitioners, policy makers, and consumers to help create a sustainability configured economy, society, and environment. Sustainability curriculum provides students with the background and skills necessary to address problems related to energy, the environment, culture and society, and economic development as interdependent and interconnected processes that transcend individual disciplines.

Credit	Points
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	10.00 / 10.00
Sustainability-Related Courses	3.49 / 10.00
Sustainability Courses by Department	7.00 / 7.00
Sustainability Learning Outcomes	1.49 / 10.00
Undergraduate Program in Sustainability	4.00 / 4.00
Graduate Program in Sustainability	4.00 / 4.00
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 2.00
Incentives for Developing Sustainability Courses	3.00 / 3.00

# Sustainability Course Identification

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Score	Responsible Party
3.00 / 3.00	<b>Rani Alexander</b> Professor of Anthropology Dept. of Anthropology

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## Criteria

### Part 1

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

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

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

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

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

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

**Has the institution developed a definition of sustainability in the curriculum? :**

Yes

**A copy of the institution's definition of sustainability in the curriculum? :**

Sustainability meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability in the curriculum encourages students to make connections between the knowledge and skills addressed in traditional, discipline-based course offerings with their applications by practitioners, policymakers, and consumers to help create a sustainably configured economy, society, and environment. Sustainability curriculum provides students with the background and skills necessary to address problems related to energy, the environment, culture and society, and economic development as interdependent and interconnected processes that transcend individual disciplines.

Sustainably-focused and Sustainability-related classes typically include one or more of the following topics:

1. Technical: learning processes for sustainable actions (e.g., analytical tools, practical training, experimentation with energy systems and materials).
2. Cultural and Human Ecology: learning about cultures around the world and connecting globally to benefit societies around the world (e.g., ethics, family systems and community organizations and their relationship to food production, water issues, and sustainable use of renewable and nonrenewable cultural and natural resources).
3. Management: learning management skills related to sustainability (e.g., leadership skills, innovative technology and systems thinking)
4. Integration of multiple skills: using interdisciplinary skills learned from various departments across the college (e.g., integrating natural and social sciences, analytical methods, and critical reasoning skills to evaluate renewable and nonrenewable resource issues)
5. Economics and Sustainable Development: all layers of sustainability must include the economics of keeping environmental systems alive (e.g., theoretical environmental, ecological, and natural resource economics that teaches students cost-benefit and financial analysis including environmental impacts and issues in the analysis).
6. Biological and Environmental Systems (e.g., development of models that explain maintenance and loss of biodiversity and using that knowledge for sustainable management and conservation).

Sustainability-focused courses concentrate on the concept of sustainability, including its socio-cultural, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. To be considered sustainability-focused, the course should include two or more of the sustainability educational objectives listed below.

Sustainability-related courses incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. To be considered sustainability-related, a course should include one or more of the sustainability educational objectives listed below.

#### Sustainability Educational Objectives

In order to determine whether or not a course has this goal in mind, it is useful to ask whether or not a given course will help students to achieve one or more of the following.

1. Understand and be able to effectively communicate the concept of sustainability.
2. Develop and use an ethical perspective in which they explain how sustainability relates to their lives and values, and how their actions impact issues of sustainability.
3. Become aware of and explain how economy, society, culture, energy, and the environment are interrelated, making connections between their chosen course of study and sustainability.
4. Develop technical skills or expertise necessary to implement sustainable solutions.
5. Explain the ways in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
6. Apply concepts of sustainability locally (e.g. to change daily habits and consumption patterns) and globally by engaging in the challenges and solutions of sustainability in a world context.
7. Synthesize understanding of the interconnections among social, cultural, economic, energy, and environmental systems and reason holistically.

#### **Has the institution identified its sustainability-focused and sustainability-related course offerings? :**

Yes

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

As an agriculture and engineering college we have a great number of classes related to the environment, ecology, sustainability, food production, and policy that are both related and focused on sustainability issues. Five years ago a diverse committee of faculty went through the class catalogue and compiled our list of sustainably-oriented classes, whether focused or related. The group reviewed the class description and determined whether it met the requirements of the definitions listed above. In fall of 2012, NMSU's sustainability council convened a new group of faculty to revise the definitions and update the previous course listing. We first combed through the undergraduate and graduate catalogs to compile a list of all majors, minors, certificates, concentrations, and options that were sustainability related. Then, we ran several key word searches through the course catalogs to identify new courses that were sustainability focused or sustainability related. Finally, we gave the lists to Institutional analysis to determine how many students had graduated from the list of sustainability programs in the last three years; how many students were currently enrolled in sustainability related or focused classes; and how many students had currently declared a sustainability concentration as a major or minor.

**Does the institution make its sustainability course inventory publicly available online? :**

Yes

**The website URL where the sustainability course inventory is posted :**

<http://peaceaware.com/sustainability/>

# Sustainability-Focused Courses

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**Score**

10.00 / 10.00

**Responsible Party**

**Rani Alexander**

Professor of Anthropology

Dept. of Anthropology

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## Criteria

Institution offers sustainability-focused academic courses.

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

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## Submission Note:

Total courses offered per year is approximate.

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

## The number of sustainability-focused courses offered :

278

## The total number of courses offered :

1500

## Number of years covered by the data :

Two

## A list of sustainability-focused courses offered :

Advanced Water Resource Management and Policy

Natural Resources and Environmental Policy

World Agriculture and Food Problems

Water Resource Management and Policy

Agricultural Policy

Natural Resource Economics

Water Resource Economics

Survey of Food and Agriculture Issues

Organic Fall Vegetable Production

Organic Spring Vegetable Production

Plant Propagation

Genetics & Society

[stars.aashe.org](http://stars.aashe.org)

Crop Physiology  
Climatology  
Principles of Crop Production  
Plant Mineral Nutrition  
Sustainable Crop Production  
Plant Genetics  
Soil-Plant Relationships  
Breeding/Plant Disease Resistance  
Introduction to Meat Animal Production  
Introduction to Genetics for Animal Production  
Swine Production  
Agricultural Animals of the World  
Anatomy and Physiology of Farm Animals  
Animal Science Seminar  
Sheep and Wool Production  
Horse Science and Management  
Beef Production  
Dairy Production  
Physiology of Reproduction  
Environmental Physiology of Domestic Animals  
Endocrinology of Domestic Animals  
Advanced Nutritional Management II: Cow Calf/Stocker  
Human's Place in Nature: Introduction to Biological Anthropology  
Human's Place in Nature Laboratory  
Food and Culture Around the World  
Social Issues in the Rural Americas  
Environmental Anthropology  
Applied Anthropology  
Primate Behavior and Ecology  
Economic Anthropology  
Anthropology of Development  
Plants, Culture, and Sustainable Development  
Culture and Foodways  
Cultural Resource Management I  
Cultural Resource Management II  
Advanced Primate Behavior and Ecology  
Effective Leadership and Communication in Agricultural Organizations  
Advanced Technology in the Agricultural Industry  
The Diffusion and Adoption of Agricultural Innovations  
Keys for Agricultural and Rural Development  
John Muir: Lessons in Sustainability  
Leadership On Agricultural and Natural Resource Issues  
New Mexico Water Issues  
The Role of Technology Transfer and Social Change in Development Settings  
Building and the Environment  
Building and the Environment  
Human Biology  
Human Biology Laboratory

Natural History of Life  
Natural History of Life Laboratory  
Principles of Ecology  
Plant Physiology  
Animal Physiology  
Ecology of Plants  
Animal Behavior  
Herpetology  
Biology of Respiration  
Conservation Biology  
Ecology of Microorganisms  
Applied and Environmental Microbiology  
Principles of Conservation Genetics  
Seminar in Physiological Ecology  
Environmental Physiology of Plants  
Science and Ethics  
Landscape Ecology  
Individuals and Populations  
Communities and Ecosystems  
Evolutionary Ecology  
Ecological Biogeography  
Sustainable Real Estate Development  
Urban Development and Renewal  
Fundamentals of Environmental Engineering  
Race and Environmental Justice  
Technology and the Global Environment  
Environmental Modeling  
Health Physics  
Environmental Chemistry  
Analytical Methods for Toxic Organics and Metal Ions in the Environment  
Environmental Communication  
Computer Networks I  
Computer Networks II  
Introduction to Environmental Science  
Principles of Ecology  
Basic Toxicology  
Environmental Soil Science  
Environmental Chemistry  
Environmental Toxicology  
Environmental Management Seminar II  
Geohydrology  
Introduction to Air Pollution  
Sampling and Analysis of Environmental Contaminants  
Environmental Impacts of Land Use  
Fundamentals of Sustainable Construction  
Environmental Engineering and Science  
Sustainable Economic Development  
Developing Nations

Economic Development in Latin America  
Project Wild  
Project WET  
Project Learning Tree  
Environmental Engineering Design  
Air Pollution Control Systems Design  
Introduction to Pest Management  
Agricultural Biotechnology  
Economic Entomology  
Economic Ecology  
Plant Pathology  
Weed Science  
Humans, Insects, and the Environment  
Ecosystem Earth: The Impact of Human Activities  
Environmental Fate of Pesticides  
Applied Pesticide Toxicology  
Advanced Insect Pest Management  
Biological Control  
Parasitology  
Nematology  
Introductory Environmental Science  
Environmental Science  
Environmental Science Laboratory  
Environmental Management Seminar I  
Environmental Soil Science  
Introduction to Air Pollution  
Sampling and Analysis of Environmental Contaminants  
Environmental Impacts/Land Use  
Soil Physics  
Soil Physics Laboratory  
Advanced Soil Physics  
Contaminant Transport  
Electrical Machines  
Manufacturing: History and Technology  
Building Utilities  
Electric Power Distribution  
Renewable Energy Technologies  
Solar Energy  
Wind and Water Energy  
Sustainable Design and Construction  
Heat Transfer and Applications  
Senior Internship (relevant to renewable energy projects)  
Senior Design and Project Management (relevant to renewable energy projects)  
Senior Design and Senior Project (relevant to renewable energy projects)  
Heating & Air Conditioning Systems  
Fire Protection Hydraulics and Water Supply  
Wildland Fire Control  
Building Construction for Fire Protection

Operations in the Wildland Urban Interface  
Intro to Nat. Res. Management  
Principles of Fish and Wildlife Mgmt  
Wildlife Ecology  
Rangeland Restoration Ecology  
Adv Studies in Fishery and Wildlife Sciences  
Introduction to Wildlife Behavior  
Population Ecology  
Avian Field Ecology  
Aquatic Contaminants & Toxicology  
Wildlife Damage Management  
Environmental Risks and Decisions  
Ecological Biometry  
Ecology of Inland Waters  
Aquatic Ecology  
Conservation Biology  
Mgmt of Aquatic and Terrestrial Systems  
Advanced Management—Mammals  
Adv Management of Mammals  
Conservation Genetics  
Adv Avian Ecology  
The Biosphere and the Lithosphere  
Geography of the Natural Environment  
World Regional Geography  
Culture and Environment  
Introduction to Weather Science  
Introduction to Climate Science  
World Agriculture and Food Problems  
U.S. National Parks  
Fundamentals of Biogeography  
Geomorphology  
Economic Geography  
Cultural Geography  
Urban Geography  
Landscape Ecology  
US Mexico Border Development  
Southwestern Environments  
Survey of Geology  
The Dynamic Earth  
Fossils and the Evolution of Life  
The Geology of National Parks  
Geologic Hazards  
Earthquakes, Volcanos, Hurricanes and Floods: The Role of Natural Hazards in Civilizations Past and Present  
Marine Paleoecology  
Environmental Policy  
Contemporary Political Theory  
Service Learning Experience  
Globalization

Environmental Policy  
Environmental History  
Plague, Plunder, and Preservation: American Environmental  
Historic Preservation  
Environmental History  
Global Environmental Health Issues  
Environmental Health  
Environmental Epidemiology  
Health Disparities: Determinants and Interventions  
Life, Energy, and Evolution  
Earth, Time, and Life  
Global Environment  
Science, Ethics, and Society  
Food and Humanity: World in Crisis  
Agriculture in an Urban World  
Technology and Policy  
OASIS: Managing a Community Supported Farm  
Sundt Seminar  
Introduction to Landscape Horticulture  
Forestry and Society  
Landscape Design  
Landscape Construction  
Crop Physiology  
Organic Fall Vegetable Production  
Organic Spring Vegetable Production  
Landscape Construction and Maintenance  
Vegetable Crop Management  
Greenhouse Management  
Environmental Physiology of Plants  
Plant Genetic Engineering  
Forestry and Society  
Hospitality Facilities Management  
Ergonomics in Manufacturing Systems  
Alternative and Renewable Energy  
Human Resource Management  
Global Environmental Assessment and Management  
Strategic Marketing Decisionmaking  
Human Behavior in the Social Environment  
Advanced Social Work Practice with Organizations and Communities  
Energy for the Next Generation  
Environmental Ethics  
The Great Ideas of Physics  
Energy and Society in the New Millennium  
Intermediate Modern Physics I  
Intermediate Modern Physics II  
Thermodynamics  
Modern Materials  
Nuclei and Elementary Particles

Environment/Water Management  
Rangeland Resource Management  
Urban Society in a Global World: Problems Prospects and Promises  
The Challenge of Sustainable Development  
Environmental Sociology  
Environmental Sociology  
Soils  
Soil Management & Fertility Laboratory  
Environmental Soil Science  
Soil Chemistry  
Irrigation and Drainage  
Environmental Soil Chemistry  
Introduction to Environmental Fundamentals  
Introduction to Pollution Prevention and its Application  
Emergency Response to Hazardous Material Incidents  
Environmental Management Seminar I  
Introduction to Energy, Environment, and Risk Assessment  
Renewable Energy Technologies  
Solar Energy Technologies  
Wind and Water Technologies  
Sustainable Construction and Green Building Design  
Environmental Management Seminar II  
Fuel Cell and Hydrogen Technology  
Health Physics  
Nuclear Regulations and Compliance Practices  
Soil Physics Laboratory

**The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :**

<http://peaceaware.com/sustainability/courselisting.htm>

**A copy of the sustainability course inventory :**

[Sustainability Focused Courses Nov 2012\\_1.pdf](#)

# Sustainability-Related Courses

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**Score**

3.49 / 10.00

**Responsible Party**

**Rani Alexander**

Professor of Anthropology  
Dept. of Anthropology

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## Criteria

Institution offers sustainability-related academic courses.

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

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## Submission Note:

Total courses offered is approximate

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

## The number of sustainability-related courses offered :

157

## The total number of courses offered :

1500

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

Introduction to Plant Science  
Introduction to Turfgrass  
Plant Breeding  
Human Ancestors  
Introduction to World Cultures  
Introduction to Anthropology  
Cultural Anthropology  
Peoples of Latin America  
Ancient Mexico  
Introduction to Archaeology  
Physical Anthropology  
Medical Anthropology  
[stars.aashe.org](http://stars.aashe.org)

Cultures of Africa  
Nutritional Anthropology  
Human Evolution  
Human Evolution Laboratory  
Peru: From Incas to Inca Kola  
Archaeology of the American Southwest  
Faunal Analysis  
Contemporary Problems in Biology  
Ornithology  
Invertebrate Zoology  
Developmental Biology  
Legal Environment of Business  
Introduction to International Business Management  
Mathematics and Hydraulic Engineering  
Design of Earth Dams  
Human Growth and Behavior  
Engineering Materials  
Environmental Process Design I  
Environmental Process Design II  
Power Plant Design  
Principles and Applications of Chemistry  
Overview of Health and Community Services  
Public Speaking  
Emergency Response to Hazardous Material Incidents  
Introduction to Environmental Technology  
Applied Industrial Hygiene and Safety  
Health Safety and Nutrition  
Current Economic Issues  
Economics of Health Care  
Rhetoric and Composition  
Interdisciplinary, Client-Based Project Practicum  
Fungal Biology  
Aquatic and Immature Insects  
Technology in Business and Society  
Principles of Emergency Services  
Hazardous Materials Responder  
Fire Prevention  
Rescue Operations  
Fire Chemistry  
Hazardous Materials Chemistry  
Vehicle Extrication  
Introduction to Food Science Technology  
Environmental Biology of Fishes  
Introduction to Oceanography  
New Mexico and the American West  
Geography of Latin America  
Europe  
Planet Earth

Introduction to Remote Sensing  
Cartography and GIS  
Aerial Photo Interpretation  
Transportation Geography  
Fundamentals of Geographic Information Systems  
Geodatabase Design  
Field Explorations in Geography  
GIS and Capstone  
GIS Applications and Modeling  
Biological Aspects of Aging  
American Political Issues  
International Political Issues  
International Law  
New Mexico Law  
Contemporary World Political Ideologies  
History of Technology  
Making the American West  
Colonial America  
Cross-Cultural Aspects of Health  
Personal Health and Wellness  
History of Ethics  
Social Problems  
The World of Anthropology  
Archaeology: Search for the Past  
The Citizen and the State: Great Political Issues  
Mass Media and Society  
Into the Final Frontier  
Science and Public Policy  
Planetary Exploration  
Legal Issues in Modern Society  
Perspectives on Violence  
The European City: History and Culture  
Working in Teams  
Indigenous Ways  
Comparative Economic Systems  
Ethical Decisions in Organizations  
Introduction to Plant Science  
Introduction to Plant Science Laboratory  
Sport Turf Management  
Introduction to Horticulture  
Ornamental Plants I  
Ornamental Plants II  
Plant Propagation  
Turfgrass Science  
Plant Mineral Nutrition  
Advanced Turfgrass Science  
Ornamental Plant Production & Management  
Introductory Plant Science

Introduction to Tourism  
Media and Society  
Mass Media Ethics  
Leadership and Society  
Consumer Behavior  
EMT-Paramedic: Medical Environmental Emergencies II  
Theory and Technique of Lifelong Outdoor Leisure Activities  
Philosophy Law and Ethics  
Engineering Ethics  
General Physics I  
General Physics I Laboratory  
General Physics II  
General Physics II Laboratory  
Mechanics  
Experimental Mechanics  
Electricity and Magnetism  
Electricity and Magnetism Laboratory  
Engineering Physics I  
Engineering Physics I Laboratory  
Engineering Physics II  
Engineering Physics II Laboratory  
Heat, Light, and Sound  
Experimental Heat, Light, and Sound  
General Physics for Life Sciences I  
General Physics for Life Sciences I  
General Physics for Life Sciences II  
The Search for Water in the Solar System  
Modern Physics  
Experimental Modern Physics  
Intermediate Electricity and Magnetism I  
Intermediate Electricity and Magnetism II  
Statistical Physics  
General Physics for Life Sciences II  
Introduction to Psychology  
Psychopharmacology and Toxicology  
Contemporary Social Problems  
Introduction to Population Studies  
Society and Technology  
Social Movement Theory  
Sociology Perspectives on the US Mexico Border  
Soil Management and Fertility  
Soil Morphology/Classification  
Soil Microbiology  
Soil Physics  
Advanced Soil Chemistry  
Advanced Soil Classification  
Advanced Soil Physics  
Adv Exercise Physiology

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :**

<http://peaceaware.com/sustainability/courselisting.htm>

**A copy of the sustainability course inventory :**

[Sustainability Related Courses Nov 2012\\_1.pdf](#)

# Sustainability Courses by Department

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**Score**

7.00 / 7.00

**Responsible Party**

**Rani Alexander**

Professor of Anthropology  
Dept. of Anthropology

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## Criteria

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

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

**The number of departments that offer at least one sustainability-related or -focused course :**

43

**The total number of departments that offer courses :**

45

**A list of departments that offer sustainability courses :**

Agricultural Economics and Agricultural Business  
Agricultural and Extension Education  
Agronomy  
Animal and Range Sciences  
Anthropology  
Art  
Biology  
Building Management  
Business Management  
Chemistry  
Chemical Engineering  
Civil Engineering  
Communications  
Curriculum and Instruction  
Economic Development  
Economics  
Educational Management and Development  
Engineering Technology and Surveying Engineering  
English  
Entomology, Plant Pathology and Weed Science  
Environmental Science  
Family and Consumer Sciences

Fire Science  
Fish, Wildlife, and Conservation Ecology  
Geography  
Geology  
Government  
Health Science  
History  
Honors  
Horticulture  
Human Performance, Dance and Recreation  
Journalism  
Kinesiology  
Management  
Marketing  
Philosophy  
Physics  
Plant and Environmental Sciences  
Range Science  
School of Hotel, Restaurant and Tourism Management  
Social Work  
Sociology

**The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :**

<http://peaceaware.com/sustainability/courselisting.htm>

**A copy of the sustainability course inventory :**

[Sustainability Courses ALL Nov 2012\\_1.pdf](#)

# Sustainability Learning Outcomes

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**Score**

1.49 / 10.00

**Responsible Party**

**Rani Alexander**

Professor of Anthropology  
Dept. of Anthropology

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## Criteria

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

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

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## Submission Note:

Total number of graduates is the number of students who were awarded degrees between 2009 and 2012 who listed a sustainability focused major, minor, concentration, or option on their university transcript. The total graduates is the number of students awarded degrees from 2008-2011.

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

## The number of graduates covered by the sustainability learning outcomes :

1426

## Total number of graduates :

9551

## A list of degree programs that have sustainability learning outcomes :

Examples - please see complete attached PDF:

Fish and Wildlife Conservation Ecology

<http://aces.nmsu.edu/academics/fws/>

Plant and Environmental Science

<http://aces.nmsu.edu/academics/pes/environmental-science.html>

Sustainable Development Supplementary Major - Anthropology

<http://www.nmsu.edu/~anthro/sustainable-development.html>

College of Engineering, Institute for Environmental Education and Technology Development - minor and certificate

<http://www.ieenmsu.com/>

<http://www.ieenmsu.com/werc-2/educational/degree-programs/>

**The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :**

<http://peaceaware.com/sustainability/courselisting.htm>

**A copy of the sustainability course inventory :**

[Sustainability Courses ALL Nov 2012.pdf](#)

**A list or sample of the sustainability learning outcomes associated with the degree programs :**

Sample:

1. Each student will be able to define sustainability.
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. Each student will be able to explain how human-environmental systems are interrelated.
4. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.

# Undergraduate Program in Sustainability

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Score	Responsible Party
4.00 / 4.00	<b>Rani Alexander</b> Professor of Anthropology Dept. of Anthropology

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## Criteria

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

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

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

---

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

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

Yes

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

Plant and Environmental Sciences

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

<http://aces.nmsu.edu/academics/pes/index.html>

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

Sustainable Development - Anthropology

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

<http://www.nmsu.edu/~anthro/sustainable-development.html>

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

Fish, Wildlife Conservation and Ecology

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

<http://aces.nmsu.edu/academics/fws/>

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

[stars.aashe.org](http://stars.aashe.org)

For a list of all Sustainability majors, minors, concentrations and options, please see

<http://peaceaware.com/sustainability/courses.htm>

The following are the largest sustainability focused programs:

College of Engineering, Institute for Energy and the Environment

<http://www.ieenmsu.com/programs/environmental-management-curricula-renewable-energy-special-top>

[ics-courses/](#)

Dept of Engineering Technology and Survey Engineering - minor in Renewable Energy Technologies

[http://et.nmsu.edu/academics/degplan\\_min\\_ret.html](http://et.nmsu.edu/academics/degplan_min_ret.html)

# Graduate Program in Sustainability

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Score	Responsible Party
4.00 / 4.00	<b>Rani Alexander</b> Professor of Anthropology Dept. of Anthropology

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## Criteria

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

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

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

---

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

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

Yes

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

Environmental Science

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

<http://aces.nmsu.edu/academics/pes/index.html>

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

Fish and Wildlife Conservation Ecology

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

<http://aces.nmsu.edu/academics/fws/index.html>

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

Environmental Engineering

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

<http://acage.nmsu.edu/index.html>

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

For a list of all Sustainability focused graduate majors, minors, concentrations and options, please see

<http://peaceaware.com/sustainability/courses.htm>

WERC - A consortium for environmental education and technology development:

<http://www.werc.net/>

# Sustainability Immersive Experience

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Score	Responsible Party
2.00 / 2.00	<b>Rani Alexander</b> Professor of Anthropology Dept. of Anthropology

---

## Criteria

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

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

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

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

---

## Submission Note:

A number of other project-based learning or service learning experiences that are sustainability focused or sustainability related are offered in Anthropology, Geography, Sociology, Government, and Agricultural Economics.

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

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

Yes

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

Dr. Connie Falk's Sundt Honors Seminar, "Sustainable Development in Central America," focused on institutional and grassroots efforts to integrate social justice, ecological principles, and economic development in the transformation of societies in Central America. Dr Falk's course included a 2012 Spring Break travel component during which students visited Nicaragua.

In the summer of 2011, the NMSU Hotel, Restaurant, and Tourism Management Department hosted an inaugural Sustainability Seminar Series in Costa Rica focused on an introduction to sustainable development and sustainable tourism. <

<http://newscenter.nmsu.edu/8855/>

>

For spring 2013 Dr. Brenda Benefit will offer Primate Field Studies in Belize as Anthropology 497/506. The immersive experience allows students to conduct research in primate ecology and conservation.

Also Dr. Fumi Arakawa will offer Anthropology 497/507 Field Studies of Ancestral Pueblos as a sustainability-related immersive

[stars.aashe.org](http://stars.aashe.org)

experience in Archaeology.

NMSU Engineers without Borders and Dr. Sonya Cooper, Dept of Engineering Technology, also regularly offers sustainability focused immersive experiences

<http://web.nmsu.edu/~ewb/Home.html>

**The website URL where information about the immersive experience is available :**

<http://www.aeab.nmsu.edu/>

# Sustainability Literacy Assessment

---

**Score**

0.00 / 2.00

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

---

## Criteria

### *Part 1*

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

### *Part 2*

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

---

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

# Incentives for Developing Sustainability Courses

---

Score	Responsible Party
3.00 / 3.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

---

## Criteria

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

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

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

---

## Submission Note:

See PREZI presentation about history of Sustainability Research at NMSU  
<http://peaceaware.com/sustainability>

It shows how each goals of the university relates to sustainability.

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

## Does the institution have a program that meets the criteria outlined above? :

Yes

## A brief description of the program(s) :

Executive Vice President and Provost Wendy Wilkins...[will] work with our faculty and deans to merge the seven strategies for success with our Living the Vision plan in a renewed effort we will call "Building the Vision," a phrase that both encompasses our past goals and recognizes that in today's competitive environment we need to be ever responsive to external demands for relevant programs and cutting-edge research.

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

Each of the 7 goals of the university relates to sustainability

<http://provost.nmsu.edu/initiatives/building-the-vision/stars.aashe.org>

Sustainability

NMSU COuncil offers training for faculty and lecturers developing or pursuing course changes to make courses sustainability-related or sustainability-focused

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

<http://peaceaware.com/sustainability>

# Research

**Points Claimed** 22.71

**Points Available** 27.00

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

<b>Credit</b>	<b>Points</b>
Sustainability Research Identification	3.00 / 3.00
Faculty Involved in Sustainability Research	6.11 / 10.00
Departments Involved in Sustainability Research	5.60 / 6.00
Sustainability Research Incentives	6.00 / 6.00
Interdisciplinary Research in Tenure and Promotion	2.00 / 2.00

# Sustainability Research Identification

---

Score	Responsible Party
3.00 / 3.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

---

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

#### Submission Note:

Federal Funds oriented research:

<http://peaceaware.com/sustainability/research.htm>

Federal Funds oriented research:

<http://peaceaware.com/sustainability/nonargisresearch.htm>

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

## Has the institution developed a definition of sustainability research? :

Yes

## A copy of the institution's definition of sustainability research :

These groups reviewed the research themes and topics and determined whether it met the following definition of Sustainability Research. This definition is designed to be inclusive of a broad range of sustainability approaches:

Short Definition: Sustainability Research Definition: "Sustainable Research includes topics and themes such as, environment sciences, economics of energy alternatives, environmental literacy, and social equity. Diverse approaches to the care and concern for sustainability address the needs of the present without compromising the ability of future generations to meet their own needs."

Longer Definition: "Sustainability research requires not only new ways of thinking and organizing that build on the successes of traditional, discipline-based research to interconnect distinct research communities, including students and community, but also integrates researchers with practitioners, policy makers and consumers. Problems related to the environment, economics of energy alternatives, environmental literacy, and social equity are interdependent and interconnected, transcending individual disciplines. Sustainability is a complex system problem".

**Has the institution identified its sustainability research activities and initiatives? :**

Yes

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

A survey was sent to all faculty in 2012. In September 2012 a diverse committee of faculty and doctoral students, appointed by the Sustainability Council of NMSU leadership team went through the online information, and consulted the Office of University Research, and compiled our edited list of sustainability researchers and research topics. On 27 September 2012 the Chair of Sustainability Council met with the VP of Research at NMSU to review databases needed for the STARS reporting. On 11 October 2012 the Chair of the Sustainability Council presented the definitions and initial databases to the Academic Dean's Council (CADRe), and on 12 October 2012 to the Research Council of NMSU, requesting: If you or your college have sustainability research initiatives and are not listed in our databases, please contact us immediately so we can update the database. The purpose of the database is for AASHE STARS reporting.

**Does the institution make its sustainability research inventory publicly available online? :**

Yes

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :**

<http://peaceaware.com/sustainability/>

# Faculty Involved in Sustainability Research

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**Score**

6.11 / 10.00

**Responsible Party**

**David Boje**

Professor and Bill Daniels Ethics Fellow  
College of Business

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

## Submission Note:

See URL for inventory

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

**The number of faculty members engaged in sustainability research :**

106

**The total number of faculty members engaged in research :**

694

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

Please visit:

<http://peaceaware.com/sustainability/research.htm>

**The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :**

<http://peaceaware.com/sustainability/research.htm>

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

---

**The website URL where information about sustainability research is available :**

<http://peaceaware.com/sustainability/>

## Departments Involved in Sustainability Research

---

**Score**

5.60 / 6.00

**Responsible Party**

**David Boje**

Professor and Bill Daniels Ethics Fellow  
College of Business

---

### Criteria

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

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

---

### Submission Note:

<http://peaceaware.com/sustainability/research.htm>

inventory on web page

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

**The total number of academic departments that conduct research :**

50

**The number of academic departments in which at least one faculty member engages in sustainability research :**

35

**A list of academic departments in which at least one faculty member engages in sustainability research :**

Please visit:

<http://peaceaware.com/sustainability/research.htm>

**The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :**

<http://peaceaware.com/sustainability/research.htm>

**A copy of the sustainability research inventory that includes the departments engaged in sustainability research :**

[stars.aashe.org](http://stars.aashe.org)

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# Sustainability Research Incentives

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Score	Responsible Party
6.00 / 6.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

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## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

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

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

Yes

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

We have a network of mentors available to the students through the sustainability council and university research council. Students can consult our database

<http://peaceaware.com/sustainability/courselisting.htm>

to find classes and mentors available in sustainability.

The supplementary major in Sustainable Development comprises an interdisciplinary supplementary major through which students develop a deeper understanding of the relations between humans and the natural environment. The program offers students the opportunity to cross disciplines and construct a coherent interdisciplinary program that focuses on human interactions with the natural environment, society's role in depleting and transforming natural resources, critical issues in sustainable development, and new strategies for conserving natural resources and sustainable agricultural production.

<http://www.nmsu.edu/~anthro/sustainable-development.html>

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

<http://www.nmsu.edu/~anthro/religious-studies.html>

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

Yes

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

The Office of the Vice President for Research promotes interdisciplinary research by providing internal funding on a competitive basis. Typically 5 to 10 awards of up to \$50,000 are made every year and at least one such award deals with sustainability issues.

\*We take actions necessary to make climate neutrality and sustainability a part of the academic curriculum.

- In 2009, the Sustainability Learning and Curriculum Team was established with the goal of developing advising and curriculum strategies.
- A Teaching Academy presentation to faculty and staff on February 5, 2009 highlighted incorporating sustainability issues into the curriculum.
- Other actions included film presentations and documentary filmmaking by students, and a fundraiser and awareness initiative by an independent study group of students and faculty in the art department from our action plan:

[http://sustainability.nmsu.edu/documents/yos\\_summary.pdf](http://sustainability.nmsu.edu/documents/yos_summary.pdf)

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

[http://sustainability.nmsu.edu/documents/yos\\_summary.pdf](http://sustainability.nmsu.edu/documents/yos_summary.pdf)

# Interdisciplinary Research in Tenure and Promotion

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Score	Responsible Party
2.00 / 2.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

---

## Criteria

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

---

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

## Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

## A brief description or a copy of the institution's policy regarding interdisciplinary research :

We have new tenure and promotion guidelines and this is now taken into account.

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

<http://aces.nmsu.edu/employee/pt/docs/eppws.pdf>

# Operations

Score 43.33%

## Buildings

Points Claimed 6.92

Points Available 13.00

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

Credit	Points
Building Operations and Maintenance	2.63 / 7.00
Building Design and Construction	2.29 / 4.00
Indoor Air Quality	2.00 / 2.00

# Building Operations and Maintenance

---

Score	Responsible Party
2.63 / 7.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

## **Total building space that meets "Eligible Buildings Criteria" :**

5608867 Square Feet

## **Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :**

5608867 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Silver certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Gold certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Platinum certified :**

[stars.aashe.org](http://stars.aashe.org)

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

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

**An electronic copy of the guidelines or policies :**

---

**The date(s) the policies or guidelines were adopted :**

2010

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies :**

Though we haven't yet certified any buildings LEED EBO+M, we are totally conscious of how we maintain our buildings according to LEED principles. We have a Green Cleaning Program that is so comprehensive that we used it for an Innovation Credit for our last STARS report in 2011. NMSU's Facilities and Services shops (HVAC, Electrical, Plumbing, Painting, etc.) are very aware of sustainable principles and when doing repairs, upkeep, or remodels, follow green philosophies.

Our contracts with consultants such as dining services and our bookstore have clauses for sustainable practices.

As a university our Office of Sustainability makes sure that products used in interior remodels meet LEED requirements because we strive to provide our students a healthy learning environment.

Our Environmental Health and Safety Office, also within the Facilities and Services department, also partners with the Office of Sustainability by meeting regularly to assess the campus environment.

# Building Design and Construction

---

Score	Responsible Party
2.29 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

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

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

and/or

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

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

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

## **New building space that meets "Eligible Buildings Criteria" :**

328624 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :**

134260 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

64199 *Square Feet*

## **New building space that is LEED Gold certified :**

130165 *Square Feet*

**New building space that is LEED Platinum certified :**

*0 Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://masterplan.nmsu.edu/documents/LEEDPolicyStatement.pdf>

**An electronic copy of the guidelines or policies :**

[NMSU LEED Policy Statement.pdf](#)

**The date(s) the policies or guidelines were adopted :**

January 16, 2006 (Gov. Exec. Order) April 17, 2007 (ACUPCC)

**A brief description of how the institution ensures compliance with green building design and construction guidelines and policies :**

On January 16, 2006, Bill Richardson, Governor of the State of New Mexico, signed Executive Order #2006-001 requiring all Executive Branch state agencies, including the Higher Education Department, adopt the U.S. Green Building Council's LEED Rating System.

In addition to complying with the Executive Order, New Mexico State University will design and construct all new building and renovation projects to meet the USGBC guidelines for a minimum of LEED "Silver" certification.

New projects that are unable to achieve a minimum LEED Silver certification and do not involve enough changes to the buildings will still be designed and constructed using the U.S. Green Building Council's guidelines for LEED criteria as a framework for making decisions related to sustainable design. Every new construction project will be commissioned by a third party commissioning agent to ensure that the building is built accordingly and operates according to the design parameters.

# Indoor Air Quality

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Score	Responsible Party
2.00 / 2.00	<b>Katrina Doolittle</b> Director EH+S Environmental Health and Safety Office

---

## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

3365320 *Square Feet*

## Total occupied building space :

3365320 *Square Feet*

## A brief description of the institution's indoor air quality plan, policy, and/or practices :

The Environmental Health & Safety department provides staff for immediate response to indoor air quality complaints which involves assessment of air quality using industrial hygiene equipment and corrective action using Facilities and Services operations when ventilation improvements are needed. Multiple or ongoing complaints are mitigated through a building-wide inspection and investigation that includes review of all standard indoor air quality parameters and an official report that details all corrective actions.

100% of occupied building space is covered by this plan.

## The website URL where information about the institution's indoor air quality initiatives is available :

<http://www.nmsu.edu/safety/program-link.htm#IAQ>

# Climate

**Points Claimed** 1.29

**Points Available** 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>	<b>Points</b>
Greenhouse Gas Emissions Inventory	1.25 / 2.00
Greenhouse Gas Emissions Reduction	0.04 / 14.00
Air Travel Emissions	0.00 / 0.25
Local Offsets Program	0.00 / 0.25

# Greenhouse Gas Emissions Inventory

---

Score	Responsible Party
1.25 / 2.00	<b>Steve Self</b> Data Management Supervisor Facilities and Services

---

## Criteria

### Part 1

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

### Part 2

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

---

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

### The website URL where the GHG emissions inventory is posted :

<http://www.nmsu.edu/safety/index.htm>

### Does the inventory include all Scope 1 and 2 emissions? :

Yes

### Does the inventory include emissions from air travel? :

No

### Does the inventory include emissions from commuting? :

No

### Does the inventory include embodied emissions from food purchases? :

No

### Does the inventory include embodied emissions from other purchased products? :

No

**Does the inventory include emissions from solid waste disposal? :**

No

**Does the inventory include another Scope 3 emissions source not covered above? :**

Yes

**If yes, please specify :**

Farm animals on campus

**Does the inventory include a second Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

**Does the inventory include a third Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

**Does the inventory include a fourth Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

Score	Responsible Party
0.04 / 14.00	<b>Steve Self</b> Energy Manager Facilities and Services

---

## Criteria

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

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

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

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

---

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

## Scope 1 and 2 gross GHG emissions, 2005 :

28438.48 Metric Tons of CO2 Equivalent

## Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

## Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005 :

2329

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

11750

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

1785

## Scope 1 and 2 gross GHG emissions, performance year :

28438.48 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year :**

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year :**

0 *Metric Tons of CO2 Equivalent*

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

3087

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

11009

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

1456

## Air Travel Emissions

---

**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

---

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

## Local Offsets Program

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

---

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

# Dining Services

**Points Claimed** 6.10

**Points Available** 8.50

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	3.60 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.25 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	0.25 / 0.25
Pre-Consumer Food Waste Composting	0.25 / 0.25
PostConsumer Food Waste Composting	0.25 / 0.25
Food Donation	0.25 / 0.25
Recycled Content Napkins	0.25 / 0.25
Reusable Mug Discounts	0.25 / 0.25
Reusable To-Go Containers	0.25 / 0.25

# Food and Beverage Purchasing

---

Score	Responsible Party
3.60 / 6.00	<b>Katrina Miner</b> Dining Services Marketing Director Dining Services

---

## Criteria

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

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

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

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

---

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

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

30

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

We will be purchasing campus grown crops for fall 2012 semester; items such as onions, chili, chili products, broccoli from the ACES organic farm. See credit ER-T2-2

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

<http://www.nmsudining.com/>

# Trayless Dining

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

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

:

Yes

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

NMSU went to trayless dining in spring 2010 with the previous food service provider. We decreased the amount of waste as well as conserved water and energy. The new food service provider, Sodexo Campus Services, has continued this practice.

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

<http://www.nmsudining.com/>

## Vegan Dining

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal? :**

Yes

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

Sodexo offers vegan and vegetarian options. Individual menus can be created for specific dining requirements or preferences by meeting with the chef and the nutritionist.

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

<http://www.nmsudining.com/>

## Trans-Fats

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

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

Yes

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

We use all zero-trans-fat oils in our fryers. Chik-Fil-A, one of our franchises, uses peanut oil. Our oils are given to a local company and they use the oil for bio-fuels in the community as well as for our bio-fuels machine at one of our agriculture extension offices in Las Cruces. We now use Cottonseed Oil produced by the campus in all fryers except Chik-Fil-A.

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

<http://www.nmsudining.com/>

## Guidelines for Franchisees

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :**

Yes

**A brief description of the guidelines for franchisees :**

We awarded a contract July 1, 2011 for Dining Services to Sodexo. A large part of the contract contained sustainability initiatives ranging from selling the used oil in the fryers to a local company that turns it into bio-fuels, to encouraging the use of local foods.

NMSU and its contracted franchisees work closely together on sustainability issues.

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

<http://www.nmsudining.com/>

## Pre-Consumer Food Waste Composting

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Does the institution have a pre-consumer food waste composting program? :**

Yes

**A brief description of the pre-consumer food waste composting program :**

Sodexo has implemented LeanPath waste management tool where pre-consumer waste is weighed and disposed of separately. This is the first step on the way to implementing the composting program. We are remodeling the building once the bookstore moves out leaving a larger area on the loading dock to procure a small in vessel compost machine. With our new dining vendor, Sodexo, we hope to acquire this in 2013.

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

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# PostConsumer Food Waste Composting

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution have a postconsumer food waste composting program? :**

Yes

**A brief description of the postconsumer food waste composting program :**

Through our Hotel Restaurant Tourism Management (HRTM) program we have a cafe where the students learn to prepare food and serve. Food from the plots supplies vegetables to the Agriculture College "100 West Café", composting the leftovers, and using the compost to enrich the soil in the SCFL veggie plot.

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

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## Food Donation

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

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

Yes

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

NMSU donates produce and canned items to local shelters. Sodexo Campus Services sponsors one food drive per semester. All food collected is donated to organizations that feed the underprivileged in the community through Sodexo's Helping Hands program.

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

<http://www.nmsudining.com/>

## Recycled Content Napkins

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Does the institution use recycled content napkins in its dining service operations? :**

Yes

**A brief description of the purchasing behavior :**

Our dining provider uses as much recycled content in their products as possible (i.e., napkins, cups, disposable eating utensils, and disposable eating containers).

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

<http://www.nmsudining.com/>

## Reusable Mug Discounts

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :**

Yes

**A brief description of the reusable mug program :**

Sodexo sells reusable mugs at all dining venues. Discounts will be offered when mug is returned for refill at any of the food venues. Refills range in price from \$0.79-\$0.99 in retail locations and are free in the main Taos Dining Hall.

**Amount of the discount offered for using reusable mugs :**

0.79

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

<http://www.nmsudining.com/>

## Reusable To-Go Containers

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**Score**

0.25 / 0.25

**Responsible Party**

**Katrina Miner**

Dining Services Marketing Director

Dining Services

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

**Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse? :**

Yes

**A brief description of the reusable to-go container program :**

Our previous food services provider introduced the reusable To Go clamshell container in December 2010 for our Taos Dining Hall on campus. It was a highly successful program. We cut down the use of compostable (we eliminated styrofoam from the Taos cafe in 2009) clamshells from 1500 a day to zero! The new food service provider, Sodexo, has continued this practice with a beautiful To Go container with the NMSU logo. Students love it!

**The website URL where information about the reusable to-go container program is available :**

<http://www.nmsudining.com/>

# Energy

**Points Claimed** 2.36

**Points Available** 16.50

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	0.62 / 8.00
Clean and Renewable Energy	0.24 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.25 / 0.25
Vending Machine Sensors	0.25 / 0.25
Energy Management System	0.25 / 0.25
Energy Metering	0.25 / 0.25

# Building Energy Consumption

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Score	Responsible Party
0.62 / 8.00	<b>Steve Self</b> Data Management Supervisor Facilities and Services

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## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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### Submission Note:

Baseline = 2007-2008 average

Performance year is July 1, 2011 - June 30, 2012

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

### Total building energy consumption, 2005 :

883279 MMBtu

### Building space, 2005 :

5134218 Gross Square Feet

### Total building energy consumption, performance year :

927711.75 MMBtu

### Building space, performance year :

5608867 Gross Square Feet  
[stars.aashe.org](http://stars.aashe.org)



# Clean and Renewable Energy

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Score	Responsible Party
0.24 / 7.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

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

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

273.64 MMBtu

**Option 2: Non-electric renewable energy generated :**

0 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :**

0 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

128142 MMBtu

**Total energy consumed during the performance year :**

930436.27 MMBtu

**A brief description of on-site renewable electricity generating devices :**

NMSU has a shaded parking area that doubles as a photovoltaic station that provides 1/3 of the power needed for our Campus Health Center where the solar panels are located. We also have the Southwest Technology Development Institute (

<http://www.nmsu.edu/~tdi/>

) that does research on PV panels for manufacturers around the world. The SWTDI is a non-profit, university-based organization that provides applied research and development services to private and public sector clients. SWTDI was established in 1977 as the New Mexico Solar Energy Institute, and has active research programs in energy and related systems.

**A brief description of on-site renewable non-electric energy devices :**

none

**A brief description of off-site, institution-catalyzed, renewable electricity generating devices :**

none

**A brief description of RECs or other similar renewable energy products purchased during the previous year :**

none

**A brief description of cogeneration technologies deployed :**

Our performance year is 2012. Co-Generation is basically producing two forms of energy from one. In our case we use natural gas as the fuel to power a turbine (stationary jet engine) whose spinning shaft turns a generator and produces 40% of the electricity for the campus.

The hot (1200 \*F) exhaust gases from the turbine enter a water tube boiler and produce steam, which is used to heat the campus buildings and domestic water.

**The website URL where information about the institution's renewable energy sources is available :**

[http://www.ofs.nmsu.edu/central\\_plant.html](http://www.ofs.nmsu.edu/central_plant.html)

## Timers for Temperature Control

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building? :**

Yes

**A brief description of the technology used :**

We do timed shut-downs for 70% of the buildings. We shut down during un-occupied periods. This is mostly mechanical systems and some lighting systems for four newer (LEED) buildings.

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

<http://www.ofs.nmsu.edu/utilities/index.html>

## Lighting Sensors

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building? :**

Yes

**A brief description of the technology used :**

With our nine new LEED buildings we use sensors in all of these buildings. We have many different types: motion, automated breaker panels, and dual function sensors.

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

<http://www.ofs.nmsu.edu/>

# LED Lighting

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :**

Yes

**A brief description of the technology used :**

We have had a policy for the last two years in our Facilities and Services Electric Shop that whenever lamps (light bulbs) need to be changed we will use LED lamps to replace them. We are replacing standard 2X4 fluorescent drop fixtures with new LED fixtures wherever possible.

Working with Project Engineering and Development we upgrade lighting to LED's whenever possible for energy conservation during a remodel or upgrade.

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

[http://www.ofs.nmsu.edu/facilities\\_operations.html](http://www.ofs.nmsu.edu/facilities_operations.html)

# Vending Machine Sensors

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**  
Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Submission Note:

NMSU "Hotline" Announcement 9.28.2012: Last year, Mesilla Valley Snacks introduced the Fit Pick program to NMSU vending machines highlighting items containing no more than 35% of their calories from fat, no more than 10% from saturated fat, and no more than 35% of their total weight from sugar (nuts and seeds excluded). This year, Mesilla Valley Snacks is introducing new 2BU snack machines that offer organic, all-natural, sustainably sourced & produced, locally-sourced, vegan, and gluten-free snacks. The first machine is currently located in the Garcia Hall lobby, while a second machine is placed in Corbett Center Student Union. The machines themselves are also sustainable as they are equipped with LED lighting and a dimmer/motion sensor for ultra-low power consumption and features an LCD screen that provides an interactive display of nutritional content. Purchases can be made by credit/debit cards or with cash. Should the 2BU program prove successful, additional machines will be added to campus.

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

## Has the institution installed vending machine motion sensors for at least one vending machine? :

Yes

## A brief description of the technology used :

2bU is a new vending machine that we are using in a residence hall and our student union. Some of the advanced technology features are as follows:

1. It has an interactive LCD screen that lets customers peruse nutritional and dietary information for products before the purchase
- 2) Adjustable dual temperature zone allows drinks to stay cold and keep snacks at room temperature, thus saving energy
- 3) LED lighting
- 4) Motion sensor dimmers help conserve energy
- 5) Energy Star rating offers the highest energy efficiency levels for vending machines in the industry
- 6) We are stocking some locally produced and distributed snacks that are more health oriented than the usual snack machines
- 7) Organic, gluten-free, and vegan food are a few of the options of healthy food

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

<http://www.2buhealthyvending.com/Pages/home.aspx>

# Energy Management System

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Score	Responsible Party
0.25 / 0.25	<b>Pat Chavez</b> Manager Energy Management Systems OFS HVAC

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

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

Yes

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

The Energy Management System is the Tridium Niagara AX system. It gives us the ability to analyze historical energy consumption for electricity, chilled water meters, steam and gas being consumed by our turbine, and domestic water meters (well production).

We monitor on a 24-hour basis the utility production for chilled water, electricity, and domestic water at our Central Utility Plant. We manage electrical demand through a “Utility Dashboard” designed by our Energy Management Systems Manager.

We have another dashboard to monitor watts per square foot where we can compare energy consumption between buildings of like design. This also allows us to benchmark against performance agencies like ASHRAE.

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

<http://www.ofs.nmsu.edu/utilities/index.html>

# Energy Metering

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**Score**

0.25 / 0.25

**Responsible Party**

**Jared Dial**  
Student Assistant  
Office of Sustainability

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## Submission Note:

Last year we shared a public view only login for the Niagara site. It has since been decided that we can no longer offer this access to the public.

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

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

Yes

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

We meter all campus-purchased power from El Paso Electric. We monitor and track this using our Niagara system for 100% of the buildings. We also use electrical sub-meters for 60% of our buildings which allows us to determine how the power is being distributed.

We also meter our domestic water use that we pump out of our wells which is 100% of our water use.

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

<http://niagara.nmsu.edu/>

# Grounds

**Points Claimed** 3.25

**Points Available** 3.25

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

<b>Credit</b>	<b>Points</b>
Integrated Pest Management	2.00 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.25 / 0.25
Tree Campus USA	0.25 / 0.25
Snow and Ice Removal	0.25 / 0.25
Compost	0.25 / 0.25

# Integrated Pest Management

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

### Submission Note:

Since our last report in 2011 we continue to use the same IPM policy.

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

### The size of the campus grounds :

425 Acres

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

425 Acres

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

Our IPM plan complies with OSHA and the NMSU Environmental Health and Safety Policies, NMSU Grounds Department. It is the policy of the Facilities and Services Grounds Department to achieve long-term, environmentally-sound pest suppression through the use of a wide variety of technological advances and management practices. Pests will be managed in order to reduce any potential human health hazard, to protect against a significant threat to public safety, to prevent loss of or damage to university property, and to enhance the quality of life for students, staff, faculty, and visitors.

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

<http://www.ofs.nmsu.edu/grounds.html>



## Native Plants

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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### Submission Note:

The winter of 2011 we had "The Big Freeze" where temperatures went below zero degrees F for a few days. We lost approximately \$100,000 worth of trees and plants. One of the plants that clearly was not meant for this zone (we lost 35 or so) is the palm tree. We now have a policy that states that no more palm trees are to be planted at NMSU.

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

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

Yes

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

The Facilities and Services Grounds Department at NMSU is in a high desert transition zone 10 where temperatures can fluctuate between 30-40 degrees during any fall or winter day. Our choice of plant material is to create a xeriscape of indigenous plants. By using xeriscaping, which clearly increases water conservation, these practices are enhanced.

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

<http://www.ofs.nmsu.edu/grounds.html>

# Wildlife Habitat

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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**Submission Note:**

Early 2012 we remodeled an landscape area around a building next to our duck pond. The plants we planted gave the ducks an area to nest safely and away from the public that visit the pond.

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

**Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land? :**

Yes

**A brief description of the wildlife habitat program, policy, or practice :**

NMSU has a Burrowing Owl program to protect this endangered species. We create nesting sites when their nests need to be relocated due to construction on campus.

<http://jornada.nmsu.edu/node/237>

is the website for the original Burrowing Owl study that helps us continue to take care of this little protected bird on our campus.

We also have a Waterfowl Protection Program to protect the ducks and geese at one of our ponds on campus. We oversee their protection and make sure that their food supply is adequate as well as monitoring the area around the pond to be sure that it is compatible with the waterfowl's needs.

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

<http://www.ofs.nmsu.edu/grounds.html>

Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :**

Yes

**A brief description of the institution's Tree Campus USA program :**

The NMSU Geography Department Spatial Applications Research Center (SpARC) Lab updated the 2011 inventory that was used for the 2011 STARS report. This included correcting diameters, height, and species identification that were collected from aerial photos taken in 2009 and 2010. The campus has been divided into twelve zones to facilitate data collection. Zone 2 is 99% completed with the remainder of the zones to be completed throughout the year. Data from the iTrees Street program will be used in the Geography Department Biogeography class as a field and GIS exercise for the 2013 spring semester.

iTrees Streets is the main program currently used. The SpARC lab also uses iTrees Vue and Eco. These three programs are used to better evaluate and track the managed forest on campus.

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

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# Snow and Ice Removal

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

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

Yes

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

NMSU has a written program of snow and ice removal in our Emergency Response Procedure Manual. The campus is divided into six zones. All campus buildings, streets, and sidewalks are prioritized according to their usage during an ice storm. Our winter storms are light compared to a storm in higher elevations, but "ice is ice" and Grounds Department personnel duties are assigned contingent upon activities and severities during a storm.

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

<http://www.ofs.nmsu.edu/grounds.html>

# Compost

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

Our composting program on campus encompasses the composting of all plant material harvested from mowers and tree and shrub trimmings. We have a 2-acre composting facility that has the following: a shaker, winrow turner, and its own water supply to make approximately 300 tons of compost a year. Once composted, all products are reapplied on campus to turf and shrub beds. We also have two Certified Compost Facilitators.

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

<http://www.ofs.nmsu.edu/grounds.html>

# Purchasing

**Points Claimed** 4.00

**Points Available** 7.50

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<b>Credit</b>	<b>Points</b>
Computer Purchasing	0.50 / 2.00
Cleaning Products Purchasing	2.00 / 2.00
Office Paper Purchasing	0.00 / 2.00
Vendor Code of Conduct	1.00 / 1.00
Historically Underutilized Businesses	0.25 / 0.25
Local Businesses	0.25 / 0.25

# Computer Purchasing

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Score	Responsible Party
0.50 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :**

Yes

**The website URL where the EPEAT policy, directive, or guidelines are posted :**

<http://www.nmsu.edu/~iss/pcp/public/>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

The link above takes you to the computers and peripherals that departments must order from. These are all Energy Star and EPEAT computers. We now have a requirement to buy EPEAT GOLD computers! The policy is being written now and our ICT department is ordering only GOLD computers from now on. Another part of this policy is to have the computers in our student labs scheduled to turn off into minimum power when not in use after five minutes.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)? :**

No

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

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**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

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**Total expenditures on desktop and laptop computers and monitors :**

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# Cleaning Products Purchasing

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? :**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :**

<http://www.ofs.nmsu.edu/custodial.html>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

We have signed a contract with a local cleaning products provider. This contract is legal and binding for through 2015 with options for renewals for through 2018.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)? :**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

62000 US/Canadian \$

**Total expenditures on cleaning products :**

62000 *US/Canadian \$*

**A copy of the sections of the cleaning contract(s) that reference certified green products :**

[NMSU Green Cleaning Manual 6.20.2011.pdf](#)

# Office Paper Purchasing

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**Score**

0.00 / 2.00

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

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

# Vendor Code of Conduct

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Score	Responsible Party
1.00 / 1.00	<b>Steve Self</b> Data Management Supervisor Facilities and Services

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## Criteria

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

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

**Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business? :**

Yes

**The website URL where the vendor code of conduct or equivalent policy is posted :**

<http://www.nmsu.edu/~purchase/>

**A copy of the vendor code of conduct or equivalent policy :**

[Code%20of%20Ethics.pdf](#)

**A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :**

The NMSU Purchasing department has created a Standard Terms and Conditions document. Within this document, vendors agree to be bound by all state laws regarding ethical practices. This, and other purchasing related documents, may be viewed using the URL supplied above.

## Historically Underutilized Businesses

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

We write subcontracts off of federal contracts that target these types of vendors. In particular, in applying for some grants, we state that we will use underutilized businesses.

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

<http://sustainability.nmsu.edu/sustainabilityPurchasing.html>

## Local Businesses

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

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

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :**

Yes

**A brief description of the program :**

This is a state statute requirement to give New Mexico businesses and veteran businesses preference in purchasing decisions.

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

<http://sustainability.nmsu.edu/sustainabilityPurchasing.html>

# Transportation

**Points Claimed** 3.08

**Points Available** 12.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>	<b>Points</b>
Campus Fleet	1.08 / 2.00
Student Commute Modal Split	0.00 / 4.00
Employee Commute Modal Split	0.75 / 3.00
Bicycle Sharing	0.00 / 0.25
Facilities for Bicyclists	0.25 / 0.25
Bicycle Plan	0.25 / 0.25
Mass Transit	0.25 / 0.25
Condensed Work Week	0.25 / 0.25
Telecommuting	0.00 / 0.25
Carpool/Vanpool Matching	0.00 / 0.25
Cash-out of Parking	0.00 / 0.25
Carpool Discount	0.00 / 0.25
Local Housing	0.00 / 0.25
Prohibiting Idling	0.25 / 0.25
Car Sharing	0.00 / 0.25

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Score	Responsible Party
1.08 / 2.00	<b>Ophelia Watkins</b> Director FS Transportation Services

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## Criteria

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

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

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

---

### Submission Note:

Transportation and Parking Services has coordinated an institution wide fleet reduction program that began in 2010. The entire university fleet has been reduced by 23% or 238 vehicles from June 2010 to June 2012. The fleet reduction has been accompanied by a corresponding fuel usage reduction of 23%. The Aggie Transit shuttle service has seen an increase of 9% ridership in the last year (2011 to 2012). NMSU and the City of Las Cruces transit system established a pilot Universal Bus Pass program in August 2012 that allows all NMSU students to ride any city transit bus at no charge. This pilot program is meant to encourage sustainable travel by public transit to and from campus.

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

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

9

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

0

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

1

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

1

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

0

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

0

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

21

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

402

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

807

## Student Commute Modal Split

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Score	Responsible Party
0.00 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

### Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

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

# Employee Commute Modal Split

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Score	Responsible Party
0.75 / 3.00	<b>Steve Self</b> Energy Manager Facilities and Services

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## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

**The percentage (0-100) of institution's employees that use more sustainable commuting options :**

25

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

75

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

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**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

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**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

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**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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



## Bicycle Sharing

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

## Facilities for Bicyclists

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :**

Yes

**A brief description of the facilities :**

We have two LEED buildings that meet requirements for this credit. We have showers and storage facilities for bicyclists. We also have an Activity Center with shower facilities that also houses our Outdoor Recreation Center that rents bicycles and encourages the use of bicycles on campus. Lockers are provided here as well.

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

<http://newscenter.nmsu.edu/news/article/5369/>

# Bicycle Plan

---

Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

The Office of Facilities and Services is working closely with ASNMSU (Associated Students of NMSU) on a transportation plan to include installing bicycle racks across campus, safety training, and actively encouraging students, faculty and staff to ride bicycles. Working in partnership, the Office of Sustainability and the Sustainability Council are working to become certified as a "Bicycle Friendly University" in 2013. We have many different safety training classes for bicyclists through the Environmental Health and Safety office.

<http://newscenter.nmsu.edu/news/article/4244/>

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

<http://safety.nmsu.edu/programs/BikeSafety/nmsu-bicycle-safety.html>

# Mass Transit

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

Our campus shuttle "Aggie Transit" is managed by our Associated Students organization. It is a free service for anyone on campus. Our campus is 425 acres with long walks between classroom buildings. We partner with the City of Las Cruces bus system. Ridership has increased by 15% since the Universal Pass was begun. There are bike racks on the buses.

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

<http://asnmsu.nmsu.edu/transit/index.html>

## Condensed Work Week

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :**

Yes

**A brief description of the program :**

During the summer months, when our utility costs are so high (average 95-100 degree temps), we offer a "flex week" - a work week of four, 10-hour days. This is a successful program.

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

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## Telecommuting

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

## Carpool/Vanpool Matching

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

# Cash-out of Parking

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Score	Responsible Party
0.00 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

## Carpool Discount

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

---

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

## Local Housing

---

**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

## Prohibiting Idling

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**  
Mgr. Env. Policy and Sustainability  
Facilities and Services

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

**Has the institution adopted a policy prohibiting idling? :**

Yes

**A brief description of the policy :**

Most of the cars (other than faculty/staff/students) on campus are in the Facilities and Services department. We have a no idling policy for the trucks and cars. There is no policy for the other cars on campus.

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

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# Car Sharing

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Score	Responsible Party
0.00 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

# Waste

**Points Claimed** 12.06

**Points Available** 12.50

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>	<b>Points</b>
Waste Reduction	5.00 / 5.00
Waste Diversion	2.82 / 3.00
Construction and Demolition Waste Diversion	0.99 / 1.00
Electronic Waste Recycling Program	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00
Materials Exchange	0.25 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.25 / 0.25
Move-In Waste Reduction	0.25 / 0.25
Move-Out Waste Reduction	0.00 / 0.25

# Waste Reduction

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Score	Responsible Party
5.00 / 5.00	<b>Art Lucero</b> Manager Recycling and Custodial FS

---

## Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

### Submission Note:

<http://newscenter.nmsu.edu/news/article/4425/>

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

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

655 Tons

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

800 Tons

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

110 Tons

### Weight of materials recycled, performance year :

383 Tons

### Weight of materials composted, performance year :

325 Tons

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

[stars.aashe.org](http://stars.aashe.org)

52 Tons

**On-campus residents, 2005 :**

2329

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

11750

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

1785

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

3087

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

11009

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

1456

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

<http://www.nmsu.edu/aggierecycling/>

# Waste Diversion

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Score	Responsible Party
2.82 / 3.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

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

708 Tons

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

45 Tons

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

<http://newscenter.nmsu.edu/news/article/4425/>

# Construction and Demolition Waste Diversion

---

**Score**

0.99 / 1.00

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

---

## Criteria

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

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

---

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

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

41767.34 Tons

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

316.29 Tons

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

In order to meet LEED standards we recycle c+d waste. However, we had already been recycling this waste for years before we started building to LEED. Our Recycling and Solid Waste Department has been doing this for over seven years. We also collect metal and concrete from non-LEED campus construction and recycle.

# Electronic Waste Recycling Program

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Score	Responsible Party
1.00 / 1.00	<b>Steve Self</b> Energy Manager Facilities and Services

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## Criteria

### Part 1

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

### Part 2

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

---

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met :**

When we sell in auction, we make sure that the purchaser promises to re-use properly. The university does not dismantle or recover the individual components so for NMSU there are no worker safety hazards.

**A brief description of the electronic waste recycling program for institution-generated materials :**

As a policy, all electronic devices are sent to the Property Office; all hard drives are erased, and then sold at auction. We ascertain that the products do not go to countries where the hazardous materials are taken out without safety precautions. We send our e-waste to New Mexico prison system where it is dismantled or re-used when possible.

**A brief description of the electronic waste recycling program for student-generated materials :**

Our waste and recycling vendor has a contract with our student housing department to recycle all small electronics directly into the blue recycling bins in all housing parking lots and blue brutes for curbside pickup.

**The website URL where information about the e-waste recycling program is available :**

<http://newscenter.nmsu.edu/news/article/8077/>

# Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

When material is picked up and we have the option to re-use it, we give it to another department or researcher (i.e., acetone or paint gets sent to other departments). We have a contractor who recycles and re-uses motor or transformer oils. We also train all employees working with hazardous materials and reinforce strategies to reduce waste. NMSU requires that individuals obtain approval before accepting any donated hazardous materials.

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

Environmental Health and Safety picks up, for free, any hazardous materials on campus. We contract with a number of different EPA-permitted companies that have been pre-qualified through an extensive purchasing review (such as Clean Harbors, Stericycle, and Veolia). Waste is managed by the NMSU staff of four highly-qualified and competent individuals who have been trained in all regulatory requirements relating to proper disposal of hazardous materials and waste.

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

[http://www.nmsu.edu/safety/programs/haz\\_wst/1\\_hwm-toc.htm](http://www.nmsu.edu/safety/programs/haz_wst/1_hwm-toc.htm)

# Materials Exchange

---

Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Submission Note:

After a remodel of NMDA (New Mexico Dept. of Agriculture) building, their Facilities Operations Coordinator put unused furnishings and supplies in a room and sent out an email in order to share, at no charge, with other NMSU departments and staff at NMDA. The items that were not claimed were donated to schools in the community. The recycling effort was a great success with furnishings, office supplies, and lab equipment going to many others across the county and NMSU to be reused.

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

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

Yes

## A brief description of the program :

We have an internal list serve ("NMSU Postings") for redistribution of useable office supplies. It is a very successful program where supplies and equipment and furnishings are reused. NMSU also has a Properties Department separate from the list serve that accomplishes the same redistribution.

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

<http://business.nmsu.edu/2011/04/13/re-pete-program-provides-another-option-for-the-nmsu-community-to-go-green/>

## Limiting Printing

---

Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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### Submission Note:

We're making our computer labs sustainable by turning off monitors at the end of each day and turning off computers and printers, where acceptable, at the end of the day. This creates awareness of energy savings across campus. We also have toner recycling stations in the student computer labs.

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

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

Yes

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

Students are given a certain amount of sheets of printing a semester. When they go over this amount they are charged for each additional sheet. We have computer labs and classroom labs that are monitored and the students are taught by the Lab Assistant to be careful with their printing and encouraged to save documents as PDF's instead of printing.

"Aggie Print" stations are new printing stations around campus that are set to double-sided printing and stocked with recycled paper.

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

<http://studenttech.nmsu.edu/aggie-print.html>

**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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**Submission Note:**

Gradually, individual departments and colleges across campus as well as community colleges and agriculture extension centers are realizing the importance (and money-savings) of providing documents online and not printing.

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

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

Yes

**A brief description of the practice :**

It is not a default, but the course catalogue and class schedule are online. When signing up for classes it is all done online with no need to print a catalogue. We do not print a student or faculty/staff directory - these are all online.

Phonebook:

<https://myaccount.nmsu.edu/phonebook/index.php>

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

<http://catalog.nmsu.edu/undergrad-2010-2011/index.html>

# Chemical Reuse Inventory

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :**

Yes

**A brief description of the program :**

We keep an inventory of chemicals. The Environmental Health & Safety Office attempts to distribute excess chemicals to other departments. We have software that maintains chemical inventory that creates a list of chemicals that will be shared for re-distribution.

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

<http://www.nmsu.edu/safety/inventory-link.htm>

# Move-In Waste Reduction

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**Score**

0.25 / 0.25

**Responsible Party**

**Art Lucero**  
Manager Recycling and Custodial  
FS

---

**Submission Note:**

The above website has been updated from 2011...but the information is the same.

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

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

Yes

**A brief description of the program :**

Facilities and Services works hand in hand with the Housing Department staff. We have been doing this for the last three years. In 2011 we collected 6.5 tons of cardboard. We are working on adding the collection of materials for reuse to this program.

Under the heading "What to Bring":

We provide a suggested packing list of what (and what not) to bring to NMSU.

“Planning to drive down? Consider eliminating traditional luggage; it takes up a lot of room in the car and there is no place to store it in the residence halls. Instead, use large garbage bags, laundry bags and pillow cases.”

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

<http://www.nmsu.edu/~housing/move-in/index.html>

## Move-Out Waste Reduction

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**Score**

0.00 / 0.25

**Responsible Party**

**Art Lucero**

Manager Recycling and Custodial

FS

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

# Water

**Points Claimed** 4.27

**Points Available** 10.25

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

<b>Credit</b>	<b>Points</b>
Water Consumption	1.02 / 7.00
Stormwater Management	2.00 / 2.00
Waterless Urinals	0.25 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.25 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

# Water Consumption

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Score	Responsible Party
1.02 / 7.00	<b>Steve Self</b> Data Management Supervisor Facilities and Services

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## Criteria

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

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

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### Submission Note:

Performance year is FY11-12

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

### Water consumption, 2005 baseline year :

866198980 Gallons

### Water consumption, performance year :

830497330 Gallons

### On-campus residents, 2005 :

2329

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

11750

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

1785

### On-campus residents, performance year :

3087

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

11009

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

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

<http://ofs.nmsu.edu/>

# Stormwater Management

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

### Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

In 2009 NMSU developed and adopted a Stormwater Management Program (SWMP). The SWMP established a plan to reduce the quantity and protect the quality of stormwater runoff. SWMP initiatives to mitigate stormwater runoff impacts of construction and development include: implementation of Stormwater Pollution Prevention Plan requirements, review checklists, and inspection checklists for all construction activities; development of drainage design guidelines for both quantity and quality; modification of tenant leases to require controls during construction and the use of stormwater design guidelines; and promotion of Low Impact Development. SWMP initiatives to mitigate stormwater runoff impacts of facility operations include: employee training; written 'Good Housekeeping' procedures for maintenance shops; integrated pest management; and a maintenance program for the drainage system, including written procedures for proper disposal of sediment, trash and other debris removed from the system.

**The website URL where information about the institution's stormwater management initiatives, plan or policy is available :**

<http://www ofs.nmsu.edu/Webdocs/NMSU%20Storm%20Water%20Plan.pdf>

**Does the institution have a living or vegetated roof? :**

No

**A brief description of the institution's living or vegetated roof :**

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**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

NMSU has a policy for porous paving a part of meeting LEED Silver requirements. We are currently constructing approximately 53,000 square feet of bike lanes along a major thoroughfare, Arrowhead Road, using porous concrete. For a second project, the Arts Complex, porous paving was evaluated for use in the passenger drop-off area of Phase I during design last year. It will be installed as funding allows.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

NMSU's design guidelines require no increase in volume and peak flow rate of the 100-yr, 24-hr storm event. Projects at NMSU satisfy this criterion by using on-site retention.

NMSU has a large retention pond at Same Steel Drive and Union Drive designed for a 100-year storm. A second retention pond is at the corner of Interstate-10 and Valley Drive that also is designed for a 100 year flood.

**Does the institution have stone swales? :**

Yes

**A brief description of the institution's stone swales :**

NMSU has stone swales in several locations across campus. We use them wherever we have large drainage ponds as a conveyance method for the water since we don't have underground drainage in our desert environment. They are small drainage-ways that are lined with natural materials, mostly river rock from local rivers. Our swales convey water to a discharge area and often run alongside a road.

**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

NMSU has a vegetated swale of approximately 1000 lf along Arrowhead Rd. It collects water runoff from a large unpaved parking lot. A second swale is also approximately 1000 lf along a paved parking lot to the west of our Pan American Center. Part of this area is also a nesting area for a local protected species of burrowing owls.

**Does the institution employ any other technologies or strategies for stormwater management? :**

Yes

**A brief description of other technologies or strategies for stormwater management employed :**

Infiltration trenches – NMSU requires that a landscape architect be involved in the site design of projects. Part of the landscape architect's duties is to evaluate drainage patterns and landscaping for the potential use of infiltration trenches. Three projects were in design last year: Arts Complex Phase I, Chamisa Village Phase II (student apartments), and the new Barnes + Noble bookstore. Infiltration trenches were evaluated for all three projects. The trenches and landscaping will be constructed as funding allows. Infiltration trenches will be considered on all future projects.

## Waterless Urinals

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

**A brief description of the technology employed :**

Dona Ana Community College uses waterless urinals in its Trades Building. The custodial staff were all trained in the maintenance of the urinals and few problems have occurred since the installation in 2010.

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

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## Building Water Metering

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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### Submission Note:

In 2011 our utility reporting system was public and we shared the password. It was decided that for security purposes in 2012 to no longer make this available to the public. We still use the same system of reporting.

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

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

Yes

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

We track water well production, produce our own water on campus, and track and monitor all consumption on campus.

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

<http://niagara.nmsu.edu/>

# Non-Potable Water Usage

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

The system is currently installed at NMSU's Fabian Garcia Science Center family residence where it will be used to irrigate a portion of the adjacent university arboretum. Currently the system fits inside a small, inconspicuous shed outside of the house. Future models may be small enough to fit inside a decorative landscape rock.

Because of New Mexico water regulations, the water from the system can only be delivered by a subsurface, drip irrigation system. Goss' group will install drip irrigation at the location over the spring semester.

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

<http://newscenter.nmsu.edu/news/article/4439/>

# Xeriscaping

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

## A brief description of the program or practice :

Our campus is 900 acres, with 425 managed acres. We are a large land-grant university established in 1888 started as an agriculture college. Care of our lands, the plants, and the environment are entwined in our history. We are in the Chihuahuan Desert where we practice xeriscape management techniques such as good planning and design, soil amendment, drip irrigation, mulching and composting (using our own compost produced on campus). Our water system for the turf areas are on timers.

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

<http://www.ofs.nmsu.edu/grounds.html>

## Weather-Informed Irrigation

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

The New Mexico State University Golf Course has a computerized central system utilized for irrigation control on campus. Since golf courses use a large amount of water we feel that it is of utmost importance to monitor the water use and to not water when it rains.

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

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# Planning, Administration & Engagement

Score 79.01%

## Coordination and Planning

Points Claimed 18.00

Points Available 18.00

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

Credit	Points
Sustainability Coordination	3.00 / 3.00
Strategic Plan	6.00 / 6.00
Physical Campus Plan	4.00 / 4.00
Sustainability Plan	3.00 / 3.00
Climate Action Plan	2.00 / 2.00

# Sustainability Coordination

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Score	Responsible Party
3.00 / 3.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

---

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

## Does the institution have a sustainability committee? :

Yes

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

The mission of the NMSU Sustainability Council is to coordinate sustainability-related activities and efforts throughout the New Mexico State University system and to residents statewide. While a primary goal is making sustainability awareness part of the experience of all NMSU students, council members recognize that addressing the many challenges revolving around sustainability issues calls for the involvement of everyone. University faculty, staff and students are committed to working with individuals, community organizations, business owners, farmers and ranchers, and local, state and national leaders.

## Members of the committee, including affiliations :

- a) Composed of volunteers from the faculty, staff and student body, and other stakeholders
  - i. Welcomes all volunteers at the discretion of the Leadership Team
  - ii. Outside advisors will be invited to join the Council (e.g., City of Las Cruces representative)
- b) Chair appointed by University president (2-year term)
  - i. Retain past-chair in Leadership Team for one-year period for continuity
  - ii. Leadership Team is composed of committee chairs, past-chair, and representatives from the following: ASNMSU, Faculty Senate, and Employee Council
- c) Election of Committee Chairs and Co-chairs
  - i. Committee chairs appointed by Leadership Team and chair (2-year commitment with opportunity to continue with terms of 1 year)
  - ii. Co-chairs appointed by Leadership Team and chair (2-year commitment with opportunity to continue with terms of 1 year; it is encouraged that this position be filled by students to facilitate student input and provide leadership training opportunities)

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

<http://sustainability.nmsu.edu/documents/Sustainability%20Council%20Business%20Plan%206%2030%202011.pdf>

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

Yes

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

Office of Sustainability Responsibilities

The Office of Sustainability is responsible for developing policies and guidelines for protecting natural resources, reducing the university's ecological footprint and ensuring accountability for green building and low impact development.

- \* Environmental sustainability initiatives on issues ranging from climate change to recycling and water conservation
- \* Academic programs and educational outreach activities aimed at enhancing faculty, staff, and student environmental literacy and awareness
- \* Be a resource for those pursuing sustainability initiatives
- \* Create Sustainable Building Design Standards for new construction and renovations
- \* Utility conservation to reduce energy use and associated costs
- \* Recycling initiatives to increase landfill space and lower disposal costs
- \* Sustainability curricula integration
- \* Student support for environmental projects and student organizations
- \* University President's Climate Commitment reporting

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

2

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

<http://sustainability.nmsu.edu/index.html>

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

Yes

**Sustainability coordinator's name :**

joni newcomer

**Sustainability coordinator's position title :**

Manager Environmental Policy and Sustainability

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

The Manager of Sustainability develops and coordinates a campus-wide program of environmental stewardship, energy conservation, policy research, and community outreach. The Manager is involved in the creation of a university-wide sustainability program and acts as the University spokesperson on sustainability. The Manager reaches out to local and national organizations, as well as fosters a culture of sustainability among students, faculty, and staff. The Manager develops a vision for NMSU sustainability, including a university-wide plan and strategies for becoming a state and national leader in developing and embodying sustainable practices.

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

<http://sustainability.nmsu.edu/aboutUs.html>

# Strategic Plan

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Score	Responsible Party
6.00 / 6.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

---

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

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

2012

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

Yes

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

From our Building the Vision Strategic Plan:

Action EF3.2A - Employ the Sustainability Committee to advise and implement effective use of physical resources (completed by the Assistant VP Facilities Spring 2012 – Fall 2013)

Action EF3.2B: Periodically survey the university community regarding sustainable resource utilization (completed by the Assistant VP Institutional Analysis Fall 2012)

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

Yes

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

[stars.aashe.org](http://stars.aashe.org)

New Mexico State University | STARS Report | 168

From our Building the Vision Strategic Plan:

Strategy EC2.1 Develop sustainable methods for NMSU to respond to the needs of industry and a diverse workforce (Completed by VP Economic Development, Deans, Fall 2012 – Spring 2013)

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

Yes

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

From our Building the Vision Strategic Plan:

Objective EC2: Educate a diverse, internationally competitive, qualified and entrepreneurial workforce (Completed by VP Economic Development, Deans, Fall 2012 – Spring 2013)

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

<http://provost.nmsu.edu/wp-content/uploads/2012/08/BTV-Academic-Strategic-Plan-Adopted-05-11-12.pdf>

# Physical Campus Plan

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Score	Responsible Party
4.00 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

---

## Submission Note:

NMSU campus planner, Greg Walke, along with the campus community, is in the process of updating the 2006 Master Plan in 2012. The Sustainability Manager is a part of the Master Planning Committee to ensure that sustainability is a part of the updated Master Plan.

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

New Mexico State University began efforts in the fall of 2005 to update its physical master plan. Under the guidance of Michael Rickenbaker, University Architect and Director of Facilities Planning & Construction, and aided by the master plan team of Hanbury Evans Wright Vlattas + Company and Studio D Architects, numerous workshops were conducted with members of the university community to determine this new vision for the future growth of the campuses.

## The year the physical campus plan was developed or adopted :

2006

## The website URL where the physical campus plan is available :

<http://www.ofs.nmsu.edu/FacilitiesandServicesLibrary.html>



# Sustainability Plan

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Score	Responsible Party
3.00 / 3.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

A Business Plan was written over a period of eight weeks in 2010 with weekly meetings with faculty, staff, students. The meetings were run by the Manager of the Office of Sustainability. This plan was presented to the Sustainability Council October 2010 for their approval. We have made a few revisions to it at the request of the University President and it is set for approval September 2011 after the date of this report

## A brief description of the plan's measurable goals :

GOALS AND TIMELINES (completion date and team responsible)

- Update Office of Sustainability (OoS) website (12/01/10 by PAE and OoS, with ongoing maintenance)
- Prepare list of metrics for annual reporting on energy savings and efficiencies (12/15/10 by OP)
- Establish volunteer action arenas for faculty, staff, and students (02/02/11 by Leadership Team)
- Create media campaign for Office of Sustainability (01/12/11 by OoS and PAE)
- Increase sustainability programs campus and statewide (03/01/11 by PAE)
- Complete and submit AASHE (Association for the Advancement of Sustainability in Higher Education) "STARS" (Sustainability Tracking Assessment and Rating System) reporting (due 06/01/11 by all teams)
- Incorporate "cradle to cradle" and LEED (US Green Building Council's Leadership in Energy and Environmental Design) specifications into Office of Facilities and Services (OFS) Building Design Guidelines (06/01/2011 by OoS and OP)
- Infuse sustainability into the curriculum and encourage sustainability-related research throughout the entire NMSU system (02/2012 by ER and ongoing)

## CORE VALUES

- Respect for humanity and all living things
- Understanding that the natural and built environments are intertwined
- Unity of purpose through collaboration and interaction of ideas
- Pride in our heritage with consideration for the future
- Integrity of actions
- Passion for sustainability

### **A brief description of how progress in meeting the plan's goals is measured :**

The Sustainability Council meets monthly. We discuss our goals, update and add new ones as we complete the old ones. One major goal of the Sustainability Council in 2012 is to certify NMSU as a "Bicycle Friendly University" as well as to develop plans for a sustainability center to be built on campus.

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

<http://sustainability.nmsu.edu/documents/Sustainability%20Council%20Business%20Plan%206%2030%202011.pdf>

### **The year the plan was developed or last updated :**

2011

# Climate Action Plan

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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## Submission Note:

<http://newscenter.nmsu.edu/news/article/3380/>

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

## A brief summary of the climate plan's long-term goals :

- Create awareness that integrated planning is the process of linking vision, priorities, people, and the physical institution, in a flexible system of evaluation, decision-making and action to shape and guide the entire organization as it evolves over time, within and without its community
- Eliminate net greenhouse gas emissions
- Make climate neutrality and sustainability a part of the curriculum and other educational experiences of all students, faculty and staff
- In the stair-step progression to achieve "net zero" emissions, the last measure required will be the purchase or development of carbon offsets
- NMSU holds water rights that must be used or forfeited, owns land throughout New Mexico, and has a requirement to purchase or grow feedstock
- New Mexico State is well positioned to be a leader in reforestation and sequestration strategies

## A brief summary of the climate plan's short-term goals :

### SHORT TERM GOALS COMPLETED

- Encourage use and provide access to public transportation at NMSU (This is complete - as of fall semester 2012 Associated Students of [stars.aashe.org](http://stars.aashe.org) [stars.aashe.org](http://stars.aashe.org))

NMSU now have a free city bus pass for students attending NMSU, saving carbon emissions from car travel)

- Set a target date, institutional action plan and interim milestones for climate neutrality by April 17, 2009 (ACUPCC Progress Report completed January 2012)
- Publish and post plans, goals and progress to date (on-going on Office of Sustainability website and Facilities and Services website)
- All new construction and major renovations to be US Green Building Council's LEED Silver Certified or higher (on-going, with nine buildings across all campuses as LEED silver or gold)
- Adopt an energy-efficient appliance purchasing policy requiring ENERGY STAR certified products (complete and in Finance and Administration's Business Procedure Manual)
- Complete a greenhouse gas emission inventory by April 17, 2008 (complete)

#### SHORT TERM GOALS IN PROCESS

- Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by the institution
- Pursue reasons for disconnect between capital funds and operational funds ("life cycle cost models")
- Complete STARS report

#### **Year the climate plan was formally adopted or approved :**

2009

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

[http://rs.acupcc.org/site\\_media/uploads/cap/152-cap.pdf](http://rs.acupcc.org/site_media/uploads/cap/152-cap.pdf)

# Diversity and Affordability

**Points Claimed** 13.75

**Points Available** 13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	2.00 / 2.00
Support Programs for Future Faculty	4.00 / 4.00
Affordability and Access Programs	3.00 / 3.00
Gender Neutral Housing	0.25 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

# Diversity and Equity Coordination

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

### Submission Note:

Definition of Diversity at NMSU (7/1/10):

The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and disabilities, as well as political and religious affiliation and socioeconomic status.

We also give Diversity Stoles to many different groups across campus:

<http://www.nmsu.edu/diversity/diversity-stoles.html>

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

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

Yes

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

OBJECTIVE 1: Increase and communicate the diversity of students, faculty, staff, and university leadership; examine the degree of diversity of each department in the academic affairs colleges; develop a plan with specific goals for increasing diversity; focus college recruitment and retention efforts to diversify faculty and staff

Actions: Identify and examine underrepresented faculty and staff of the college/division; identify and examine underrepresented student populations for the college/division; develop and communicate college/division diversity plans; implement diversity staffing plans and diversify search processes; focus student recruitment and retention efforts to diversify degree recipients at all academic levels; implement student recruitment and diversity plans

OBJECTIVE 2: Shape the student population in undergraduate and graduate degree programs to reflect the diversity of NM; develop recruitment and financial aid plans designed to increase and sustain diversity and access

Action: Employ the Enrollment Management Council with college support to develop and implement a recruitment and aid plan

OBJECTIVE 3: Reflect a commitment to the diversity of NM and the border region in research and creative activity, including partnerships and service activity; implement projects that focus on issues of particular relevance to NM and the border region

Action: Develop internal programs (small grants, workshops) to assist faculty in developing research and creative projects specific to the [stars.aashe.org](http://stars.aashe.org)

region

OBJECTIVE 4: Reflect a commitment to diversity, including that of NM and the border region, in instructional programs, in general education, within the major, and in student support programs; fully develop a diversity-focused instructional curriculum program  
Actions: Employ a task force to review diversity-focused curriculum and catalog relevant instructional activities; develop a comprehensive program focused on diversity, addressing cross-cultural awareness and facilitating communication among diverse constituents

The following is a list of NMSU affinity groups for faculty and staff:

ADVANCE

Advancing Leaders

“Building the Vision” subcommittee (Diversity Strategic Plan)

Diversity Committee for the College of Arts and Sciences (faculty)

Diversity Councils (faculty, staff and students)

Faculty LGBTQ (social group)

GLBTQ Support Group

Hispanic Faculty Staff Caucus

Hispanic Serving Institution Committee

President’s Commission on the Status of Women

Tribal Voices Working Group

University Cultural Collections Committee

The Diversity Committee was established in 1990 and renamed the Diversity Council in 2004. NMSU recently (2012) subdivided the Diversity Council into three groups: faculty, staff and students. We are now revising and forming a Faculty Diversity Council (

<http://provost.nmsu.edu/diversity-resources/>

), Staff Diversity Council, and a Student Diversity Council (

<http://www.nmsu.edu/diversity/osd-programs.html>

).

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

Wendy Wilkins, Executive VP and Provost

Azadeh Osanloo, Professor, Educational Management and Development Dept.

Satya Rao, Professor, Health Science Dept.

Loui Reyes, Assoc. Dean, Graduate School

Julie Rice, Professor, Sociology Dept.

Frank Romero, Professor, Music Dept.

Monica Torres, Head, English Dept.

Judith Weisinger, Professor, Management Dept.

The members of the Staff Diversity Council are:

Cheryl Archuleta, Admin. Asst., Admin. and Finance

Minerva Baumann, News and Media Relations Dir., Univ. Communications

Teresa Burgin, Dir., Center for Learning and Professional Development

Regina Galvan, HR Specialist, Employment Services

Norma Grijalva, Deputy Chief, ICT

[stars.aashe.org](http://stars.aashe.org)

James Hall, Assoc. Dir., Athletics Dept.  
Desman Montellano, Sr. Fiscal Asst., Univ. Advancement  
Wenona Nutima, Instructional Consultant, College of Extended Learning  
Emilia O'Neill, Dir., Student Counseling Services, Doña Ana Community College  
Angela Throneberry, Sr. VP for Admin. and Finance  
Elizabeth Titus, Dean, Library  
Angela Velasco, Assoc. Dir., Institutional Equity  
The members of the Student Diversity Council  
Bernadette Montoya, VP for Student Affairs and Enrollment Management  
Breeana Sylvas, President of Associated Students of NMSU  
David Maestas, VP of ASNMSU  
The following individuals provide expertise to these groups:  
Festus Addo-Yobo, Dir., Black Programs  
Christina Chavez Kelley, Asst. VP for Student Diversity and Outreach  
Joe Graham, Dir., Indian Resource Development  
Laura Grant, Military and Veterans Programs  
Sharna Horn, Coordinator, Sexual and Gender Diversity Resource Center  
Trudy Lukens, Dir., Student Accessibility Services  
Justin McHorse, Dir., American Indian Program  
Laura Gutierrez Spencer, Dir., Chicano Programs

ASNMSU also has a diversity board that allocates money to the diversity programs on campus.

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

<http://www.nmsu.edu/diversity/osd-programs.html>

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

Yes

**A brief description of the diversity office :**

New Mexico State University is dedicated to non-discrimination and equal opportunity in education and employment. NMSU's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational programs, hiring, promotion, training and other employee actions.

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

7

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

<http://www.nmsu.edu/diversity/>

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

Yes

**Diversity coordinator's name :**

Gerry Nevarez

**Diversity coordinator's position title :**

Executive Director, Institutional Equity/EEO

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

Mr. Navarez manages all aspects of the diversity and equity office such as discrimination and grievance, policy, affirmative action, disability, and equal employment.

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

<http://www.nmsu.edu/~eeo/>

# Measuring Campus Diversity Culture

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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

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

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

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

## A brief description of the assessment(s) :

NMSU's Affirmative Action Plan is published each year by the Office of Institutional Equity. The University's data is collected annually from the period of January 1 thru December 31. The Office of Federal Contract Compliance Programs (OFCCP) requires federal contractors like the New Mexico State University to conduct an assessment of the percentage of females and minorities in its workforce by job groups to the percentage of females and minorities with requisite skills available in the recruitment area. Job groups include job titles with similar content, wage rate, and opportunities. Similar opportunities refer to training, transfers, promotions, pay, mobility, and other career enhancement opportunities offered by the jobs within a job group.

## Year the assessment was last administered :

2011

## A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

The purpose of the availability is to establish a benchmark against which the demographic composition of the contractor's workforce can be compared in order to identify accomplishments, problem areas and placement goals. This serves as a management tool to ensure equal opportunity.

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



# Support Programs for Underrepresented Groups

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

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### Submission Note:

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

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

Yes

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

LGBTQ, Ethnic programs (Black and Chicano programs), American Indian programs (the new American Indian Center was constructed in 2011), Indian Resource Development Center, veterans' programs, services for students with disabilities, etc. All these programs provide social and academic support for students, faculty and staff.

<http://www.nmsu.edu/~chicano/text.htm>

<http://www.nmsu.edu/~blackpro/>

<http://www.nmsu.edu/~sgdrc/community.html>

<http://nmsu.edu/~sgdrc/>

<http://www.nmsu.edu/~aip/>

<http://aces.nmsu.edu/academics/ird/index.html>

<http://newscenter.nmsu.edu/8873/>

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

Hispanic Faculty Caucus; Tribal Working Voices; Hispanic Serving Institution Working Group; membership of faculty on Diversity Committee

<http://www.nmsu.edu/hispanic-caucus/>

<http://newscenter.nmsu.edu/news/article/5001/>

<http://diversefaculty.nmsu.edu/>

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

At NMSU our faculty and staff are given the same training opportunities. As you can see from the URL below, we have many programs that discuss diversity among our employees and students. Since we live in an area with a very diverse ethnic and racial group NMSU sponsors many programs that celebrate our diversity. Of the President's "Seven Goals for Success" for the campus, diversity is Number One on the list.

<http://www.nmsu.edu/president/goalsforsuccess.html>

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

<http://www.nmsu.edu/diversity/campus-resources.html>

# Support Programs for Future Faculty

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Score	Responsible Party
4.00 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

1. "BUILDING THE VISION" through the Provost's office. NMSU's strategic plan is built on President Couture's "Seven Goals for Success", which focus on DIVERSITY, graduation, international programs, economic development, effectiveness and efficiency, alumni and friends, and NMSU's culture of pride. The work of the Building the Vision Committee centers on developing, for each goal, objectives, strategies, and key performance indicators. The first of our "Goals for Success" as part of Building the Vision is as follows: "Diversity: To strengthen our commitment to diversity of faculty, staff, and students, anchoring our path to excellence in an unwavering commitment to access and tolerance."

See URL below.

2. THE TEACHING ACADEMY: The Teaching Academy supports teachers, enhances learning, and builds community by serving all NMSU educators through training, mentoring, and networking. See link here:

<http://www.teaching.nmsu.edu/Events/initiatives/index.html>

3. The Mission of the Graduate School is to facilitate the exchange of ideas and the creation of knowledge while fostering academic excellence. The Graduate School promotes a high quality-learning environment that EMBRACES DIVERSITY. New Mexico State University is one of the few research extensive universities that reflect Hispanic, Native American, and other New Mexican cultures. Our [stars.aashe.org](http://stars.aashe.org)

international students from Latin American, Asian, African, and European countries add to the richness of our diversity. The quality of life of our students is of critical importance to the Graduate School and New Mexico State University. We cultivate the marriage of academic and professional skills while helping students graduate in a timely manner. See link here:

<http://gradschool.nmsu.edu/gradschool/announcements.html>

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

<http://provost.nmsu.edu/initiatives/building-the-vision/>

# Affordability and Access Programs

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Score	Responsible Party
3.00 / 3.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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### Submission Note:

We are proud that our Red Green program was noted by AASHE in their "Top Ten Schools List" under "Affordability and Access Programs" in February 2012.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

:

Yes

**A brief description of the institution's participation in federal TRIO programs :**

The Office of Student Engagement is a program that has existed for at least 20 years. We file for the grant using our staff that are I&G (Institutional and General) and grant-funded positions that support the TRIO-funded students. Peer mentoring and assistance are provided with applications for financial aid and other academic and social support programs as needed.

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income**

## **students? :**

Over 73% of our students are on some form of financial aid. CAMP (College Assistance Migrant Program) is a federally funded program that we use for specific populations. We also use Upward Bound, ENLACE (a statewide collaboration of people who represent the voices of under-represented children and families – people who have not traditionally had a say in policy initiatives which have had direct impacts on their communities or their families), and NM MESA (Math Engineering Science Achievement), to name a few.

## **A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

Our Student Services Office has created a list of questions and answers that are often asked by parents. This list of Q/A is shared with faculty and staff so they better understand the things that low-income students are dealing with as a family and as a student.

We have a system in place called “Quick Connect” that goes to the Office of Student Engagement who contacts the student when they notice there might be problems during the semester. The faculty is then contacted to support that student on a personal basis.

## **A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :**

“Red to Green” (also a metaphor of our New Mexico Chile) is for financial literacy and is required for any student getting a loan. It helps students manage their money. This is a program that the students designed themselves with a grant through the Student Success Office!

NMSU uses a New Mexico state program which is a dual-credit program for high school and college-level classes; this is an admission policy. Chicano Programs does classes working with "first generation" competence, to assure that the children that are first generation from Mexico are supported.

## **A brief description of the institution's scholarships for low-income students :**

Of our \$3M scholarships – 2/3 of this goes to need-based students (required as need-based, so they must be low income).

“Scholar Dollar” is for staff as a challenge of getting scholarships awarded where the staff learns a new programming language. In 2011, we changed to a single on-line application and the information goes to each individual college department for their specific needs.

## **A brief description of the institution's programs to guide parents of low-income students through the higher education experience :**

Parents have private family sessions. Once a student is through the funnel at a certain level, the parents get the paperwork. A large percentage of our parents are solely Spanish speaking so we have sessions in Spanish. Parents get emails on the advancement of their children's progress through the system.

## **A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

NMSU faculty and staff use various means of communications. We have students and parents on the Navajo reservation with no internet and computer access. Our communications funnel recruits new students from initial meeting all the way down to the actual enrollment as well as training recruiters and front desk staff. We regularly send staff to Albuquerque to sign up students because they can't get to Las Cruces – this gives them the better classes because they are enrolling early.

**A brief description of the institution's other admissions policies and programs :**

See link below

**A brief description of the institution's other financial aid policies or programs :**

See link below

**A brief description of the institution's other policies and programs not covered above :**

See link below

**The website URL where information about programs in each of the areas listed above is available :**

<http://success.nmsu.edu/plan/plan-of-action-080708.pdf>

# Gender Neutral Housing

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Submission Note:

We are making an official policy at the time of this report for Gender Neutral Housing.

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

Yes

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

We used to call an area of our on-campus housing "Married Housing". We now call it "Family Housing". We do not discriminate against same sex couples or any other type of arrangements in our housing. This is now standard practice at NMSU.

Here is a quote from the Housing website: "Family Qualifications: Housing and Residential Life has an open housing policy on what constitutes a family."

We also have the following on campus:

1. Transgender restrooms – establishing gender-neutral restrooms on campus is on the radar screen
2. Through classes and individual organizations such as LGBTQA "Safe Zone" training we make sure that students feel safe and welcome no matter their special needs.

<http://www.nmsu.edu/diversity/campus-resources.html>

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

<http://www.nmsu.edu/~housing/general/housing-comparison-chart.html>

## Employee Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution make cultural competence trainings and activities available to all employees? :**

Yes

**A brief description of the cultural competence trainings and activities :**

Training through HR and through Office of Institutional Equity (Federal EEOC, "Dealing with difficult people", and civility training, etc.)

**The website URL where information about the trainings and activities are available :**

<http://training.nmsu.edu/>

## Student Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

### Does the institution make cultural competence trainings and activities available to all students? :

Yes

### A brief description of the cultural competence trainings and activities :

The Sexual and Gender Diversity Resource Center at NMSU was created to provide a safe place on campus for the gay, lesbian, bisexual, transgender, and questioning community and those who support them. Our Center is a welcoming place for all students, faculty, and staff on campus with special emphasis on providing resources and support for the GLBTQ community. We have many resources available in this office, including information on scholarships, an extensive library of books, DVDs and magazines pertaining to LGBTQ issues, publications and literature from local and national GLBTQ organizations, and a computer lab with eight computers for use.

<http://nmsu.edu/~sgdrc/>

### The website URL where information about the trainings and activities are available :

<http://nmsu.edu/~sgdrc/programs.html>

# Human Resources

**Points Claimed** 14.50

**Points Available** 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>	<b>Points</b>
Sustainable Compensation	8.00 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	2.00 / 2.00
Sustainability in New Employee Orientation	2.00 / 2.00
Employee Sustainability Educators Program	0.00 / 5.00
Childcare	0.25 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.00 / 0.25

# Sustainable Compensation

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**Score**

8.00 / 8.00

**Responsible Party**

**David Brockmeyer**

Sr. University Training Specialist  
Center for Learning & Professional Development

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## Criteria

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

Student workers are not covered by this credit.

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

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

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

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### Submission Note:

Employment breakdown:

Full Time Faculty and Staff - 3641.

Part Time Faculty and Staff - 4496.

On-site Contractor (vendor) personnel - 290.

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

**Total number of employees working on campus (including contractors) :**

8427

**Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

8427

**A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

It should be noted that according to the Bureau of Labor Statistics report dated May 2011, the mean hourly wage in the Las Cruces area is 14% below the national mean. NMSU uses a variety of methods to ensure fair, sustainable compensation for all levels of employees. Annual wage surveys are conducted with other institutes of higher learning and periodic comprehensive wage studies are conducted. A comprehensive market equity survey was conducted in 2009 for faculty and market equity adjustments made. This was continued for staff in 2010 and in January 2011, market adjustments were made to those employees below market level and earning less than \$50,000 annually. It implemented a new classification and salary structure that was consistent and equitable, and created competitive rates within the industry.

Job descriptions and work assignments are evaluated by supervision as part of the annual performance evaluation process to ensure that employees are properly classified. Position reclassification requests are then analyzed and applicable reclassification and subsequent increases are enacted at the beginning of each fiscal year. Additionally, as part of its annual budget process, NMSU pursues an annual increase for all of its employees to the State. Increases, however, are subject to funding by the State Legislature. In fiscal year 2013, NMSU Board of Regents approved a separate 2% pay increase that was outside of the Legislative process.

Non-exempt employee wages, salary schedules, and increases in pay due to promotion, equity or base pay adjustments, reclassification, and demotion are also established in the Collective Bargaining Agreement with the American Federation of State, County and Municipal Employees. These are negotiated and modified as part of the collective bargaining cycle.

NMSU temporary part-time college faculty is paid the market rate per credit hour instructed.

NMSU contracts greater than \$60,000 includes language requiring that the contractor "comply with all federal regulations related to employment and compensation of personnel". This ensures that contractor employees receive sustainable compensation.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2010

**The website URL where information about the institution's compensation policies and practices is available :**

<http://hr.nmsu.edu/compensation-and-payroll/>

# Employee Satisfaction Evaluation

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**Score**

2.00 / 2.00

**Responsible Party**

**David Brockmeyer**

Sr. University Training Specialist  
Center for Learning & Professional Development

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## Criteria

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

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

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

Yes

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

NMSU periodically evaluates employee satisfaction to improve programs that have the greatest impact on all employees. As an institute of higher learning, nearly all of the colleges of the university have applied for accreditation. These colleges conducted employee surveys as part of this process. An all employee survey was a benefit survey in late 2010. Modifications were made to procedures and several additional benefits were implemented by the University in response to the survey. In 2011, new university goals were implemented by the president. Strategies were developed at the university level, and both the academic and administrative branches were charged with creating objectives and strategies to align all departments with the university's goals. Environmental studies were administered to gauge employee satisfaction and surface problems that may need to be addressed in the strategic planning. These studies consisted of group meetings conducted by a third party organization. Feedback was given by employees and reported anonymously to management. All employees were encouraged to participate. The latest of these were conducted in October 2012.

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

2012

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

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# Staff Professional Development in Sustainability

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**Score**

2.00 / 2.00

**Responsible Party**

**David Brockmeyer**

Sr. University Training Specialist  
Center for Learning & Professional Development

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## Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

## Submission Note:

Additional website for training opportunities:

<http://teaching.nmsu.edu/>

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

**Does the institution make training and professional development opportunities in sustainability available to all staff? :**

Yes

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

NMSU recognizes the value of training personnel to perform their assigned duties and offering professional development to encourage growth and development in their field or in other areas of interest. These are critical to employee performance, job satisfaction, and longevity. NMSU has two primary departments charged with providing training and professional development to its employees: The Teaching Academy which primarily develops Faculty, and the Center for Learning & Professional Development which primarily trains and develops Staff. The Teaching Academy conducted 150 professional development events during the academic year 2012 with 1000 faculty and staff attending, 300 attending 10 or more events. The Center for Learning & Professional Development conducted 295 classes in fiscal year 2012 with 3224 staff and faculty attending.

The Teaching Academy offers short courses, classroom visitations, teaching conferences, and teaching newsletters to support teachers, enhance learning, and build community. The Office of Sustainability is working with the Teaching Academy to develop training on sustainability and has monthly speakers at their Sustainability Council meeting to educate the campus and Las Cruces community. The Center for Learning & Professional Development offers face-to-face training and development, online learning courses, and one-on-one training. The department coordinates training and professional development initiatives for other departments on campus and consults with departments on organizational development initiatives.

NMSU is actively working toward full compliance with New Mexico Administrative Code (NMAC) focused on loss prevention and control. This initiative focuses on the reduction of employment related civil rights violations through education and training; reduced injuries through training, oversight, and increased supervisor involvement; and increased job training and information conducted by supervisors. Additionally, NMSU promotes on-the-job training for new employees by department supervisors to ensure that employees receive critical training on their job duties to help promote a shorter learning curve, improved job satisfaction, and increased longevity. In order to support this, NMSU is completing detailed Job Task Analyses on key job families to ensure supervision has the needed information to conduct on-the-job training.

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

<http://training.nmsu.edu/>

# Sustainability in New Employee Orientation

---

Score

2.00 / 2.00

Responsible Party

**David Brockmeyer**

Sr. University Training Specialist  
Center for Learning & Professional Development

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## Criteria

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

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

Yes

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

NMSU uses a multi-stage approach to new employee orientation. New employees are initially oriented to their department by department management. A standardized department onboarding and orientation checklist was created to ensure that new personnel receive a consistent orientation at the department level, training and professional development is supported, and that key information specific to their job, is also incorporated by the department supervisor. A comprehensive face-to-face New Employee Orientation is being finalized by the Center for Learning & Professional development and will be implemented in January 2013. This orientation incorporates various elements of sustainability including: safety; staff training and development; campus sustainability program; ethics; employment related civil rights; Federal compliance items; and health and wellness. A 3-minute "Sustainability Staff Orientation" video is shown as part of the orientation. Environmental Health and Safety also provides training to new employees. General training for new employees includes HazCom and Defensive Driving for those that are required to drive NMSU vehicles. Specific training for new students and faculty is conducted at the beginning of each semester. These include lab safety, hazardous waste disposal, and bicycle safety. A 3-minute "Sustainability Staff Orientation" video is shown during each class for new faculty and staff and a handout of sustainability tips for new employees is distributed. The Sustainability Manager, Joni Newcomer, presented this at the 2012 AASHE conference in Los Angeles.

**The website URL for the information about sustainability in new employee orientation :**

<http://www.youtube.com/watch?v=ph1IFRVejr0>

# Employee Sustainability Educators Program

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**Score**

0.00 / 5.00

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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**Submission Note:**

"School for Young Children" link:  
<http://education.nmsu.edu/ci/earlychildhood/nmsuh.html>

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

Yes

**A brief description of the child care program, policy, or practice :**

NMSU has an on-site child care program at NMSU called "Myrna's Children's Village". It is a collaboration project with four funded programs sharing space as a lab school for the Early Childhood Teacher Education program in our College of Education. At any given time the majority of the users are the children of NMSU students. The Village serves approximately 150 children.

We receive funding from the following:

- 1) La Clinica de Familia: infant and toddler program through early Head Start. They fund 100% NMSU students based on financial need.
- 2) Dona Ana County Head Start: There are seven sites in our community and one is on NMSU main campus at Myrna's Children's Village.
- 3) NMSU School for Young Children: Directed by the College of Education and funded by the Associated Students of NMSU for NMSU students; serves 2-5 year olds; payment is on a sliding scale (some paying nothing); this is for full day child care.
- 4) New Mexico PreK: grant from NM Children Youth and Families: free half-day preschool; NMSU Residential Housing students get first choice for admittance into the program.

The programs at Children's Village are so important to our Dean of the College of Education, he pays for an administrative assistant to support these programs.

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

<http://education.nmsu.edu/ci/earlychildhood/mcvi.html>

# Employee Wellness Program

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

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

Yes

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

The Health & Wellness department at NMSU includes the Campus Health Center (for students, faculty and staff), Recreational Sports, Activity Center, Intramural Sports, Outdoor Recreation, Fitness and Wellness, and the Aquatic Center (Natatorium). We strive to support the NMSU community with access to physical and mental health care, health and wellness related programs, and to provide facilities for fitness activities.

The Mission of the Health and Wellness Center is to promote wellness of the body, mind, and spirit, and tangibly support a culture in which all community members understand, value, and make healthy lifestyle choices.

Employee Assistance Program (EAP) is an employee benefit administered by the Counseling and Student Development Center as part of our Campus Health Center. EAP is a free benefit to all NMSU employees. All EAP client records are kept strictly confidential and are not noted in any official University record or the employee's personnel file. Information discussed during the interview with the EAP counselor is not communicated to anyone without the employee's consent.

EAP is designed to assist university employees who are experiencing temporary or persistent personal problems that negatively affect their job performance. Employees may be self referred or referred by a supervisor for confidential professional assistance in solving personal problems.

The goals of the program are to:

1. Assist employees to resolve personal problems that can negatively impact upon job performance
2. To provide a source of assistance to which supervisors can refer an employee whose work performance is declining or has declined.

Employees desiring a gender specific counselor or a bilingual (Spanish/English) counselor can be accommodated upon request during the initial interview.

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

<http://wellness.nmsu.edu/eap/>

# Socially Responsible Retirement Plan

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

# Investment

**Points Claimed** 2.25

**Points Available** 2.50

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

<b>Credit</b>	<b>Points</b>
Committee on Socially Responsible Investment	2.00 / 2.00
Shareholder Advocacy	Not Applicable
Positive Sustainability Investments	Not Applicable
Student-Managed SRI Fund	0.00 / 0.25
Socially Responsible Investment Policy	Not Applicable
Investment Disclosure	0.25 / 0.25

# Committee on Socially Responsible Investment

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

## Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:

Yes

## The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

We have contracted investors that utilize the investment committee. The following is from our investment manual (not made public) on Socially Responsible Investing: "Consideration of the effect on both portfolio performance and any impact on world political, social, and environmental impact is made known to the Committee and discussed before any action is taken. The New Mexico State University Foundation strives to stay abreast of any global situations that may adversely impact the value of investments."

## Members of the CIR, including affiliations :

NMSU Foundation Board members, as follows:

Dr. Jo Raabe-Asprey, Chairman

John Cordova, Vice Chairman

Mike Johnson, Past Chairman

Ms. Lee Ellen Banks, Treasurer

Mrs. MaryLou Davis, Secretary

[stars.aashe.org](http://stars.aashe.org)

Dr. Dennis Prescott, President

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

<http://foundation.nmsu.edu/>

## Responsible Party

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

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

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

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### Submission Note:

This credit does not apply because our investments are all in securities and bonds, even though we do have an endowment over \$1M.

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

*Institution's endowment is worth US \$1 million or less*

# Positive Sustainability Investments

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## Responsible Party

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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## Criteria

Institution invests in any of the following:

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

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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### Submission Note:

Our investments are in securities and bonds only so this credit is not applicable for that reason, not because our endowments are less than \$1 M.

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

*Institution's endowment is worth US \$1 million or less*

## Student-Managed SRI Fund

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**Score**

0.00 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

# Socially Responsible Investment Policy

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## Responsible Party

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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### Submission Note:

NMSU has an investment pool but invests in only securities and bonds so this credit is N/A.

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

*Institution does not have an investment pool.*

## Investment Disclosure

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

Yes

**A brief description of the institution's investment disclosure practices :**

We do disclose our information to the public if they request. We send our investment portfolio to the public. The year-end audit is also disclosed.

**The website URL where information about investment disclosure available :**

<http://nmsu.edu/manual/documents/nmsu-policy-manual-bor-062112.pdf>

# Public Engagement

**Points Claimed** 19.25

**Points Available** 31.75

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

Credit	Points
Community Sustainability Partnerships	2.00 / 2.00
Inter-Campus Collaboration on Sustainability	2.00 / 2.00
Sustainability in Continuing Education	7.00 / 7.00
Community Service Participation	1.42 / 6.00
Community Service Hours	0.08 / 6.00
Sustainability Policy Advocacy	4.00 / 4.00
Trademark Licensing	2.00 / 4.00
Graduation Pledge	0.25 / 0.25
Community Service on Transcripts	0.25 / 0.25
Farmers' Market	0.25 / 0.25

# Community Sustainability Partnerships

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

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

---

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

NMSU partners very closely with the City of Las Cruces and Dona Ana County. The university shares a two mile long major artery with the City. They were part of our Master Plan in 2006 and our Master Plan update in 2012. NMSU Facilities and Services, along with many other NMSU volunteers, were a big part of the plan to make University Avenue a new lively street with shops, multi-function housing, and Town and Gown to name a few. We always have an attendee (usually our Campus Planner) at the City Planning Committee for many topics including the "2040 Planning" for the Las Cruces 2040 Master Plan. We let the City build a new convention center on our land with a future hotel next door. NMSU was a part of the planning of the new convention center.

The summer of 2012 the County started the Camino Real Regional Plan where NMSU people were involved on many levels of planning. Sustainability was a part of this planning effort including transportation, waste, water, and collaboration between governmental entities. The Manager of the Office of Sustainability is on the Outreach Committee for the Camino Real Sustainability Plan.

The City of Las Cruces' Sustainability Officer and the NMSU Manager of Environmental Policy and Sustainability (this reporter) meet every month to get updates and share information. We also partnered on a Low Impact Development forum in 2010 to discuss water use in our desert area as well as NMSU solar researchers worked closely with the RFP for getting solar panels on the parking structure of the new Las Cruces Convention Center (mentioned above).

We partner with Doña Ana County and the local school district on many environmental issues such as gardens at K-12 schools, STEM education, and water topics.

There is now a Las Cruces Green Chamber of Commerce. NMSU Office of Sustainability is a member in participates in many events as well as volunteers to speak at events.

## The website URL where information about sustainability partnerships is available :

<http://ofs.nmsu.edu/FacilitiesandServicesLibrary.html>



# Inter-Campus Collaboration on Sustainability

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Score	Responsible Party
2.00 / 2.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

---

## Criteria

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

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

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

Yes

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

Different groups in Facilities and Services tour peer university campuses:

1. UTEP hosed DAPPA (Desert APPA) June 2012. We discussed various ways we could collaborate on facilities issues and sustainability topics. The New Mexico and West Texas colleges present at our first meeting were University Texas El Paso, El Paso Community College, NMSU, NMSU Carlsbad, Texas Tech Health Sciences Center, and University Texas Permian Basin.
2. University of Arizona in Tucson hosted a tour for NMSU where the Sustainability Manager met with UA Sustainability Manager, accountants met with their counterparts, and our HVAC people got tours of U of A's new chiller plant on campus. Our recycling manager met with UA recycling manager and they "talked waste".

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

Desert APPA (Southern NM and  
West Texas)  
Rocky Mountain APPA

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

Now that there is a new sustainability manager at Santa Fe Community College (we met at AASHE in LA!) we have plans to meet in Albuquerque and meet at UNM so the three sustainability folks can talk and collaborate on future things that we can do together for our desert environment to green our schools.

Our Facilities and Services Assistant Vice President teaches at various APPA conferences and sustainability is a frequent subject during these conferences.

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

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# Sustainability in Continuing Education

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Score	Responsible Party
7.00 / 7.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

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## Criteria

### Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

#### Submission Note:

for example of community and undergraduate certificates: "With the purpose of encouraging better government through education, County College began in 2002 as a dream of the late Sam Montoya, the executive director of the New Mexico Association of Counties, who asked NMSU's College of Agricultural, Consumer and Environmental Sciences' Cooperative Extension Service to develop an educational program for New Mexico's county officials and employees." source:

<http://newscenter.nmsu.edu/7463/>

here is an example of graduate program certificate in energy

<http://ece.nmsu.edu/pdf/power-certificate-Flyer.pdf>

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

**Does the institution offer continuing education courses that are focused on or related to sustainability? :**

Yes

**Number of sustainability continuing education courses offered :**

3

**Total number of continuing education courses offered :**

6

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

Yes

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

Water & Water Conservation

Water Task Force

Promotes and supports the role of science and technology in addressing critical water issues facing New Mexico through research, education, and Extension outreach.

Rio Grande Basic Initiative

This project focuses on irrigation water use efficiency and water conservation throughout the Rio Grande basin.

Windmill Technology Center

Web site devoted to preserving an Icon of the American Frontier

New Mexico Farm\*A\*Syst

A voluntary groundwater protection program for New Mexico farms, ranches, and rural homeowners.

Low Water-Use Landscape Plants for the Southwest

Soil, Water, and Agricultural Testing

Environment, Energy & Weather

NEW!! - Renewable Energy

Video series introduces homeowners to systems that use natural light, heat, or wind energy to replace or supplement more traditional energy sources that may one day diminish.

New Mexico Drought Strategies

New Mexico Climate Center

**Year the certificate program was created :**

2002

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

[http://extension.nmsu.edu/energy\\_water.html](http://extension.nmsu.edu/energy_water.html)

# Community Service Participation

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**Score**

1.42 / 6.00

**Responsible Party**

**David Boje**

Professor and Bill Daniels Ethics Fellow  
College of Business

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## Criteria

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

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

---

## Submission Note:

Service learning is a major part of the education at NMSU. The graduate student council maintains a list of community service project opportunities. 16 fraternities and sororities each require service to the community. Students in campus housing do community and environmental service

<http://www.nmsu.edu/~housing/general/theme-communities.html>

Students at NM State get involved on campus by joining more than 200 organizations, pledging with 16 fraternities and sororities, and running for student government. ASNMSU has an aggressive program in sustainability

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

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

4790

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

20200

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

<http://assessment.nmsu.edu/be/baccalaureate-experience>

## Community Service Hours

---

**Score**

0.08 / 6.00

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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### Criteria

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

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

---

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

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

5544

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

20200

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

<http://facultysenate.nmsu.edu/wp-content/uploads/2012/03/Prop-120910AttB.pdf>

# Sustainability Policy Advocacy

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Score	Responsible Party
4.00 / 4.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

## Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

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

The Manager of Environmental Policy and Sustainability, joni newcomer, (the party responsible for this report) has been to Washington DC twice, in 2008 and 2009. I was advocating for USGBC for Green Schools Caucus, green building labeling, retrofitting inventives, the Green Act and Affordable Housing. I met with senators, representatives, and congressmen and women from New Mexico and Texas, representing the local USGBC Chapter.

In early 2011 I also met with the Las Cruces City Council to advocate for further bills in favor of green buildings, both commercial and residential.

In addition, as a member of the USGBC Chihuahuan Desert Chapter, in 2009 I advocated to the El Paso City Council on behalf of getting legislation for the City of El Paso to build to LEED standards.

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

<http://www.nmsu.edu/atnmsu/joni-newcomer.html>

# Trademark Licensing

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Score	Responsible Party
2.00 / 4.00	<b>David Boje</b> Professor and Bill Daniels Ethics Fellow College of Business

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

Yes

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

Yes

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

No

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

[http://business.nmsu.edu/~dboje/usas/pages/page8\\_college\\_scoreboard.htm](http://business.nmsu.edu/~dboje/usas/pages/page8_college_scoreboard.htm)

## Graduation Pledge

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**Score**

0.25 / 0.25

**Responsible Party**

**David Boje**

Professor and Bill Daniels Ethics Fellow  
College of Business

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

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

Yes

**A brief description of the graduation pledge program :**

This is an optional pledge that students can sign online. NMSU students pledge to explore and take into account the social and environmental consequences of any job they consider and will try to improve green aspects of any organization for which they work.

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

<http://business.nmsu.edu/~dboje/greenpledge.html>

## Community Service on Transcripts

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**Score**

0.25 / 0.25

**Responsible Party**

**joni newcomer**

Mgr. Env. Policy and Sustainability  
Facilities and Services

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

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

Yes

**A brief description of the practice :**

Students may opt to fill out a Student Involvement Log in order to show community service or involvement in other programs outside of the classroom. This log will be included in all NMSU official transcripts.

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

<http://ccst.nmsu.edu/>

# Farmers' Market

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Score	Responsible Party
0.25 / 0.25	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

## Does the institution host a farmers' market for the community? :

Yes

## A brief description of the farmers' market :

In our Agriculture, Consumer and Environmental Sciences (ACES) "Plant and Environmental Sciences" department we have a student organization that focuses on growing local plants and flowers as well as floral design. The students not only compete, but they sell their plants and flowers that are grown on campus. Our flower group has won many awards for their flower arranging.

Another student organization in ACES is Horticulture Forum. They grow organic plants of all types in greenhouses on campus. Their plants are sold during the semester. They grow and sell local chile and tomato plants to campus faculty, staff, and students as well as to the public.

<http://aces.nmsu.edu/academics/clubs/hortforum/>

In our ACES college we have The Chile Pepper Institute where we grow and sell New Mexico chiles. The program is renowned internationally for their research and knowledge on this hot plant! We have sales on all types of plants, seeds, and even chile-infused chocolate brownie mixes.

<http://www.chilepepperinstitute.org/>

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

<http://newscenter.nmsu.edu/8849/>

# Innovation

Score 4.00

## Innovation

Points Claimed 4.00

Points Available 4.00

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

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

# Innovation 1

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Score	Responsible Party
1.00 / 1.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
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  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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### Submission Note:

Professor Luis Rios is currently forming a USGBC Students group and is totally committed to green buildings in his teachings and everyday life.

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

### A brief description of the innovative policy, practice, program, or outcome :

This two-week program is designed for Mid and High School students interested in learning about architecture and related fields. Students gain hands-on experience in architectural design, LEED, drawing, software, model building, presentations, and team building. Students will also learn about famous architects, architectural styles and history and sustainable design.

Presenters will include local architects, engineers and developers, experts in the areas of sustainable design, and student volunteers of the DACC - AIAS (American Institute of Architecture Students) organization.

A large part of the design focuses on sustainability. This gives young people the opportunity to learn about LEED and designing buildings for the desert environment and how to live more sustainably in the desert. The Manager of Environmental Policy and Sustainability has played an active role working with the students by serving as a presenter on issues of sustainable principles in architecture and in their personal lives. She is also part of the final critique process.

The students are issued a metal water bottle at the beginning of the class and are asked not to bring plastic bottles, so awareness starts on day one with actions on walking the walk and talking the talk.

As a follow-up to the presentation on Sustainability and LEED, the students final competitive design project consists of designing a space or building, in coordination with a local community agency. This design is required to incorporate general sustainable principles as well as target specific LEED strategies. The campus at which the Camp takes place houses two LEED Gold Certified buildings, adding to the emphasis on sustainability as the example of environmental design as the living working environment.

**A letter of affirmation from an individual with relevant expertise :**

[Luis Rios DACC Architecture Camp approval letter NMSU.pdf](#)

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

<http://dacc.nmsu.edu/adc/>

## Innovation 2

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Score	Responsible Party
1.00 / 1.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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### Submission Note:

A powerful lesson learned in this study is that environmental efforts change not just the particular area studied, but it deeply affects peoples lives on different levels, both environmentally and in this case most particularly its social impact.

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

### A brief description of the innovative policy, practice, program, or outcome :

People need water every day to survive. Unfortunately, clean water isn't always available to many people living in undeveloped or underdeveloped areas in Dona Ana and El Paso counties, areas better known locally as colonias. That's why a researcher from New Mexico State University teamed with colleagues from the University of Texas-El Paso to see what can be done.

"Many people in these areas don't have access to treated municipal water," said Rebecca Palacios, an assistant professor in the Department of Public Health Sciences at NMSU. "There is a very high health risk for these people. Some of them dig their own wells, which tend to be shallow and produce contaminated water that isn't sufficiently filtered."

She said water contaminants in the region can originate from agricultural areas, industrial areas or even neighboring septic tanks that were not built to code. These contaminants don't just make water unhealthy for drinking; it can be unhealthy for bathing, too, sometime causing skin rashes and sores. Even boiling the water during cooking won't remove all contaminants.

This interdisciplinary project has a vision to help residents in colonias get clean water. NMSU researchers had multiple community partners that were vital to the project to recruit the target populations. The partners (community health and utilities agencies) helped find the specific requirements on who researchers needed to serve to bring potable water to the colonias.

In recent years water services have been extended to many regions in the colonias in southern New Mexico, however in 2012 there still remain pockets in Texas and New Mexico that don't have access to public water. The exact locations were difficult to pinpoint and this is where the community partners came into play. The first vital partner was the Lower Rio Grande Water Conservation District who helped the team identify which areas had public water and by process of elimination researchers focused on the areas that didn't have public water.

In these waterless areas, many families in the area couldn't afford to have wells dug. The Office of the State Engineers helped identify the various wells that existed in the colonias as well as providing the depth of the existing wells and the coordinates of their location. A shallow well is more prone to environmental contamination so knowledge of water table depth was vital. A lot of the water in the area also has arsenic contamination, which added another challenge to this already difficult environmental project.

A second partner that helped recruit the residents that were in need was the Office of Border Health, in particular Paul Dulin and Angie Sanchez, who provided access to "promotoras" or community health workers, who were also residents of the area.

One major lesson learned was the importance of the community needs assessment in identifying not only filtration needs but also educational needs of the community. This project gives each community member a choice of the type of filtration system they want so it is user friendly to their particular needs. One major lesson learned was the importance of the community needs assessment in identifying not only filtration needs but also educational needs of the community. This project gives each community member a choice of the type of filtration system they want so it is user friendly to their particular needs.

A real need the residents of the colonias expressed was that the water in the new filtration system be palatable – they said that if the water doesn't taste good that they probably won't be satisfied with their new system.

This exciting project is in its early stages, but already people have the advantage of turning on a faucet and getting fresh pure water. They don't have to go to the store to buy gallon-bottles of water to take a shower and wash the dishes. The wells will be monitored for a year and follow-up will occur monthly.

The study is funded by the U.S. Environmental Protection Agency and is currently in its first phase where the researchers work with local community health workers, known as promotoras, to conduct focus groups to gain a better understanding of the living and water conditions in these communities which in turn will define the scope of the intervention project. Local water samples will also be tested in this phase to determine what kind of filtration devices will provide the best result.

**A letter of affirmation from an individual with relevant expertise :**

Rebecca Palacios Water in Colonias approval letter NMSU.pdf

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

<http://newscenter.nmsu.edu/8939/>

## Innovation 3

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Score	Responsible Party
1.00 / 1.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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

### A brief description of the innovative policy, practice, program, or outcome :

Connecting with Local Paso del Norte Community through Encouraging Healthy Eating

Researchers at New Mexico State University are trying to find ways to encourage Mexican American families to eat more fruits and vegetables. The 18-month project is funded by the Paso del Norte Health Foundation in hopes of promoting healthy eating and active living among children, youth and families.

Keeping ourselves healthy is a way of sustaining our lives. A professor at NMSU is doing just that in a local Hispanic community, Paso del Norte. Hispanics have tremendous health disparities because of obesity problems due to eating behaviors.

The fundamental premise of this project is the idea that even though away-from-home eating (i.e., restaurants, cafeterias, food trucks, etc.) has increased over the years, 60% of all fruit and vegetable consumption is from the store and eaten at home. Collin Payne and his research team are approaching health via an inventive avenue.

Currently, very little health intervention is done with grocery stores because stores assume that researchers at universities want people to purchase less food which isn't good for their bottom line. In fact, this project actually increases a store's profit because the profit is greater on fruits and vegetables than on other types of food. A benefit of eating fruits and vegetables increases the well-being of the individual purchasing healthier foods. The NMSU research team wants stores and consumers to benefit.

In the sustainability world, we often speak of people, profit, and planet. This study shows how innovative thinking can actually benefit all three.

**A letter of affirmation from an individual with relevant expertise :**

[Collin Payne Paso del Norte approval letter NMSU.pdf](#)

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

<http://newscenter.nmsu.edu/8796/>

## Innovation 4

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Score	Responsible Party
1.00 / 1.00	<b>joni newcomer</b> Mgr. Env. Policy and Sustainability Facilities and Services

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### Submission Note:

Industrial engineering professor Delia J. Valles-Rosales, PhD, principal investigator for NMSU on the project, industrial engineering professor Hansuk Sohn, civil engineering professor Nirmala Khandan, and agricultural economics professor Ram Acharya are collaborating on the research.

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

**A brief description of the innovative policy, practice, program, or outcome :**

A \$3.2 million grant awarded to four universities has New Mexico State University's College of Engineering and College of Agricultural, Consumer and Environmental Sciences collaborating with three other institutions to promote sustainable energy for the U.S. Department of Agriculture. The University of Texas at El Paso is the lead institution for the multi-university project entitled BGREEN (Building Regional Energy and Educational Alliances). Texas A&M University-Kingsville and Texas State University-San Marcos are also included in the grant. The goal of the project is to create a collaborative network of sustainable energy researchers, educators, USDA agencies, and non-profit organizations to coordinate efforts and increase educational and post-graduation opportunities for Hispanic students pursuing careers contributing to sustainable energy and agriculture research. NMSU has received \$780,000 for its contribution to the project, focused on logistics, bio-energy and bio-materials, and economics in the areas of engineering and agriculture.

The goal of the BGREEN Project is to increase the number of U.S. citizens or permanent residents from underrepresented minorities with graduate degrees in science and engineering fields linked to the USDA mission.

Curriculum design and development, instruction delivery systems, student experiential learning, and student recruitment and retention are the four goals of the program. The main area of the study is sustainable energy and to train students to conduct research in that area and be able to work priority areas for the USDA and its agencies.

Funding will also support four undergraduate students to participate on a research project at one USDA agency. In addition, two master's students and four doctoral students will be supported each year to conduct research and have the opportunity to continue their research at USDA-Agricultural Research Service facilities. The NMSU team will create a formal curriculum that incorporates agriculture and engineering, and a system to recruit students into the program. Students in the program will to take the courses and conduct research on biofuels and biohydrogen, biodiesel, microbial fuel cells, biomaterials, distribution and pre-processing.

**A letter of affirmation from an individual with relevant expertise :**

[Delia Valles-Rosales BGREEN approval letter NMSU.pdf](#)

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

<http://newscenter.nmsu.edu/news/article/8260/>