

Proposition: 08-10/11A (Rev. 12/9/10)

Date Submitted: November 30, 2010

Sponsors: Boje, Business; Alexander, Amato, Walker, A&S; Dormody, Ag & Extn Ed; Miller, Library.

Proposed Committee Assignment: Any of the Three

Assigned Committee: Long Range Planning, Thursday, 12/9/10, AND
University Affairs; Thursday, 1/27/11

Title: A Memorial to Recognize the New Office of Sustainability and to Support the Plans and Goals of the Sustainability Council

Proposal:

Whereas, NMSU has committed itself to the American College and University Presidents Climate Commitment (ACUPCC) agreement, signed by former President Martin; and the Talloires Agreement, signed by former President Cruzado, and

Whereas, our University has an obligation to comply with these signed agreements, and

Whereas, NMSU has created an Office of Sustainability that reports directly to the President of the University ([://sustainability.nmsu.edu/](http://sustainability.nmsu.edu/)), and

Whereas, NMSU has had success in RecycleMania competitions against other universities, and

Whereas, despite these successes, our grade on the College Sustainability Report Card was C+ in 2010, and

Whereas, objective measurement of progress in achieving sustainability outcomes can best be achieved by using the Sustainability Tracking And Reporting System (STARS),

Be it resolved that the Faculty of NMSU request that the administration

- 1) Use the STARS system to accurately report our sustainability accomplishments, including LEED Silver rating of recently completed construction projects, including the new athletics offices and the reconstructed Gardiner Hall;
- 2) Continue to move towards using renewable sources for 15% or more of our electricity consumption;
- 3) Publicize the University's commitment to sustainability; and
- 4) Comply with the existing signed agreements supporting sustainability.

Appendix A

American College & University Presidents' Climate Commitment

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities. Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality.

1. Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.
 - a. Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.
 - b. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
 - c. Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:
 - i. A target date for achieving climate neutrality as soon as possible.

- ii. Interim targets for goals and actions that will lead to climate neutrality.
 - iii. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
 - iv. Actions to expand research or other efforts necessary to achieve climate neutrality.
 - v. Mechanisms for tracking progress on goals and actions.
2. Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.
 - a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
 - b. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
 - c. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
 - d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.
 - e. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.
 - f. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
 - g. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.
3. Make the action plan, inventory, and periodic progress reports publicly available by providing them to the Association for the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination.

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

**The Signatories of the American College & University
Presidents Climate Commitment**

Appendix B

THE TALLOIRES DECLARATION

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Appendix C Sustainability Report Card with the Participating Peer Institutions

UNIVERSITY	YEAR	Overall	Administration	Climate Change/ Energy	Food/ Recycling	Green Building	Student Involvement	Transportation	Endowment Transparency	Investment	Shareholder Engagement
New Mexico State University	2011	C+	A	C	C	B	D	C	B	B	D
University of New Mexico	2011	B	B	B	A	C	C	B	B	B	--
Colorado State University	2011	B+	B	A	A	B	B	B	A	A	D
Iowa State University	2011	B	A	A	A	A	A	B	C	B	F
Kansas State University	2011	C	C	C	B	C	B	D	C	A	F
Oklahoma State University	2011	B-	C	A	B	B	C	A	D	A	F
Oregon State University– Corvallis	2011	B+	A	A	B	A	A	A	B	A	D
Texas Tech University	2011	C-	F	F	C	D	D	C	B	A	--
University of Arizona	2011	B	B	B	B	A	B	A	A	B	F
University of Idaho	2011	D	C	D	D	D	D	C	F	C	F
University of Nevada–Las Vegas	2011	B	B	B	C	B	C	A	C	A	F
Washington State University	2011	C	C	B	B	C	D	B	B	C	F
University of Wyoming	2011	B	B	B	B	C	A	C	B	A	--

