

University of Maryland, College Park

The following information was submitted through the [STARS Reporting Tool](#).

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	No	No
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	---	---
Satellite campus	---	---
Hospital	No	No
Farm larger than 5 acres or 2 hectares	---	---
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Academics and Demographics

Criteria

n/a

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

Academics

Curriculum

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.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* 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.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	4,308	2,129
Number of sustainability courses offered	55	8
Number of courses offered that include sustainability	155	28

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

39

Total number of academic departments (or the equivalent) that offer courses (at any level):

63

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[Copy of Sustainability Course Inventory 2014 - 2015 School Year_TL_2.xlsx](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://sustainability.umd.edu/documents/Reports/UMD_SustainabilityCourses.xlsx

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

The Office of Sustainability used the STARS recommended definition to complete an inventory of all sustainability-focused and sustainability-related courses in the University of Maryland Course Catalog for academic year 2014-2015.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

The programs in UMD's Graduate School generally have learning outcomes about writing a thesis or dissertation. The digital repository of theses and dissertations was used to find graduate programs in which 10% or more of students completed a sustainability-related thesis or dissertation.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

4,338

Total number of graduates from degree programs:

20,144

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

1. Agricultural and Resource Economics Undergraduate Major and Doctoral Degrees
2. American Studies Masters Degrees
3. Animal and Avian Sciences Undergraduate Major
4. Anthropology Undergraduate Major
5. Architecture Undergraduate Major and Masters Degrees
6. Atmospheric and Oceanic Science Undergraduate Major and Doctoral Degrees
7. Behavior, Ecology, Evolution and Systematics Doctoral Degrees
8. Bioengineering Masters Degrees
9. Biological Resources Engineering Masters Degrees
10. Biology Masters Degrees
11. Chemical and Biomolecular Engineering Undergraduate Major
12. Chemistry Undergraduate Major
13. Chinese Undergraduate Major
14. Civil Engineering Masters Degrees
15. Communication Masters Degrees
16. Entomology Masters Degrees
17. Environmental Science and Policy Undergraduate Major
18. Environmental Science and Technology Undergraduate Major, Masters and Doctoral Degrees
19. Food Science Masters and Doctoral Degrees
20. Geography Undergraduate Major and Doctoral Degrees
21. Geology Undergraduate Major and Doctoral Degrees
22. Marine-Estuarine-Environmental Sciences Masters and Doctoral Degrees
23. Maryland Institute for Applied Environmental Health Masters Degrees
24. Nutrition Masters Degrees
25. Supply Chain Management
26. Plant Science and Landscape Architecture Masters and Doctoral Degrees
27. Urban and Regional Planning and Design Doctoral Degrees

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

1. Anthropology Undergraduate Major Learning Outcomes:

Having completed the degree program, students should have acquired the following knowledge and skills:

Students shall have an integrated knowledge, awareness and understanding of a culturally and biologically diverse world.

Students shall demonstrate an understanding of culture and society.

Students shall demonstrate the ability to understand complex research problems, and articulate appropriate methods and theory.

2. Geography Undergraduate Major Learning Outcomes:

Having completed the degree program, students should have acquired the following knowledge and skills:

Possess an understanding of the nature of the physical systems and processes of the Earth's environment and their interactions.

Understand the nature of the geographical approach and its value in understanding human-environment relationships.

Know the methods and techniques of data collection, display and analysis used in the study of environmental systems.

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

Submission Note:

Only undergraduate majors and minors have been included in this credit. Concentrations and certificates have not been compiled here.

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

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

Yes

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

Environmental Science and Technology

A brief description of the undergraduate degree program (1st program):

The Environmental Science and Technology major prepares students for graduate study and careers focusing on understanding the natural and built environments and resolving environmental problems and concerns for the benefit of humans and ecosystems. Specifically, the program encompasses impacts of human society on the natural environment, the effects of environmental conditions on humans and ecosystems, science-based management of ecosystems, watershed and soil-related processes related to environmental quality, and designing solutions to sustainably improve environmental quality of air, water, soil, and biological communities. The ENST major is a science- and math-based curriculum leading to a B.S. degree in Environmental Science and Technology with concentrations in Ecological Technology Design, Environmental Health, Soil and Watershed Science, or Natural Resources Management. These concentrations share a foundation in science and mathematics and offer specialization through restricted and free electives. The group of courses required for [Campus Sustainability Data Collector](#) | [AASHE](#)

the concentrations are designed to provide students with a fundamental understanding of environmental systems and issues and the multidisciplinary quantitative design and analytical tools necessary to solve complex environmental problems.

The website URL for the undergraduate degree program (1st program):

<http://www.enst.umd.edu/undergraduate>

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

Environmental Science and Policy

A brief description of the undergraduate degree program (2nd program):

The curriculum of Environmental Science and Policy comprises a core of courses at the introductory level in environmental science, environmental policy, biology, chemistry, earth sciences, geography, economics, calculus, statistics, and government and politics. This is followed by in-depth and focused training in one of eleven areas of concentration in biological resources, earth systems, or the human dimensions of the field. The educational philosophy of the program is to train students broadly using a multi-disciplinary approach at the introductory level so that they are exposed to the myriad ways there are to learn about environmental systems and to address human-environment issues. This introductory approach precedes the concentration in which the students are prepared for post-graduate study or work in a discipline-based field. The combination of the lower-level core courses and upper-level depth in a concentration prepares graduates to work and study independently or as members of teams in which they will be asked to be experts in one area, while understanding and using effectively other natural and social science knowledge and investigative approaches.

The website URL for the undergraduate degree program (2nd program):

<http://www.ensp.umd.edu/>

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

Geographical Sciences

A brief description of the undergraduate degree program (3rd program):

The world is changing at unprecedented rates, primarily as a result of human actions. Opportunities for increased well-being of humans and the environment abound. On the other hand, competition for resources such as fresh water and oil is reaching crisis proportions.

The future of humanity depends on skillful management of our environment by planning the social, urban, suburban and rural settings where we work, live and play. Expert care of the environment is needed to maintain supplies of food, natural products, water, and the other resources on which life depends. New insights into the social, economic and urban environment can help control poverty and crime.

Geographical Sciences concerns the relations between people and the natural world, the effects of ecosystems on human beings and vice versa, the choices people make, the effects of past actions on people today, and the effects of today's choices on future generations.

Having completed the degree program, students should have acquired the following knowledge and skills:

- 1) Possess an understanding of the nature of the physical systems and processes of the Earth's environment and their interactions.
- 2) Understand the nature of the geographical approach and its value in understanding human-environment relationships.
- 3) Know the methods and techniques of data collection, display and analysis used in the study of environmental systems.

The website URL for the undergraduate degree program (3rd program):

<http://www.geog.umd.edu/landing/Undergraduate>

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

A list of programs with links to their websites is available at

http://www.sustainability.umd.edu/content/curriculum/academics_majors.php

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Sustainability Studies

A brief description of the undergraduate minor, concentration or certificate (1st program):

The study of sustainability examines each generation's commitment to protect and preserve the quality of the natural environment for the benefit of succeeding generations. The stability of natural systems and the environment, economic progress, and promoting social justice are all important sustainability goals. Promoting these goals involves choices among competing ends.

The Sustainability Studies Minor at the University of Maryland provides students the opportunity to learn how human relationships, natural resources, and diverse environments can be understood and used to address creatively and positively the global challenges that will affect future human populations and cultures. It will complement any major on campus and provide both intellectual breadth and depth in a challenging area of inquiry that is gaining a high level of interest in businesses, government agencies, and non-governmental organizations. Together with a major in a discipline, this minor will provide students with the critical thinking and problem-solving skills necessary for them as citizens, employees, or graduate students.

The website URL for the undergraduate minor, concentration or certificate (1st program):

<http://www.publicpolicy.umd.edu/sust>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Resource and Agricultural Policy in Economic Development

A brief description of the undergraduate minor, concentration or certificate (2nd program):

Students in the minor in Resource and Agricultural Policy in Economic Development learn how economic analysis can be used to understand agricultural and resource issues in developing countries. Students examine the relationships between food supply, population and world hunger; and between agricultural development, population and the environment. They will investigate the importance of incentives in the exploitation of natural resources and how economics can help inform public policies in developing countries. Students

will address questions such as: What population control policies have proven effective? What does economics have to tell us about how to achieve economic growth? What are various approaches to water policy that may improve agricultural productivity in developing countries?

The website URL for the undergraduate minor, concentration or certificate (2nd program):

<http://www.arec.umd.edu/undergraduate/minors/resource-and-agricultural-policy-economic-development>

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

Global Poverty

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The minor develops an awareness and understanding of the dimensions of global poverty, its causes and consequences, and the scope of policies aimed at poverty alleviation. Students will discover how incentives, resources, and social and political institutions influence the incidence of poverty across and within countries. The Minor will explore the relationships between poverty and determinants of human welfare such as hunger, health, education and environmental quality.

The website URL for the undergraduate minor, concentration or certificate (3rd program):

<http://www.arec.umd.edu/undergraduate/minors/global-poverty>

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Environmental Economics and Policy:

<http://www.arec.umd.edu/undergraduate/undergraduate-programs/environmental-economics-and-policy>

Remote Sensing of Environmental Change:

<http://geog.umd.edu/content/minors>

Graduate Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

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

Yes

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

Agriculture and Resource Economics (AREC)

A brief description of the graduate degree program (1st program):

The PhD program and the Master of Science program train students to design, perform, lead, and implement economic research projects in the fields of environmental and resource economics, agricultural economics, and development economics.

The website URL for the graduate degree program (1st program) :

<http://www.arec.umd.edu/graduate>

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

Engineering: Civil and Environmental Engineering (ENCE)

A brief description of the graduate degree program (2nd program):

The Civil and Environmental Engineering graduate program offers degrees in Environmental Engineering and Water Resources. Both programs focus on solving sustainability challenges around water and pollution management and environmental restoration.

The website URL for the graduate degree program (2nd program):

<http://www.civil.umd.edu/grad>

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

Environmental Science & Technology (ENST)

A brief description of the graduate degree program (3rd program):

The Department of Environmental Science and Technology (ENST) offers a graduate program leading to the Master of Science and Doctor of Philosophy degrees. ENST students can choose to work within one of four specializations:

- 1) The specialization in Soil and Watershed Sciences prepares students to address challenging environmental issues that involve the soil resource at field, landscape and watershed scales.
- 2) The specialization in Ecological Technology Design prepares students to integrate natural systems with the built environment to solve environmental problems while achieving economic, ecological and social sustainability.
- 3) The specialization in Wetland Science addresses the keen awareness among the Environmental community that wetlands represent a critical and understudied component of many larger ecosystems.
- 4) The specialization in Ecosystem Health and Natural Resource Management (EHNRM) examines the complex interactions between ecosystem functioning, ecological health, and sustainability from a primarily ecological context.

The website URL for the graduate degree program (3rd program):

<http://www.enst.umd.edu/graduate>

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

Geographical Sciences: All graduate research specializations focus on understanding how humans are interacting with and changing earth's systems:

<http://www.geog.umd.edu/graduate/research-specializations>

Marine-Estuarine-Environmental Sciences:

<http://www.gradschool.umd.edu/catalog/programs/geog.htm>

Anthropology: All graduate programs include Ecological Anthropology as a core course:

<http://www.anth.umd.edu/landing/Graduate>

Public Health: Master of Public Health-Environmental Health Services (MIEH):

<http://www.gradschool.umd.edu/catalog/programs/mieh.ht>

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

Environmental Policy

A brief description of the graduate minor, concentration or certificate (1st program):

Environmental Policy is an area of specialization that can be pursued for a Master of Public Policy degree or a Master of Public Administration degree within the School of Public Policy at the University of Maryland. The Environmental Policy Specialization targets policy approaches that ensure human well-being and economic prosperity while enhancing the health and quality of our natural world, within different regulatory and development contexts.

The website URL for the graduate minor, concentration or certificate (1st program):

<https://publicpolicy.umd.edu/energy-environment-program>

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

Energy Policy

A brief description of the graduate minor, concentration or certificate (2nd program):

Energy Policy is an area of specialization that can be pursued for a Master of Public Policy degree or a Master of Public Administration degree within the School of Public Policy at the University of Maryland. The Energy Policy Specialization within the M.P.P. examines current and possible future energy systems and how they can interact with policy and society, focusing on four dimensions underpinning energy policy—economic well-being, energy security, environmental protection, and energy access.

The website URL for the graduate minor, concentration or certificate (2nd program):

<https://publicpolicy.umd.edu/energy-environment-program>

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

Campus Sustainability Data Collector | AASHE

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

Through the A. James Clark School of Engineering's student group Engineers Without Borders (EWB), the University's commitment to sustainability extends beyond the campus and the region to global projects in developing nations. Founded in 2004 and led by faculty advisor Dr. David Lovell, the UMD chapter of this national organization sends groups of students overseas to help communities meet common engineering problems with sustainable solutions. Students and faculty work with local groups over several years to assess needs and options, and to implement multi-phase projects.

Maryland's chapter of EWB has an ongoing relationship with a community in Burkina Faso. Several EWB teams have traveled to Burkina Faso to supply electricity and fresh water to a medical clinic in the small town of Dissin. Solar powered lighting and a solar-powered water pumping station, sanitation and distribution system were designed and installed at the clinic by EWB students. Teaching community members how to use and maintain the new technologies is also an important component of EWB's relationship with Dissin.

In the spring of 2009, 24 students from the University's chapter of Engineers Without Borders turned their attention from environmental issues in developing countries to sustainable solutions in the campus's own backyard. Turning classroom knowledge into civic action, the students created and implemented a bioretention system to help the nearby community of Edmonston, MD, cope with storm water flooding along the Anacostia River. Normally, rainwater runoff from parking lots, roofs, and other impervious surfaces runs into the Anacostia, carrying pollutants into the river and redistributing them over the ground when flooding occurs. To reroute and filter this polluted water, the students designed a bioretention system to channel runoff into basins filled with soil and water-tolerant plants. These natural elements slowly soak up the water, filter out pollutants, and direct remaining water more gradually into the Anacostia, alleviating both contamination and flooding.

During the five months of planning, the student team worked with community partners, including the Anacostia Watershed Restoration Partnership, the Anacostia Watershed Society, the Prince George's County Department of Environmental Resources, and the Maryland-National Capital Park and Planning Commission. The bioretention system is now under the oversight of the town of Edmonston.

In addition to EWB, the University provides alternative spring break and study abroad trips (

<http://www.international.umd.edu/studyabroad/>

).

The website URL where information about the immersive program(s) is available:

<http://www.ewb.umd.edu/>

Sustainability Literacy Assessment

Responsible Party

Mark Stewart

Senior Project Manager

Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

100

A copy of the questions included in the sustainability literacy assessment(s):

[Phase II Questions - OSU and UMD questions combined and refined.docx](#)

The questions included in the sustainability literacy assessment(s) :

1. What is the most common cause of pollution of streams and rivers?
 - a. Dumping of garbage by cities
 - b. Surface water running off yards, city streets, paved lots, and farm fields
 - c. Litter near streams and rivers
 - d. Waste dumped by factories
 - e. Don't know

2. Ozone forms a protective layer in the earth's upper atmosphere. What does ozone protect us from?
 - a. Acid rain
 - b. Climate change
 - c. Sudden changes in temperature

- d. Harmful UV rays
- e. Don't know

3. What is the name of the primary federal agency that oversees environmental regulation?

- a. Environmental Protection Agency (the EPA)
- b. Department of Health, Environment, and Safety (the DHES)
- c. National Environmental Agency (the NEA)
- d. Federal Pollution Control Agency (the FPCA)
- e. Don't know

4. What is the primary benefit of wetlands?

- a. Promote flooding
- b. Clean the water before it enters lakes, streams, rivers, or oceans
- c. Keep the number of undesirable plants and animals low
- d. Provide good sites for landfills
- e. Don't know

5. Which of the following is an example of sustainable forest management?

- a. Setting aside forests to be off limits to the public
- b. Never harvesting more than what the forest produces in new growth
- c. Producing lumber for nearby communities to build affordable housing
- d. Putting the local communities in charge of forest resources
- e. Don't know

6. In the U.S., what do we currently do with the nuclear waste generated by nuclear power plants?

- a. Use it as nuclear fuel
- b. Sell it to other countries
- c. Dump it in landfills
- d. Store and monitor the waste
- e. Don't know

7. Which of the following is the most commonly used definition of sustainable development?

- a. Creating a government welfare system that ensures universal access to education, health-care, and social services
- b. Meeting the needs of the present without compromising the ability of future generations to meet their own needs
- c. Setting aside resources for preservation, never to be used
- d. Building a neighborhood that is both socio-demographically and economically diverse
- e. Don't know

8. The wealthiest 20% of people in the U.S. own approximately what percent of the nation's privately held wealth?

- a. 20%
- b. 35%
- c. 50%
- d. 85%
- e. Don't know

9. Over the past 3 decades, what has happened to the difference between the wealth of the richest and poorest Americans?

- a. The difference has increased
- b. The difference has stayed about the same
- c. The difference has decreased

d. Don't know

10. Higher levels of education generally lead to...

- a. Lower levels of voter turnout
- b. Greater annual earnings
- c. Larger family size
- d. Higher self esteem
- e. Don't know

11. Many economists argue that electricity prices in the U.S. are too low because...

- a. They do not reflect the costs of pollution from generating the electricity
- b. Too many suppliers go out of business
- c. Electric companies have a monopoly in their service area
- d. Consumers spend only a small part of their income on energy
- e. Don't know

12. Which of the following countries has now passed the U.S. as the biggest emitter of the greenhouse gas carbon dioxide?

- a. China
- b. Sweden
- c. Brazil
- d. Japan
- e. Don't know

13. Which of the following is a leading cause of the depletion of fish stocks in the Atlantic Ocean?

- a. Fishermen seeking to maximize their catch
- b. Reduced fish fertility due to genetic hybridization
- c. Ocean pollution
- d. Global climate change
- e. Don't know

14. Which of the following is the most commonly used definition of economic sustainability?

- a. Maximizing the share price of a company's stock
- b. Long term profitability
- c. When costs equal revenue
- d. Continually expanding market share
- e. Don't know

15. Which of the following is the primary reason that gasoline prices have risen over the last several decades in the U.S.?

- a. Growing percentage of gas stations owned by large corporations
- b. Increasing oil discoveries overseas
- c. Higher rates of state and federal gasoline tax
- d. Increasing global demand for oil
- e. Don't know

16. What are the potential effects of global climate change?

- a. Loss of habitats
- b. Less severe weather
- c. Loss of ozone layer
- d. Decrease in sea level
- e. Don't know

17. Living in Maryland, we see signs about entering the Chesapeake Bay Watershed or about "Saving the Bay." Which of the following is the greatest pressure leading to the degradation of the Bay's ecosystem? [Adapt this question to a local water system]

- a. Dredging for sand
- b. Litter that flows from streams and rivers into the Lake
- c. Application of fertilizer on lawns and farms
- d. Gas-powered boats
- e. Don't know

18. Imagine you are one of the many fishermen who rely on the fish you catch from Lake Erie as your main source of income. The Fisherman Council determined that each fisherman must limit his/her catch to 5 tons per year to maintain the fishery. You decide to catch 6 tons of fish this year.

What could be the results of your decision?

- A. You make more money this year than you would have if you caught 5 tons of fish
- B. You make less money this year than you would have if you caught 5 tons of fish
- C. The total number of fish that are available to catch each year could decrease
- D. Fishermen, including you, could go out of business

- a. B, C, and D, but not A
- b. B and C, but not A or D
- c. A and C, but not B or D
- d. A, C, and D, but not B
- e. Don't know

19. The most significant driver in the loss of species and ecosystems around the world is...

- a. Overhunting/overharvesting
- b. Conversion of natural spaces into human developments (farmland, cities, etc.)
- c. Acid rain
- d. Breeding of animals in zoos
- e. Don't know

20. Which of the following is the best example of environmental justice?

- a. Urban citizens win a bill to have toxic wastes taken to rural communities
- b. The government dams a river, flooding Native American tribal lands to create hydro-power for large cities
- c. All stakeholders from an indigenous community are involved in setting a quota for the amount of wood they can take from a protected forest next to their village
- d. Multi-national corporations build factories in developing countries where environmental laws are less strict.
- e. Don't know

21. Of the following, which would be considered living in the most environmentally sustainable way?

- a. Recycling all recyclable packaging
- b. Reducing consumption of all products
- c. Buying products labeled "eco" or "green"
- d. Buying the newest products available
- e. Don't know

22. What factors influence the human population's impact on Earth?

- A. Size of the population
- B. Amount of materials used per person
- C. Use of technology that lessens our impact

- a. A, B, and C
- b. A and B, but not C
- c. B and C, but not A
- d. A, but not B or C
- e. Don't know

23. Using resources, like fossil fuels, can create economic growth. However, future generations may be disadvantaged if the current generation overuses these resources. Which of the following principles can we follow if we do not want to disadvantage the next generation?

- a. Renewable resources such as fish, soil, and groundwater must be used no faster than the rate at which they regenerate.
- b. Nonrenewable resources such as minerals and fossil fuels must be used up quickly to encourage the development of renewable substitutes.
- c. Pollution must be emitted at current levels so that natural systems can maintain the ability to absorb them, recycle them, or render them harmless
- d. None of the above are true
- e. Don't know

24. The best way to support a local economy, such as the economy of Columbus, is to buy goods (groceries, clothing, toiletries, etc)...[Adapt this question to your town/city]

- a. At large chain stores that may employ workers from the local community
- b. Online from discount retailers
- c. From stores that sell locally-produced goods
- d. From second-hand/thrift stores
- e. Don't know

25. Which of the following statements about water is true?

- a. Globally, water for personal use such as washing dishes, doing laundry, and bathing is the major user of water resources.
- b. Globally, freshwater reserves (aquifers) are used faster than they are replenished.
- c. Floods and severe weather will increase the availability of clean drinking water.
- d. Because water is a free and abundant resource, it is not a major concern for most countries.
- e. Don't know

26. Imagine that we had to pay for all the costs associated with the goods we use every day.

What would go into calculating the true costs of a product?

- a. The cost of raw materials to make the product
- b. The cost of environmental damage caused by production
- c. The cost of health care for employees who manufacture the product
- d. All of the above
- e. Don't know

27. Put the following list in order of the activities with the largest environmental impact to those with the smallest environmental impact:

- A. Keeping a cell phone charger plugged into an electrical outlet for 12 hours
- B. Producing one McDonald's quarter-pound hamburger
- C. Producing one McDonald's chicken sandwich
- D. Flying in a commercial airplane from Washington D.C. to China

- a. A, C, B, D
- b. D, A, B, C
- c. D, C, B, A
- d. D, B, C, A
- e. Don't know

28. Workers around the world face a variety of social injustices, including low wages, poor working conditions, and lack of access to education. To help improve conditions for these workers you can:

- a. Support corporations that do not allow workers to join labor unions
- b. Buy the newest products to keep factories around the world open
- c. Purchase products from companies that conduct business in a socially responsible manner
- d. Support large corporations because they generally have more money to pay their workers
- e. Don't know

A brief description of how the assessment(s) were developed:

Researchers at the University of Maryland (UMD) and the Ohio State University (OSU) have developed an assessment to measure sustainability knowledge across its three domains: environmental, economic, and social. The Assessment of Sustainability Knowledge (ASK) is already helping other colleges and universities discover what their students know, or don't know, about sustainability. Research teams at UMD and OSU each started developing their own sustainability knowledge assessments in 2009 and then joined forces in 2012 to merge the best of each of their questions into one assessment. In the spring of 2013, more than 3,000 UMD and OSU undergraduate students completed the combined assessment. Researchers then analyzed how each question performed using Item Response Theory to create a valid question set for testing sustainability knowledge.

A brief description of how the assessment(s) were administered:

The assessment survey was emailed to a random sample of a quarter of all undergraduate students and a quarter of all graduate students.

A brief summary of results from the assessment(s):

Findings show that in general UMD students have a good understanding of sustainability concepts; however, we also uncovered some significant gaps in knowledge. For instance:

Only 58% of UMD students could identify an effect of global climate change.

Only 54% of UMD students could identify the most common cause of pollution of streams and rivers.

Only 49% of UMD students identified "reducing consumption" as a greater step toward sustainability than "recycling" or "buying products labeled 'eco' or 'green'."

Only 46% of UMD students could identify the greatest pressure leading to the degradation of the Chesapeake Bay's ecosystem.

Only 42% of UMD students could put a list of common activities in order of largest to smallest environmental impact.

Only 37% of UMD students could identify the leading cause of the depletion of fish stocks in the Atlantic Ocean.

The website URL where information about the literacy assessment(s) is available:

<http://ess.osu.edu/research/assessment-sustainability-knowledge-ask>

Incentives for Developing Courses

Responsible Party

Mark Stewart

Senior Project Manager

Office of Sustainability

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 specifically 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.

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years:

The Chesapeake Project is an initiative to integrate sustainability across the curriculum of the University of Maryland. Central to the project is a two-day workshop where participants learn about core concepts of environmental, economic, and social sustainability and explore unique ways of integrating sustainability into their existing courses across all academic disciplines.

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

Each professor receives a \$500 stipend for attending the workshop and submitting a written description of how they will integrate sustainability into at least one course they teach during the following academic year.

The website URL where information about the incentive program(s) is available:

http://www.sustainability.umd.edu/content/curriculum/chesapeake_project.php

Campus as a Living Laboratory

Responsible Party

Mark Stewart

Senior Project Manager

Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
--	-----------

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	---
Transportation	Yes
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	Yes
Public Engagement	Yes
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Professors and students in Environmental Science and Technology), Cell Biology and Molecular Genetics, and Animal Science received a \$20,000 grant from the University Sustainability Fund to build a small-scale anaerobic digester to test a new process of converting organic waste into energy. The new method of waste-to-energy conversion would occur approximately 15 times faster than conventional methods. The long-term goal is to use dining hall food waste to make biogas. Biogas can be used to replace current natural gas, reducing our greenhouse gas consumption. Professor Kohn has proven the concept, which mimics a cow's digestive process, in the lab with a one-liter system. The team plans to construct a one-cubic-meter digester to demonstrate that the process works at a larger scale.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A graduate student in the Department of Computer Science received a \$11,500 grant from the University Sustainability Fund to implement his project, Improving Campus Sustainability through Automated Thermography. The project will create automated 3D thermal profiling of UMD buildings using unmanned aerial vehicles (UAV) and ground-based robotics, 3D-reconstruction, and automatic anomaly detection. The overarching vision of the work is to improve energy auditing through the development of thermal profiling robots capable of surveying the interior and exterior of multiple buildings.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Students in our College of Agriculture and Natural Resources are learning about sustainable farming techniques and growing food organically at Terp Farm, a 2-acre farm that produces fruits and vegetables that are consumed in the university's dining halls and food truck. Patrons of the dining halls and food truck learn about the students and other local farmers who grow their food.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Students and faculty in UMD's Building Science group compared electric Energy Use Intensity (EUI) of UMD campus buildings to electric EUI of buildings at Harvard and Penn State campuses. UMD residential buildings compare favorably, but UMD classroom/office buildings and research labs show higher electric energy use compared to similar buildings at the other campuses. Also, electric energy use intensity in UMD buildings is much greater than the total energy use intensity for a group of LEED office buildings. These LEED building EUIs were based on energy simulations, which most likely underestimated actual energy consumption, but the difference is large enough to suggest that UMD office/classroom buildings might use several times more electricity than their LEED counterparts.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

The Wildlife Society Student Chapter at UMD, students in Environmental Science & Policy, and students in Environmental Science & Technology received \$1,741 from the University Sustainability Fund for a Nest Box Program, which will increase biodiversity on campus. Twenty nest boxes, scaled to accommodate a variety of native species of birds and bats, will be installed in green spaces on campus and monitored for occupancy. The nest boxes will provide shelter and security for these vulnerable species to reproduce and increase their populations. The nest box program will be integrated into the curriculum of at least one UMD course, ENST462: Techniques in Wildlife Management, which is taught by the project's advisor, Dr. Jennifer Murrow.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

Gemstone Team BIKES received a \$4,000 grant from the University Sustainability Fund to create a unique bikeshare system tailored to the specific needs of college students. The team will create a “smart lock” that will be permanently attached to all the bicycles in the bikeshare. The team seeks to create a quality smart lock that achieves a balance between bicycle security and user convenience.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

Intercollegiate Athletics, Facilities Management, Dining Services, and students are collaborating to go zero waste in all athletic facilities on the College Park campus, starting with Capital One Field at Byrd Stadium. Zero waste means diverting at least 90% of solid waste from landfills and instead sending that solid waste to be recycled or composted. This ambitious goal will be reached by making continuous improvements to the waste collection system over the next three years. These improvements include installing more recycling and compost collection bins, implementing education and outreach activities, and eliminating the distribution of condiment packets and instead creating condiment stations near food courts.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

Students in the Beyond the Classroom program have launched the Healthy Eating and Affordable Grocery Project to find collaborative solutions to food issues on campus and in College Park, MD, a USDA-designated food desert. The objective is to provide healthy, low-cost food options to UMD students, faculty, and staff as well as other residents of the College Park community.

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

The student-run UMD Divestment Committee strives to: 1) provide compelling economic and environmental data on the negative affects of fossil fuel investment to key decision makers at the University of Maryland. 2) Harness and channel the energy and sentiments of the University of Maryland System community on the topic of fossil fuel divestment. By the end of the 2015 calendar year, our goals are to: 1) Submit a proposal to the University of Maryland System leadership explaining the importance of divesting in fossil fuels and outlining a strategy for fossil fuel divestment. 2) Create a space for the UMD Community to organize around divestment from fossil fuels at the

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

Students in the Office of Sustainability's LEAF Outreach team are preparing a massive public engagement activity at the 2015 Maryland Day, an annual event that brings 80,000+ visitors to campus. On that day in April, they will implement the Small Footprint Pledge Program, which aims to provide an easy and accessible environmental action that anyone (adults and children) can take. By encouraging members of the Maryland Day community to pledge to small, easy actions and behavior changes, the program presents sustainability as an achievable goal – a series of daily habits and choices rather than overwhelmingly large changes. Pledge-takers will ideally be empowered by their initial action and feel comfortable taking more or bigger steps toward sustainability, whether those additional steps are further pledge actions or not. The pledge also aims to demonstrate the cumulative impact of Maryland Day.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. 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.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Submission Note:

The working inventory includes faculty only (including Deans) who conduct research. Staff have not been included in our inventory or in the total number of faculty/staff who conduct research.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

414

Total number of the institution's faculty and/or staff engaged in research:

2,150

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts

sustainability research:

53

The total number of academic departments (or the equivalent) that conduct research:

62

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:[UMD_Faculty Sustainability Research_Mar2015.xls](#)**Names and department affiliations of faculty and staff engaged in sustainability research:**

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

The Office of Sustainability is working with a Graduate Assistant (GA) from the College of Information Studies to compile an inventory of faculty sustainability research from 2012-2015. The GA is collecting lists of publications and citations from various research centers and academic departments and using the Earth Charter principles to categorize research by department. The inventory will be completed by May 2015 but the current version is attached here.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

- 1) Dr. Herman Daly, professor emeritus of public policy, won the Blue Planet Prize (sometimes called the "Environmental Nobel") for his redefinition of "steady state economics" that incorporates the environment, local communities, quality of life and ethics. His research contributes to building a foundation of economics that will help solve global environmental problems.
- 2) The U.S. Department of Energy has provided \$5 million in funding to the University of Maryland, Redox Power Systems LLC, Microsoft Corp. and Trans-Tech Inc. to develop fuel cells that run on natural gas. Fuel cells convert chemical energy into electrical energy more efficiently and with less greenhouse gas emissions than other forms of energy generation. The project goal is to develop an affordable, efficient, market-ready fuel cell. Redox CEO Warren Citrin and Professor Eric Wachsman, director of the UMD Energy Research Center, have helped lead this research.
- 3) Melissa Kenney, environmental decision scientist and research assistant professor at the Earth System Science Interdisciplinary Center, was a lead author in the third National Climate Assessment. The assessment, one in the federal government's series of reports to address climate change and climate science, was released May 7, 2014. Her section focuses on decision frameworks: how risk management and acclimation help create policies to address climate change.
- 4) Stephanie Lansing, assistant professor of environmental science and technology; Steve Hutcheson, professor of cell biology and molecular genetics; and Rock Kohn, professor of animal science, received a \$20,000 grant from the university's Sustainability Fund to develop a small-scale anaerobic digester, which will test the conversion of organic waste into energy. The goal is to convert dining hall waste into biogas, a substitute for natural gas. UMD currently burns natural gas, so finding a replacement fuel would reduce greenhouse gas emissions.

5) Adjunct Professor César Izaurralde of the Department of Geographical Sciences and Ph.D. candidate Ritvik Sahajpal published a groundbreaking study, titled “Sustainable bioenergy production from marginal lands in the US Midwest,” in a recent issue of Nature, that outlines how marginal lands - those deemed unsuitable for food crops - can be used to generate alternative energy fuels by the growth of grasses and non-woody plants (“biomass”) that thrive naturally.

6) Dr. Paul Leisnham, assistant professor in the Department of Environmental Science and Technology, is serving as the lead for a University of Maryland research team that was recently awarded a competitive grant from the Environmental Protection Agency (EPA) for an innovative proposal designed to help local communities tackle stormwater and reduce pollution to the Chesapeake Bay. The research team includes research faculty and graduate students from the School of Agriculture and Natural Resources, University of Maryland Extension, the School of Public Health, and the A. James Clark School of Engineering.

7) Dr. George Hurtt, Director of Research and Professor in the Department of Geographical Sciences, was named Science Team Leader for NASA’s Carbon Monitoring System (CMS). The CMS Science Team is responsible for providing broad research community involvement in the development and evaluation of NASA CMS products; coordinating their NASA-funded CMS activities to ensure maximum returns for science, management, and policy; and providing scientific, technical, and policy-relevant inputs to help set priorities and directions for future NASA CMS activities.

The website URL where information about sustainability research is available:

<http://www.research.umd.edu/capabilities/areas-themes/sustainability-climate>

Support for Research

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
 - 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. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

"---" 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:

The University of Maryland Council on the Environment—an advisory group of the Division of Research—holds a transdisciplinary competition for graduate students interested in solving environmental problems, known as the Green Fellowship. The fellowship provides a \$10K stipend for two graduate students to be shared jointly, each from a different discipline and university department. It is a one year fellowship and must be an original collaboration among the graduate students. Selections are made based on student proposals submitted to the Council on the Environment.

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

<http://cone.umd.edu/index.php/education/green-fund>

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

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credit?:

Yes

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

The University of Maryland Council on the Environment—an advisory group of the Division of Research—annually selects a winner for their Junior Faculty Award. The winner receives a plaque, a cash prize of \$2,000, and the opportunity to present at a cross-campus seminar arranged by the Council. Selection is made based on outstanding accomplishments through significant contributions to environmental issues across the full range of professional activities including seminal contributions to the literature, student impact, and external collaboration.

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

<http://cone.umd.edu/index.php/education/junior-faculty-award>

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:**CONSIDERATIONS FOR INTERDISCIPLINARY, NON-TRADITIONAL, OR EMERGING SCHOLARSHIP**

Scholarship is a dynamic process, and the University of Maryland recognizes that methodologies, topics of interest, and boundaries within and between disciplines change over time. Faculty are encouraged to engage in innovative discovery and dissemination. Several units are already accustomed to recognizing such different approaches and would not require modifications to existing unit criteria for tenure and/or promotion; however, many fields are challenged with assessment of faculty exploring non-traditional research paths. Such individuals will often publish in venues unfamiliar to faculty in their tenure homes, and may have different, though similarly important measures of impact, funding sources, and career networks. Examples of faculty practicing non-traditional scholarship include those who:

- Engage in emerging scholarship that spans more than one discipline, or has a non-traditional approach to an established discipline,
- Work in multiple traditional disciplines, or
- Are involved in scholarship outside that of the dominant model of their tenure homes.

Any exceptional arrangement that requires a modification of criteria for tenure and/or promotion shall be specified in a written agreement from the time of appointment up to the third-year review for untenured candidates, or at any time following the award of tenure, and shall be approved by the faculty and administrator of the first-level unit, by the Dean of the school or college, and by the Provost. (APT Policy Section II)

Each candidate should be made aware of the opportunity to request an agreement specifying a modification of criteria for tenure and promotion. This formal written agreement would specify the nature of the candidate's duties and obligations to the Department. It is recommended that the Department consult with a scholar from the relevant discipline(s), or one who does similar research, if applicable, to develop the agreement. Additionally, Chairs should assign appropriate mentors from a relevant discipline(s).

APT Review of Faculty with Agreements for Modified Unit Criteria

In cases where there is an agreement for modified unit criteria for tenure and/or promotion, Departments should consider identifying alternative venues and forms of dissemination of products of scholarship that would be acceptable alongside more traditional dissemination in their criteria for tenure and promotion. Examples might include:

- Research or scholarly essays published in refereed journals or books, or accepted for publication in journals or books outside one's

discipline

- Peer-reviewed handbooks
- Cross-disciplinary analysis of extant literature
- Popularizations or applications of scholarly research and theory in journals
- Computer programs or other media products

In reviewing candidates with agreements for modified criteria, APT review committees should include a professor knowledgeable in other discipline(s), from on or off campus, to serve in an advisory capacity to both the Advisory Subcommittee and the Department APT Review Committee. The Department may wish to have this professor present at the APT Review Committee meeting, in a non-voting capacity, in order to provide context for the candidate's work. The Chair of the Advisory Subcommittee for the candidate should ensure that some of the reference letters are from scholars who conduct research in the other discipline(s), or of a similar nature to that of the candidate. Faculty involved in the third-year review and the Department APT Review Committee should be provided with the agreement as part of their deliberations. Additionally, the executed agreement must be signed and dated by the candidate and included in materials for external evaluators, as well as in the APT Dossier for review at all levels.

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

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

University of Maryland Librarian Subject Specialists may be consulted for help in locating information in their areas of expertise, and are available to conduct instruction sessions for university courses. They regularly provide programmatic support of Living-Learning communities where students frequently work in groups on topics directly related to sustainability issues. For example in the Gemstone Living-Learning program students are currently working on projects related to green roofs for management of urban runoff, methods for cleaning up oil spills, and using alternative energy to power cell phones.

The UMD Libraries have constructed many research guides that address sustainability issues. Here are a few examples:
Environmental Science -

<http://lib.guides.umd.edu/content.php?pid=491429&sid=4034758>

ENSP 102: Introduction to Environmental Policy -

<http://lib.guides.umd.edu/ensp102>

ENSP 400: Capstone in Environmental Science and Policy -

<http://lib.guides.umd.edu/ensp400>

The website URL where information about the institution's library support for sustainability is available:

<http://www.lib.umd.edu/directory/specialists#S>

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

13

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

<http://drum.lib.umd.edu/>

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Aynsley Toews
Project Manager
Office of Sustainability

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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other 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.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

37,610

Name of the student educators program (1st program):

LEAF Outreach Team

Number of students served (i.e. directly targeted) by the program (1st program):

37,610

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The LEAF Outreach Team is a group of motivated interns who take an active role in promoting sustainability at UMD. Outreach Team members participate in diverse activities and events aimed at encouraging people to reduce their footprint and become more sustainable. LEAF is an acronym and stands for Lead, Educate, Act, Facilitate – this is their job description! Their primary goal is to “LEAF Out” across campus at special events, games, gatherings and tabling opportunities to promote and reward green practices on our campus.

Key Activities of the LEAF Outreach team include:

- Communication. Help us spread the word to others. From chatting with their residence hall, club, team, group, etc. to chalking, their job is to inform others about the sustainable possibilities available to them!
- Catching people Green-handed. Catch people doing a sustainable act and snap their photo and reward them.
- Special Events. These include Earth Day, Stamp Fest, Maryland Day, The Farmers Market at Maryland, First Look Fair, The Commuter Breakfasts, etc....
- Educate. Running educational workshops such as teaching people about food miles.

A brief description of how the student educators are selected (1st program):

The positions were advertised on the Office of Sustainability website, social media, and through the College Park Scholars program (a living and learning program). The Office of Sustainability worked with the Scholars program to ensure that the LEAF internship could be used for their Scholars practicum and that the students would earn 1 credit hour through their 40-hour time commitment. Applicants were asked to submit video applications so we could see how “outgoing” the applicants were. The application videos were used to pick those students selected for an in-person interview. From the in-person interviews, a team of three students with one upperclassman leader were selected.

A brief description of the formal training that the student educators receive (1st program):

The students selected to be part of the LEAF Outreach Team attended a two-hour training session that included:

- Team building and team behaviors
- Developing a better understanding of outreach and education initiatives
- Training in specific outreach activities
- Tracking UMD sustainability efforts

Additionally, the LEAF Outreach team meets for one-hour each week to discuss upcoming outreach activities, new education initiatives, and other new opportunities.

A brief description of the financial or other support the institution provides to the program (1st program):

A Project Manager in the Office of Sustainability has dedicated time in her work plan to manage and facilitate the outreach team. In addition, the Office of Sustainability supports team materials development including educational materials, hand-outs, website development, LEAF Team gear, etc.

Name of the student educators program (2nd program):

Student Sustainability Advisors

Number of students served (i.e. directly targeted) by the program (2nd program):

4,748

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

The University of Maryland provides a First Year Sustainability Education program. The Office of Sustainability selects a group of juniors and seniors to be Student Sustainability Advisors to develop and deliver a sustainability presentation that engages first year students in conversation about sustainability and encourages them to get involved in finding solutions. The Student Sustainability Advisors share their contact information with first-year students and make themselves available to follow up as needed.

A brief description of how the student educators are selected (2nd program):

Student Sustainability Advisors are selected through an application process managed by the Office of Sustainability.

A brief description of the formal training that the student educators receive (2nd program):

The Office of Sustainability conducts formal training with student educators during the first four weeks of the fall semester.

A brief description of the financial or other support the institution provides to the program (2nd program):

A staff member in the Office of Sustainability works closely with the student peer educators, creates and delivers trainings, and helps develop presentation materials for educators to use in classes.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

89.10

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

The Orientation Office has made great strides to infuse sustainability into the New Student Orientation Program. The Orientation Office now explains the environmental benefits of campus green initiatives so that all new students learn that environmental stewardship is part of the culture of the University of Maryland. To address the food waste generated from meals, the Orientation Office coordinates with the Department of Dining Services to use compostable paper plates and to collect waste for compost during orientation dinners. Using well-labeled bins for compost, recycling, and trash, many new students learn to separate their waste in a new way. The Orientation Office also saves paper by creating an online Virtual Folder that has all the fliers and resources students typically receive during the Orientation Program. The student Orientation Advisors create a high-energy and entertaining skit about adopting sustainable behaviors as Maryland students. As an example, one skit encouraged students to turn off lights and electronic devices when they leave their rooms, to recycle overwhelmingly long term-papers, and to dine-in at the dining hall instead of using disposable take-out containers.

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

<http://www.orientation.umd.edu/virtualfolder.html>

Responsible Party

Mark Stewart

Senior Project Manager

Office of Sustainability

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

Submission Note:

Additional Sustainability financing website:

<http://www.sustainability.umd.edu/content/about/fund.php>

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes

<p>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</p>	<p>No</p>
<p>Other co-curricular sustainability programs and initiatives</p>	<p>No</p>

The name and a brief description of each student group focused on sustainability:

The University of Maryland Student Sustainability Committee (SSC) is a department of the University of Maryland’s undergraduate Student Government Association (SGA) that advises the SGA and University decision makers to ensure that the environmental sustainability priorities of the undergraduate student body are met. SSC promotes and implements campus and community environmental sustainability projects in the areas of transportation, water and energy use, food and materials consumption, development and landscape planning, environmental education, and beyond.

Another notable group, Food Recovery Network (FRN) is a network of student volunteers who work with Dining Services to collect leftover food and deliver it to local soup kitchens and shelters. FRN is serving a social need to feed the hungry in surrounding communities while simultaneously reducing greenhouse gas emissions and pollution from landfilled organic waste and saving Dining Service money on waste hauling.

MaryPIRG is a student-directed social advocacy group that works on issues such as hunger and homelessness, clean energy and civic engagement. Campaigns are spearheaded by student leaders and supported by numerous volunteers. The group often partners with other student groups throughout the year to form coalitions and tailor campaigns to student interests.

The Residence Hall Association Sustainability Committee of Maryland (RHA SCOM) works to help to plan sustainability related programs and initiatives for the residential community and the campus.

For a full list of organizations and descriptions visit the website URL (below) where information about student groups is available.

The website URL where information about student groups is available:

http://sustainability.umd.edu/content/culture/student_organizations.php

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Public Health Garden, just one of The University of Maryland’s (UMD’s) organic gardens, is a student teaching and community garden demonstrating sustainable agriculture and environmental best practices in support of public, environmental, and community health. UMD has two other small organic gardens, St. Mary’s Garden and the Rooftop Community Garden which students operate in cooperation with UMD Dining Services. In 2014 the Department of Dining Services, in collaboration with the College of Agriculture and Natural Resources, established "Terp Farm." The goal of this new campus-run farm is to create a successful farming operation that can supply Dining Services with a reliable supply of sustainably grown produce. Students are able to get their hands dirty in farm operations through coursework from the College of Agriculture and Natural Resources or by participating as a Terp Farm student employee (see the description below of sustainability-focused student employment opportunities for more information).

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://sustainability.umd.edu/content/campus/food_gardens.php

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Maryland Food Co-op is a natural food store and cafe that is worker-owned and operated. Many of the workers are University of Maryland students. The Food Co-op is located on the lower level of the University's Student Center and has been a popular on-campus dining spot for many years.

The website URL where information about the student-run enterprise(s) is available:

http://thestamp.umd.edu/food/md_food_co-op

A brief description of the sustainable investment or finance initiatives:

The University offers an undergraduate course focused on consulting projects for local Nicaraguan organizations and entrepreneurs. Students in the course provide consulting to microfinance lending organizations and develop generic business plans, and market assessment tools. There is an MBA course that factors in sustainability into investment strategy that is offered as well.

Maryland students also have the opportunity to gain insight to the world of sustainable investment through participating in the Student Advisory Subcommittee for the University Sustainability Fund. Starting from the Request-For-Proposal phase all the way through distribution, students have the opportunity to make investments and provide grants to students, faculty, and staff working on tackling environmental issues and sustainable initiatives.

The website URL where information about the sustainable investment or finance initiatives is available:

<http://www.rhsmith.umd.edu/about-us/administrative-offices/office-global-initiatives/short-term-programs/undergraduate-course-6>

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Every spring, the School of Architecture and the Office of Sustainability co-sponsor a speaker series on sustainability and the university. A list of topics and speakers is made available each year online at

<http://sustainability.umd.edu/content/curriculum/sustainabletuesdays.php>

The Center for Social Value Creation (CSVC) at the Robert H. Smith School of Business hosts an annual Social Enterprise Symposium. In the words of the CSVC's executive director, "The Social Enterprise Symposium aims to inform, educate and influence future leaders, students, professionals and stakeholders on cutting edge innovation in creating impactful, sustainable social change." More information is available online at

The Clark School of Engineering usually hosts an annual Engineering Sustainability Workshop around Earth Day. Information from the 2013 workshop is available online at:

<http://eng.umd.edu/events/sustainability-2013>

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

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

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The website URL where information about the cultural arts event(s) is available:

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The Terrapin Trail Club is a student organization that sponsors various outdoor recreational activities, such as hiking, backpacking, camping, mountain biking, caving, canoeing, rock climbing, and kayaking. The club is student run and the activities are available to all registered students, faculty, and staff of the University of Maryland. The Terrapin Trail Club was founded in 1937 by Elinor Cody and is therefore the oldest active club on campus. It is also one of the oldest college outing clubs in the nation. Several current campus clubs have sprung from the Trail Club, including the Ski & Snowboard Club and the Cycling Club.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://www.ttc.umd.edu/>

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

In 2014 all on-campus freshmen students will received an academic success calendar that has a theme of sustainability. Each month spotlights a different initiative or aspect about Maryland that is sustainable. For example, one month highlights the school's student run adventure program that promotes Leave No Trace principles, while the next focuses on Maryland's weekly farmers market and will educate the reader on the benefits of buying locally farmed produce and meats.

Maryland's First Year Book program selects a book that is given to all new students. The First Year Book provides an opportunity for community dialogue on a topic from the perspective of different disciplines, from the sciences to the humanities. In recent years, some chosen books have focused on environmental or social aspects of building a sustainable future. The 2010 book, *Half the Sky: Turning Oppression into Opportunity* chronicles the courageous stories of women who, through education and microfinance strategies, were able to break free from a life of sexual slavery, gang rape, or poor maternal health. The authors believe that empowering women is not only a

moral issue, but also an economic and political issue that affects the well-being of individuals, the household, the community, the workplace, and the broader society. The 2007 book, *The Ravaging Tide*, explains the science of global warming, raises fundamental questions about our responsibilities to future generations, and critically examines the implications of climate change for the Chesapeake Bay and the broader Baltimore-Washington metropolitan area.

The website URL where information about the theme is available:

<http://wp.fyb.umd.edu/about/fyb-archive/>

A brief description of program(s) through which students can learn sustainable life skills:

Greenfest-- a sustainability fair for anyone interested in learning more about a sustainable and healthy lifestyle. The exhibits showcase issues ranging from stress management and better nutrition to environmental impacts and ways students can get involved.

The website URL where information about the sustainable life skills program(s) is available:

<http://www.studentaffairs.umd.edu/events/greenfest>

A brief description of sustainability-focused student employment opportunities:

The Building and Landscape Services group in the Department of Facilities Management employs an undergraduate student on a semester by semester basis to provide support for ongoing recycling projects and initiatives. In addition to data entry duties, this student employee assists the full-time Recycling Specialist with social networking technology, promotes environmental initiatives through peer education programs, and provides additional support for public events such as Earth Day and Maryland Day.

The Department of Dining Services employed three full-time student employees for the summer of 2014 to support the Farm Program Manager and Lead Agricultural Technician with aspects of farm operation at Terp Farm--a University of Maryland sustainable farming operation that offers four-season vegetable production for Dining Services and provides produce to food-insecure members of the campus and College Park communities. These student employees engaged in aspects of food production including seed starting to post-harvest handling, aspects of infrastructure development including installation of high tunnels, and aspects of farm record keeping including maintaining log books for maintenance and farm operations.

The Office of Sustainability and the Department of Dining Services also regularly offer a variety unpaid student internships for which students can receive academic credit.

The website URL where information about the student employment opportunities is available:

<http://sustainability.umd.edu/content/culture/internshipsandvolunteeropportunities.php>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Andrew Muir

Communications Coordinator

Office of Sustainability

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
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- 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 and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

Building signage that highlights green building features: should be updated

Food service area signage: need URL

Signage for sustainable groundskeeping: need URL

Sustainability walking map:

-Walking tour of Sustainability Fund projects may need to be updated

-Links on word document don't work for the Campus Tree Walk or native garden tour so I found working ones

<http://www.arboretum.umd.edu/sitepages/discover/treeWalk.aspx>

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes

<p>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</p>	<p>Yes</p>
<p>Other sustainability publications or outreach materials not covered above</p>	<p>Yes</p>

A brief description of the central sustainability website:

The Office of Sustainability maintains and updates a public website that highlights all of the sustainable efforts on campus.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

About once every two to three weeks, the Office of Sustainability sends an e-newsletter containing news, events, internships, tips, and other announcements related to sustainability.

The website URL for the sustainability newsletter:

<http://www.sustainability.umd.edu/content/resources/listserv.php>

A brief description of the social media platforms that focus specifically on campus sustainability:

The University of Maryland operates a Twitter Account (@SustainableUMD) that shares information regarding the University's efforts to be sustainable and raise awareness of being more sustainable.

The University also has a Facebook page to help spread information regarding sustainability efforts. It can be seen here:

<http://www.facebook.com/SustainableUMD>

There are also accounts for YouTube:

<https://www.youtube.com/user/sustainableumd>

and Instagram:

<http://instagram.com/sustainableumd>

The website URL of the primary social media platform that focuses on sustainability:

<http://www.twitter.com/SustainableUMD>

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

Each of the University of Maryland's thirteen colleges and schools has a different vehicle to publish and disseminate student research. College use a combination of online and print media to share news about student research projects. Student research on sustainability is often featured on the Department of Environmental Science & Technology website and the A. James Clark Engineering School website, but a sustainability-related project may be featured through a wide variety of departmental websites and newsletters.

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

<http://www.enst.umd.edu/>

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

The Office of Sustainability has worked with project partners around campus to develop a number of signs highlighting projects that will eventually become part of a campus sustainability tour. Signage that highlights the benefits of a green roof is posted outside of a residence hall with a full green roof (Cumberland Hall). Both of the first campus-owned LEED Gold certified buildings--the School of Journalism (Knight Hall) and a new residence hall (Oakland Hall)--have interactive displays about green features of the buildings inside their entry ways. There is also signage about rainwater capture in landscaped areas including a park-like quad surrounded by residence halls (Washington Quad), which is irrigated using water from an underground rainwater cistern.

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

<http://www.reslife.umd.edu/halls/cambridge/cumberland/greenroof/>

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

Food service area signage was completed in fall 2011 to engage and direct diners to properly sort their waste into compost, recycling and trash bins.

The university also uses uniform recycling and waste signage throughout campus.

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

http://sustainability.umd.edu/content/campus/recycling_what.php

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Signage about bio-retention ponds, bioswales, community gardens, and other sustainable grounds-keeping strategies are posted around campus. At the Peace and Friendship garden there is a sign about a solar-pumping station that was installed for irrigation and funded by

the University Sustainability Fund.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

<http://www.se.umd.edu/projects/peace-and-friendship-2011.html>

A brief description of the sustainability walking map or tour:

A self-guided walking tour of the Sustainability Fund Projects is currently being developed. Interactive signs with QR codes were installed at project sites in 2011 and 2012 and additional signs for new projects will be added every year.

Maryland's Facilities Management created the Campus Tree Walk on McKeldin Mall. The walk shows off numerous trees that are a part of the campus's arboretum.

Maryland's Facilities Management department created a native garden tour with outdoor signage to teach the public about the gardens' current and regionally important forces of nature and man. The gardens also serve to increase public environmental literacy for a sustainable future.

The website URL of the sustainability walking map or tour:

<http://www.arboretum.umd.edu/sitepages/discover/treeWalk.aspx>

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

On the Department of Transportation Services (DOTS) website, an entire section is devoted to alternative transportation for commuters. Information is given about Shuttle-UM, bicycling, ZipCar, carpooling, and green parking permits.

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

<http://www.sustainability.umd.edu/content/campus/transportation.php>

A brief description of the navigation and educational tools for bicyclists and pedestrians:

UMD's Department of Transportation's website features tabs for both "Green Commuting" and "BikeUMD", which our University's efforts to increase bike ridership on campus. The Green Commuting tab's Walk section provides the audience with a hyperlink to the University's TerpNav application, a Google Maps for those wanting to find the fastest route for walking across campus. The BikeUMD tab provides bicyclists information about getting around, bike safety, how to register their bikes, and what events and programs are coming up.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.transportation.umd.edu/bike.html>

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

The Department of Resident Life posts a Guide to Sustainable Living in Residence Halls online that provides tips on how to reduce, reuse, and recycle.

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

<http://www.resnet.umd.edu/sustainability>

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:

The Diamondback, the University of Maryland's primary student newspaper, covers sustainability issues regularly with a reporter assigned to the sustainability beat.

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:

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

A brief description of another sustainability publication or outreach material not covered above (1st material):

The Office of Sustainability publishes SustainableUMD The Magazine every two years. The magazine covers the campus' sustainable efforts since the last publication, and is available to the public online.

The website URL for this material (1st material):

http://issuu.com/umaryland/docs/sustainableumd_mag14_final

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

Yes

A brief description of this material (2nd material):

The Environmental Finance Center (EFC) at the University of Maryland is one of ten University-based centers across the country providing communities with the tools and information necessary to manage change for a healthy environment and an enhanced quality of life. EFC produces newsletters to distribute the aforementioned tools and information.

The website URL for this material (2nd material):

<http://cone.umd.edu/index.php/publications/newsletters/466-umd-environmental-finance-center>

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

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

A brief description of this material (4th material):

The website URL for this material (4th material):

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

A brief description of this material (5th material):

The website URL for this material (5th material):

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

A brief description of this material (6th material):

The website URL for this material (6th material):

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

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Aynsley Toews
Project Manager
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that 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.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

RecycleMania

A brief description of the campaign (1st campaign):

RecycleMania: An annual 8-week competition that challenges colleges across the United States and Canada to collect the most recyclable materials. Materials that are accepted include all paper products (including cardboard, books, mail, magazines, newspapers), bottles, cans, and all items that would go into the single-stream recycling bins. This year the University also competed in two additional categories: food service organics (which includes pre- and post-consumer food waste such as compostable dinnerware and napkins) and electronics. Weekly weigh-ins are used to monitor the amounts that each competing school reports, and to determine which has the best recycling rate as a percentage of total waste and which produces the lowest volume of trash and recycling. The competition aims to generate momentum for recycling efforts throughout campus as both students and staff can help reach the University's goal of a 75% recycling rate.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

Last year, Maryland was the number one school in the Atlantic Coast Conference (ACC) in the Grand Champion category with a recycling rate of 39.77 percent, as well as number one in the ACC for the Waste Minimization category, generating 33.99 pounds of recycling per person. Throughout the 8 week competition, the University of Maryland saved 1,032 metric tons of CO2 -- comparable to keeping over one thousand cars off the road or the energy consumption of six hundred households during this period of time.

The website URL where information about the campaign is available (1st campaign):

<http://www.sustainability.umd.edu/content/culture/recyclemania.php>

The name of the campaign (2nd campaign):

The Small Footprint Pledge

A brief description of the campaign (2nd campaign):

The Small Footprint Pledge is a way for all UMD students, faculty, and staff to make a commitment to minimize their environmental impact by adopting new green habits. Members of the UMD community can select any number of items from the pledge action list – just one action, or even all twelve – and pledge to adopt that action for a week, for a semester, or for a whole year. It's easy to make one change for a finite period of time, and this pledge may serve as a stepping stone for long term or permanent changes in personal behavior. Through tracking pledges, we can calculate the total impact of all Small Footprint Pledges and demonstrate the collective effect of our individual actions.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

http://www.sustainability.umd.edu/content/culture/pledge_tally_totals.php

The website URL where information about the campaign is available (2nd campaign):

http://www.sustainability.umd.edu/content/culture/pledge_home.php

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Responsible Party

Aynsley Toews
Project Manager
Office of Sustainability

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.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

9,961

Name of the employee educators program (1st program) :

Green Office Program

Number of employees served by the program (1st program):

2,408

A brief description of how the employee educators are selected (1st program):

The Green Office Program engages staff, faculty and students in a voluntary, self-guided initiative that promotes best environmental practices at the University of Maryland. The program supports and promotes offices that are taking steps toward reducing their environmental footprint. A series of checklists and tools will guide offices through three levels of certification. The program operates

through a network of Green Office representatives (GO Reps) in offices across campus. GO Reps volunteer to be involved in the Green Office Program, and after receiving training, implement practices to make their respective offices more environmentally friendly.

A brief description of the formal training that the employee educators receive (1st program):

"Train the trainer program" - employees from the Office of Sustainability train the GO Reps in environmentally friendly practices through a one and a half hour training session, and the GO Reps then train their office staff on how to implement these practices in the office. There is also a GO Reps listserv to keep in touch, and an intranet website that contains all Go Rep resources and a discussion forum.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

The Green Office Program is supported by staff, interns, and resources from the Office of Sustainability. The Office of Sustainability offers all program materials for free to the offices participating in the program. The Green Office Program helps support the university's Strategic Plan of becoming "a national model for a green university" and its Climate Action Plan goals. The program informs participants of how the program can save money and critical natural resources, such as energy, water and forests.

The website URL where information about the program is available (1st program):

http://www.sustainability.umd.edu/content/culture/green_offices.php

Name of the employee educators program (2nd program):

Chesapeake Project workshop and faculty learning community

Number of employees served by the program (2nd program):

138

A brief description of how the employee educators are selected (2nd program):

Professors apply to participate and the Office of Sustainability selects participants based on the applicant pool.

A brief description of the formal training that the employee educators receive (2nd program):

Professors participate in a two-day workshop, which provides an introduction to various sustainability issues and creates space where professors can discuss those issues with each other. After completing the workshop, professors become part of the Chesapeake Project Faculty Learning Community, for which they reassemble once each semester to continue dialogue about sustainability.

A brief description of the financial or other support the institution provides to the program (2nd program):

The Provost and Deans provide financial support to this program. Each professor receives a \$500 stipend to participate.

The website URL where information about the program is available (2nd program):

http://www.sustainability.umd.edu/content/curriculum/chesapeake_project.php

Name(s) of the employee educator program(s) (all other programs):

Division of Student Affairs Sustainability Committee

Number of employees served by all other programs:

1,100

A brief description of how the employee educators are selected (all other programs):

Appointed

A brief description of the formal training that the employee educators receive (all other programs):

Info on committee

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

staff time

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Andrew Muir

Communications Coordinator

Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation:

New employee orientation includes a fifteen minute presentation by a staff member from the Office of Sustainability that provides an introduction to sustainability initiatives on campus and tells employees about the Office of Sustainability. The content of the presentation aims to be applicable to the people who are attending the orientation, so it contains areas such as the Green Office Program, the University's Policies and Procedures for Environmentally Preferable Procurement, and recycling on campus. New employees are also provided with web links and resources related to sustainability at the University of Maryland.

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

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

Staff Professional Development

Responsible Party

Aynsley Toews
Project Manager
Office of Sustainability

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:

At this time, there is no reliable way to measure the percentage of staff that took advantage of the various sustainability-related training opportunities offered by UMD.

Green Office Program:

http://www.sustainability.umd.edu/content/culture/green_offices.php

Smart and Sustainable Campuses Conference:

<http://www.sustainability.umd.edu/content/community/SSCC.php>

University Sustainability Fund:

<http://www.sustainability.umd.edu/content/about/fund.php>

Tuition Remission:

<http://uhr.umd.edu/benefits/tuition-remission/>

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Green Office Program - Engages staff, faculty and students in a voluntary, self-guided initiative that promotes best environmental practices at the University of Maryland. The program supports and promotes offices that are taking steps toward reducing their environmental footprint. A series of checklists and tools guides offices through three levels of certification. The program operates through a network of Green Office representatives (GO Reps) in offices across campus. GO Reps are required to attend a one and a half hour training session to learn practices for greening the office. The GO Rep training is open to all UMD staff.

Smart and Sustainable Campuses Conference - Provides the setting to learn, share and explore how campuses are using their passion for innovation to develop technologies, infrastructure, programs and curricula that address the world's most pressing sustainability challenges. All UMD staff have the opportunity to attend at a discounted registration rate.

University Sustainability Fund - Staff can apply for funding for projects that promote environmental sustainability, and positively impact and enhance the student experience at UMD. This incentive has provided some motivation for staff members to develop their skills and understanding in sustainability-related areas.

The FYI Listerv that is emailed to all staff includes a weekly sustainability tip.

University staff and retirees are offered tuition remission for UMD courses, including those with sustainability content.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

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

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Sally DeLeon
 Project Manager
 Office of Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

Terps for Change:

http://thestamp.umd.edu/student_involvement/lcsl/involvement/terps_for_change

Food Recovery Network:

<http://www.foodrecoverynetworkumd.blogspot.com/>

Terp Tracks:

http://thestamp.umd.edu/student_involvement/lcsl/involvement/terp_tracks

College Park City-University Partnership:

<http://collegeparkpartnership.org/>

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

•Farmers Market: The University hosts a weekly on-campus Farmers Market that is organized by the Farmers Market Committee, and supported by several campus offices and departments. The University organization partners with local farms, bakeries, and corporations to provide the local community with a venue for buying local goods and living sustainably.

The Farmer's Market operates year round, but offers the greatest variety from April until October.

•EFC Community Stormwater Projects: The Environmental Finance Center at the University of Maryland is working with several communities in the region to revitalize their stormwater management and financing programs. The partnership between the University's Environmental Finance Center and the local cities is best described as supportive because the end goal of the partnership is the EFC providing recommendations to the local governments to better handle their current and future stormwater management needs and achieve their water quality restoration goals. The timeframe for each project is one calendar year (i.e. August 2013- August 2014).

•EFC Bay WIP Financing Workshops: The Environmental Finance Center works alongside the Chesapeake Bay Program Office to improve local communities Watershed Implementation Plans (WIPs) through the development and implementation of workshops around the region.

•National Fish and Wildlife Foundation Capacity Building: The Environmental Finance Center partners up with several local governments in the Chesapeake Bay community to "overcome significant challenges that have been identified as barriers to improving water quality." The EFC's role in this partnership is that the EFC provides technical support and direct assistance to the National Fish and Wildlife Foundation's Capacity Building Initiative. The timeframe for the capacity building projects varies from 6-12 months depending on the community's needs, however projects involving simultaneous cooperation with multiple communities have taken as long 18 months.

College Park Dream Team - The Office of Community Engagement, University of Maryland Police, and Maryland Athletics kicked off the College Park Dream Team in 2012. The College Park Dream Team is a basketball partnership designed to strengthen relationships between community youth and officials from a team of local law enforcement agencies.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

Partnership for Action Learning in Sustainability (PALS): PALS is a collaborative effort between UMD and local Maryland communities. PALS' aim is to "provide communities with a roadmap for creating sustainable, thriving places to live, work and play".

PALS partners up with a local community for each academic year. For example, the University is going to be working with the City of Frederick, Maryland for the 2014-2015 academic year.

In this academic year, the issues that the PALS looks to help with range from creating wellness programs, assuring water quality and conservation, making targeted investments in transportation, and promoting tourism as economic development.

The University supports the partnership by providing the city with access to the depth of knowledge and experience from their faculty, along with the ingenuity and enthusiasm of Maryland students.

The cities provide the University with the opportunity to give their students hands-on experience with real-life situations to which they can use their education and get experience critically thinking in a professional environment.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

The College Park City-University Partnership (CPCUP) is the foremost transformative partnership that the University of Maryland participates in. Established in 1998 with the goal of forging stronger ties between the City of College Park and the University of Maryland, the partnership has operated continuously since 1998, and will continue to operate for years to come.

CPCUP has supported economic prosperity, social equity and wellbeing, and ecological health through its 5 focus areas; housing and development, education, public safety, transportation, and sustainability. Past CPCUP initiatives have led to economic development along Route 1, which is the main thoroughfare through the College Park community, while also helping to bring five new families to the College Park community with the help of down payment assistance. Other initiatives have helped to improve the education system in the community by “internationalizing” the local elementary school’s curriculum while also helping to provide after school activities to help support their students’ academic and physical educations.

The University of Maryland supports the partnership through helping to plan the future of the community and more actively by providing hands on support for the different focal areas for the CPCUP.

Outside of the partnership of City of College Park, Prince George’s County, and the State of Maryland, other stakeholders are identified through the core areas as needed to help in the development efforts. For example, as the Washington DC metropolitan area is seeing changes in transportation systems, the University of Maryland and the CPCUP identified the Washington Metropolitan Area Transit Authority to help effectively navigate the community’s development while also fulfilling the partnerships goals.

The CPCUP proposes to institutionalize systemic change by directly influencing the community’s structure. Through the partnerships efforts and cooperation with influential institutions, the community will undergo changes that reshape how things are operated. For example, the University of Maryland campus will soon feature a light-rail system through the center of its campus and through the rest of the College Park community. This light-rail system has the potential to bring about radical change in how the College Park community moves throughout their days. Recognizing the tremendous opportunity for community members to commute in a more sustainable manner, the CPCUP encouraged WMATA and the Department of Transportation to bring the light-rail system through the center of campus and the community. The CPCUP also works to bring about institutionalized change through the community’s educational system, where they help to influence and improve how the future generation of leaders are brought up through providing extra educational opportunities that gives the community’s students the ability to get a more complete education that wasn’t provided before.

A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The University of Maryland has partnered with the International Peace Park Expeditions, a multi-disciplinary non-profit organization, to provide students with the opportunity to learn about promoting sustainable community development, conservation, and responsible economic growth through agriculture and eco-tourism.

Additionally, the University of Maryland also partners with the distinguished Albert-Ludwigs-Universität in Freiburg, Germany to teach students about the effects that humans have on the environment, the management of natural resources, and the ecological processes within an ecosystem.

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" 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:

The University of Maryland is a part of the Metro DC Sustainability Consortium. In addition to meetings that record sustainability efforts, a listserv (

metro-dc-sustainability@googlegroups.com

) has been created so the participating institutions can share their initiatives. The members of the consortium are:

University of Maryland

American University

Johns Hopkins University

George Washington University

Georgetown University

University of the District of Columbia

Gallaudet University

George Mason University

Virginia Tech - DC Campus

Marymount University

The University of Maryland also participates in a statewide Campus Climate Action Network. Staff from the Office of Sustainability and the Department of Facilities Management attend regular meetings where they give presentations, share guides and resources that might be of interest, and participate in group discussions.

Staff from the Office of Sustainability host and manage the national Smart and Sustainable Campuses Conference which is held annually. The conference provides is planned through a Program Committee consisting of campus and higher education sustainability professionals and provides a venue to advance campus sustainability knowledge and networks.

The OS staff are working with researchers from Ohio State University to develop a model Sustainability Literacy Assessment that can be shared with other campuses and adopted for their use.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

The Association for the Advancement of Sustainability in Higher Education (AASHE)

The American College and University President's Climate Commitment

The University System of Maryland (USM)

Maryland Green Registry

U.S. Green Building Council

Metro DC Sustainability Consortium

DC Climate and Urban Systems Partnership

Maryland Campus Climate Action Network

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Maryland is willing to answer questions and provide information about its own sustainability initiatives to help other institutions.

The website URL where information about cross-campus collaboration is available:

<http://www.consortium.org/consortium/index.cfm/member-collaboration/sustainability/>

Continuing Education

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

Submission Note:

The University of Maryland Extension has a dynamic number of continuing education courses. However, all of them fit into four "Impact Areas," which are as follows: "Local Food and Agriculture Systems," "Environment and Local Resources," "Healthy Living," and "Resilient Communities." These all operate under the University of Maryland Extension, which is responsible for "providing accessible, unbiased expert knowledge that people can use to improve their economic stability, their quality of life and community, and the environment in which they live." As such, all programs within Maryland Extension fall under the umbrella of sustainability.

Master Naturalist Website:

<http://extension.umd.edu/masternaturalist>

Master Gardener Website:

<http://extension.umd.edu/mg>

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

4

Total number of continuing education courses offered:

4

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

University of Maryland Extension offers two certification programs towards becoming a Master Gardener and Master Naturalist. The former serves to educate the community in safe, effective, and sustainable horticultural practices, while the latter engages Maryland citizens as stewards of Maryland's natural resources.

Year the certificate program was created:

1,978

The website URL where information about sustainability in continuing education courses is available :

<http://extension.umd.edu/>

Community Service

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the 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

Number of students engaged in community service:

11,203

Total number of students :

37,610

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

210,359

Does the institution include community service achievements on student transcripts?:

Yes

A brief description of the practice of including community service on transcripts, if applicable:

The University of Maryland includes some community service opportunities on student transcripts. For example, service learning programs (such as Civicus) appear as certificates on a transcript.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

The University of Maryland Alternative Breaks program engages individuals in short-term service-learning experiences that challenge social, political and economic structures of our global community. Through reflection, education and service, Alternative Breaks develops mutually beneficial community partnerships, critical thinking and leadership skills to create a socially just world. All faculty and staff are eligible to apply to be an Alternative Breaks (AB) Advisor to a group of students and thus participate in a service-learning experience.

Benefits of serving as an Alternative Breaks advisor include: Opportunity for personal development through participation in an extended service-learning experience; Opportunity for professional development through advising interactions with a small group of students from a variety of college departments and interest areas across campus; Staff/Faculty Advisors' trip expenses (including transportation, lodging, and food) are covered (except Advisors on international trips will be responsible for cost (\$23) of the university required insurance);

Opportunity to share personal expertise or research interests with a group of students in a real-life setting.

The website URL where information about the institution's community service initiatives is available:

http://thestamp.umd.edu/leadership_community_service_learning/about_lcs/quick_facts

Community Stakeholder Engagement

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The University is joined together with its largest community shareholder, the City of College Park, in their efforts to improve their community through the College Park City-University Partnership (CPCUP). This partnership is outline in its bylaws that promote an active consideration of all actions and their impacts on the community through multiple windows.

The University's Office of Community Engagement is responsible for developing and maintaining strong relationships with individuals, governments, and the business community within local and regional communities. They maintain open communication between the University and its neighbors, and its through this open dialogue that the University works alongside its community counterparts to implement positive changes for the benefit of the community.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Office of Community Engagement communicates with the City of College Park to learn of the issues in the community, as well as attends functions within the community to build a rapport with the community shareholders. Through their interacting with

List of identified community stakeholders:

The City of College Park, North College Park Citizens Association, Berwyn District Civic Association, College Park Academy, Meals on Wheels, Church of Nazarene, Maryland - National Capital Park and Planning Commission, Paint Branch Elementary School, Maryland Youth Center, Gapbusters Inc, Prince George's County Department of Health Substance Abuse Recovery House

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

<http://vpaf.umd.edu/community/>

Participation in Public Policy

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution advocates for national, state/provincial, 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. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, 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, legislation, and ordinances for or against which the institution has advocated:

The University of Maryland Climate Action Plan details areas in which the university is advocating for sustainability policies on the state and federal levels. The university Energy Manager is working with the state on policies to assist the university on achieving climate neutrality, as described in the Climate Action Plan. These policies include:

- Cost Savings Returned to University/State Entity: recognize repayment of internal loans to fund capital investments for energy efficiency and conservation methods. Savings may be needed to invest in infrastructure and education/outreach.
- Additional Capital Investment for High Performing Energy Efficient Buildings: state should provide additional capital to construct high performing, energy efficient buildings based on engineering estimates/guarantees of operations and maintenance savings over the life of the building

Federal-level policy advocacy described in the Climate Action Plan includes:

- Federal and Other Policy Flexibility: Regulations such as the Energy Policy Act of 1992 and 2005 should allow more flexibility to achieve the overall emission reductions goals intended without limiting the alternatives as more options for reaching these goals become available.

On the local level, the University of Maryland has partnered with the surrounding City of College Park to become an EPA Green Power Community. Green Power Communities are towns, villages, cities, counties, or tribal governments in which the local government, businesses, and residents collectively buy green power in amounts that meet or exceed EPA's Green Power Community purchase requirements. This partnership between the City, UMD, and dedicated homeowners and businesses in College Park is leading College

Park to achieve greater sustainability in the future as a Green Power Community. The City annually purchases more than 1.5 million kilowatt-hours of wind power (100 percent of its annual electricity use for city facilities and streetlights).

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

<http://www.epa.gov/greenpower/communities/communities/collegeparkmdcommunity.htm>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Submission Note:

The following is a mandate from the code of conduct: “Wages and Benefits: Licensees recognize that wages are essential to meeting employees’ basic needs. Licensees shall pay employees, as a floor, at least the minimum wage required by local law or the local prevailing industry wage, whichever is higher, and shall provide legally mandated benefits.”

“---” 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 an intention to participate in the WRC's Designated Suppliers Program? :

No

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:

<http://www.trademarks.umd.edu/>

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

Full-time equivalent of distance education students has not yet been included in UMD's calculations for this credit because accurate data is not currently available to the Office of Sustainability for the baseline year. This will be updated once accurate data becomes available.

A small percentage of UMD students by headcount (estimated at less than 1% of FTE enrollment) are enrolled only in distance education courses.

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Staff in the Office of Sustainability collect data from all relevant departments each year and use the most recent version of the Campus Carbon Calculator to complete a campus-wide greenhouse gas inventory (this calculator is now owned and maintained by the Sustainability Institute at the University of New Hampshire). Results are reported through the UMD's annual Sustainability Progress Report and the Reporting System of the American College and University Presidents' Climate Commitment.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	133,536 <i>Metric Tons of CO2 Equivalent</i>	128,450 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	11,439 <i>Metric Tons of CO2 Equivalent</i>	11,791 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	50,152 <i>Metric Tons of CO2 Equivalent</i>	76,760 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	827 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

Landscaping debris, animal bedding from the campus barn, and food waste is collected and staff from UMD's Department of Facilities Management hauls it locally to the Prince George's County Composting Facility. Soil amendment from this facility is then returned to campus for use campus vegetable farm and for use by the landscaping staff. UMD faculty and staff have worked together to assess options for composting on-site or as close to campus as possible. Since UMD is a relatively urban campus there is not enough space on the main campus to build a large-scale compost facility. Using the Prince George's County facility allows UMD to support the local economy and help to grow county-wide carbon-cycling efforts. UMD used to contract to haul compost long distances but through local relationship building has been able to site composting in its home county.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	11,741	10,178
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	34,495	25,140
Full-time equivalent of employees	9,105	7,471
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the GHG emissions baseline was adopted:

Gross floor area of building space, performance year:

14,771,348 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,243,808 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	225,519 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	28,446 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	4,994.50 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	1,147 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	50,983 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Air travel for university business, athletics and study abroad

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/3444/>

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Responsible Party

Scott Lupin

Associate Director and Director
Environmental Safety/Office of Sustainability

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

The full text of the Facilities Master Plan is available online at
<https://www.facilities.umd.edu/sitepages/FPmasterplan.aspx>

The university holds a Title V Air Quality Permit that establishes standards for the operation, testing and reporting of stationary equipment and other sources of air pollution including fuel storage tanks.

Other Standard Categories: VOC's

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

The 2011-2030 Facilities Master Plan (on page 30) states as one of its Physical Planning Principles: "Encourage the Use of Transportation other than Personal Vehicles." The plan goes on to describe how this principle is incorporated into the details of campus development: "Plans for development will reduce the number of automobiles on campus and encourage alternative modes of transportation -- shuttle buses, bicycles, new light rail or Metro line -- in order to minimize vehicular congestion and support the Climate Action Plan and campus sustainability priorities." The Climate Action Plan calls for several strategies to reduce the use of single occupancy vehicles through growth in walking, biking and other alternatives.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

The Department of Environmental Safety's Environmental Affairs Unit works with Facilities management to collect fuel usage data as well as meter reading on individual equipment. The information is entered into a database that was established and is routinely updated for reporting air emissions under the university's Title V Operating Permit.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	112.06 Tons
Sulfur oxides (SOx)	3.59 Tons
Carbon monoxide (CO)	16.48 Tons
Particulate matter (PM)	11.42 Tons
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	0.70 Tons
Ozone-depleting compounds (ODCs)	129,109 Tons
Other standard categories of air emissions identified in permits and/or regulations	2.49 Tons

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The university conducts routine inspection, testing and maintenance of its stationary sources, including combustion testing on an annual basis, to ensure equipment is operating within manufacturer recommendations. In addition, the Department of Environmental Safety conducts routine training, internal compliance monitoring and consultation to key stakeholders responsible for selecting and operating fuel burning equipment. Moreover, the university has full-time professional environmental compliance staff who are responsible for air quality compliance and maintaining the university's Title V air quality permit.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

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
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

The President's Energy Initiatives, adopted in 2014, also apply to the entire campus and buildings must be operated to help achieve a 20% reduction in campus-wide electricity use by 2020. The full announcement is available online at <http://www.sustainability.umd.edu/content/about/presidentsenergyinitiatives.php>

The Environmental Stewardship Guidelines, adopted in 2005, are also relevant, and work in concert with the University Policies and Procedures for Environmentally Preferable Procurement, the University Policy on Building Temperature, and the University Policy on Lighting Levels. The Environmental Stewardship Guidelines are available online at <https://www.facilities.umd.edu/documents/fmp/EGuidelines.pdf>

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

Total floor area of eligible building space (operations and maintenance):

13,762,128 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
--	----------------------

Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

13,762,128 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

[EPP_VIII-310C-1_1.pdf](#)

The date the guidelines or policies were formally adopted:

Nov. 4, 2009

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

All buildings on the College Park Campus are operated and maintained in accordance with campus policies and guidelines that address landscape and site management, energy consumption, usage of environmentally

preferable materials, indoor environmental quality, and water consumption. Policies and guidelines in each category were developed and adopted on different dates, so the date listed above only corresponds to the Policies and Procedures for Environmentally Preferable Procurement (similar to the Sustainable Purchasing credits in the Materials & Resources section in LEED for Existing Buildings Operations and Maintenance).

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

The University ensures compliance with green operation and maintenance policies through facilities staff training, outreach and marketing to offices around campus, and provision of tools to help departments comply with the policies. A professional energy management staff in Facilities Management oversees centralized energy conservation efforts and provides guidance for departments around campus seeking to reduce their energy consumption. A professional grounds staff has been trained to minimize use of chemicals and fertilizers and implement an integrated pest management plan. Professional custodial staff in Facilities Management and Residential Facilities have been trained in green cleaning methods and achieved Green Seal GS-42 Certification. The Department of Procurement and Supply has incorporated environmentally preferable products into all of its master contracts and provides a summary of green products available from office supply vendors. The Office of Sustainability developed and oversees the University of Maryland Green Office Program through which outreach, tools and periodic audits pertaining to all of these policies and guidelines are provided to participating offices around campus.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<http://www.sustainability.umd.edu/content/about/policies.php>

Building Design and Construction

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Delta Phi Epsilon Sorority, Sigma Delta Tau Sorority, Phi Sigma Sigma Sorority, Alpha Phi Sorority, Shuttle Bus Building (lot 4I), University House, Knight Hall Building, Denton Dining Hall Renovation, Pocomoke Building Renovation, Oakland Hall Residence and Scub, Chincoteague Hall Renovation, Physical Sciences Complex PH1

Total floor area of eligible building space (design and construction):

616,054 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>86,029 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>530,025 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

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

The Design Criteria/Facilities Standards (DCFS) are University standards and design guidelines for new construction and building renovations on

the College Park campus. The DCFS set the requirements used by the design team to meet the programmatic needs of each project and cover topics including operations and maintenance, safety, energy efficiency, and material finishes. To insure the University's projects are designed in compliance with the University's green building commitment and the High Performance Buildings Act, the DCFS was revised to address environmental stewardship and LEED design criteria.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<https://www.facilities.umd.edu/DCFS/SitePages/FMdcfs.aspx>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or 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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

13,701,730 Square Feet

Gross floor area of building space:

13,701,730 Square Feet

A brief description of the institution's indoor air quality program(s):

The University of Maryland's (UMD's) Occupational Safety & Health Unit (OSH) of the Department of Environmental Safety is responsible for routine indoor air quality monitoring and responding to any complaints or incidents across campus. The OSH unit is staffed with certified industrial hygienists and certified safety professionals. The unit maintains the indoor air quality sampling equipment. Additionally, on-call industrial hygiene contractors respond to any incidents that may arise. Furthermore, UMD's HVAC team in Facilities Management also performs continuous maintenance and routine inspections of all heating and ventilation equipment. The HVAC team responds to any complaints and also has on-call contractors. All of UMD's building space is covered by these indoor air quality practices.

The website URL where information about the institution's indoor air quality program(s) is available:

<http://www.des.umd.edu/os/iaq/index.html>

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Allison Lilly

Sustainability and Wellness Coordinator
Dining Services

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of 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 services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

University of Maryland Dining Services uses the fall semester to track progress on Sustainable Food goals. In keeping with the metrics used for Dining Services goals, we have used total expenditures for 8/26/13-12/31/13 on this metric (and not total annual expenditures). Also, total expenditures in this credit do not include on-site franchises, convenience stores, vending services, and concessions since we are not pursuing credit for part 2 of this credit.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

14.82

A copy of an inventory, list or sample of sustainable food and beverage purchases:

[umd-dining-services-sustainable-food-action-plan_update_dec-2014.pdf](#)

An inventory, list or sample of sustainable food and beverage purchases:

See page 7 of the uploaded copy of the 2014 UMD Dining Services Sustainable Food Action Plan Update

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

UMD Dining Services has formed a Sustainable Food Committee with the endorsement of the University Sustainability Council to advise the department in the development of sustainable goals and strategies. Through an ongoing and collaborative process with the Committee, UMD Dining Services is committed to promoting sustainable food at the University of Maryland and to meeting the following benchmarks:

1) 1-4% annual increase in sustainable foods purchases (meeting the criteria identified for sustainable food categories including local, fair, humane, and ecologically sound) based on financial feasibility and product availability

- 2) Annual, incremental increases in sourcing from local growers, with special emphasis on Maryland growers and harvesters
- 3) Annual, incremental increases in sourcing unprocessed, whole foods
- 4) 20% sustainable food by 2020

Overall, there are four primary objectives for the sustainable food program at UMD Dining Services:

- 1) UMD Dining Services mitigates environmental impact by using local and sustainable food sources
- 2) UMD Dining Services leverages buying power to encourage availability of healthier food choices
- 3) Changes in healthy food availability and promotion increases UMD community health and wellness
- 4) UMD Dining Services promotes community engagement and education about sustainable food issues

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

See page 6 of the uploaded copy of the 2014 UMD Dining Services Sustainable Food Action Plan Update

Total annual food and beverage expenditures:

6,257,389 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No

Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

<http://dining.umd.edu/greendining/food>

Low Impact Dining

Responsible Party

Allison Lilly
Sustainability and Wellness Coordinator
Dining Services

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

University of Maryland Dining Services uses the fall semester to track progress on Sustainable Food goals. In keeping with the metrics used for Dining Services goals, we have used total expenditures for 8/26/13-12/31/13 on this metric (and not total annual expenditures).

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

26.51

A brief description of the methodology used to track/inventory expenditures on animal products:

1. Dining Services ran reports in their invoicing database to categorize by food products (meat--including seafood-- and dairy--including eggs), 2. Dining Services tracks sustainable food products separately, so totals for certified seafood and cage-free eggs were subtracted from overall food product category totals generated by step one. 3. The resulting numerator was divided by Dining Services total spend on food products, including franchises, convenience shops, and concessions.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Dining Services offers many vegetarian and vegan selections including a vegan station in The Diner, Seasons 12 Mongolian Grill at South Campus, and a large selection of vegetarian and vegan items in the newest dining hall, 251 North. UMD placed eighth for large schools in People for the Ethical Treatment of Animal’s (PETA’s) annual competition for the most Vegan Friendly Campus. The Allergy and Special Diets Advisory Board, sponsored by Dining Services, includes students, Maryland’s staff dietitian, student nutritionists, the director of Dining Services, and DS staff. The group meets regularly to discuss menu selections and new recipe ideas. Current dining room menus include many recipes that have passed a student taste test.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Students from numerous groups interested in sustainable food joined with Dining Services and the Green Dining interns to hold the first Leave Small FoodPrints event in Spring 2014. Coinciding with Earth Day, Leave Small FoodPrints encouraged students to choose low-carbon meals (meals with lower carbon emissions associated with food production and transportation) in the Ellicott Diner and South Campus Dining Hall. The pilot event highlighted a vegetarian spinach lasagna, a less carbon intense option than meat lasagna. Students and Dining Services staff sampled the spinach lasagna, and this eco-friendly option sold out at both dining halls. Dining Services worked with the Office of Sustainability to obtain numbers and statistics on the meals’ carbon and water footprints for the event; these numbers were displayed on signs at the Chef’s Feature station, where the dishes were being served.

Students tabled at each dining hall, sharing information about how to Leave Small FoodPrints, methodology behind the water and carbon numbers, and a whiteboard for students to vote on which low-carbon meals they would most like to see in the dining halls. (The results of this vote will be used to plan future Leave Small FoodPrints events.) Table tents were placed in the dining halls for the event as well.

The pilot Leave Small FoodPrints event now serves as a guide for future events focused on exploring low-carbon meals available in the dining halls and educating students about how their eating habits impact the climate. There are opportunities to highlight not just foods

that emit less carbon in their production, but also local foods with less transportation-related emissions.

In 2013-2014, Dining Services began using the Monterey Bay Aquarium Seafood Watch Guide to guide seafood selection and procurement. This guide categorizes seafood products as “Best Choices,” “Good Alternatives,” and “Avoid” options. Dining Services uses these guidelines to purchase Best Choice and Good Alternative seafood (seafood farmed or caught in ways that do not cause too much damage to other wildlife and the surrounding habitat). Dining Services also purchases seafood that has been certified sustainable by the Marine Stewardship Council, the Alaska Seafood Certified Responsible Fisheries, and the Global Aquatic Alliance.

Through collaboration with the Wide Net Project, Dining Services has been able to serve local, sustainable blue catfish in the dining halls. Blue catfish, an invasive species in the Chesapeake Bay, have a mild, sweet flavor. The Maryland Department of Fisheries recommends consuming the blue catfish to control the invasive population. Caught in nets with minimal by-catch, blue catfish are fished sustainably. Not only is the blue catfish local, but serving it on campus also helps to restore the Chesapeake Bay ecosystem.

The website URL where information about where information about the vegan dining program is available:

<http://dining.umd.edu/menus>

Annual dining services expenditures on food:

7,661,188 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

2,031,019.23 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

75,349.95 *US/Canadian \$*

Energy

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 climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	2,921,593.30 <i>MMBtu</i>	2,828,382.13 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	398,413.13 <i>MMBtu</i>	417,876.15 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	14,771,348 <i>Gross Square Feet</i>	13,236,841 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,243,808 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	4,907
Cooling degree days	1,222

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

There are temperature setpoints for occupied and unoccupied hours through the building automation system in many buildings.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED lights are used in appropriate locations. In the XFINITY Center, compact fluorescent fixtures, metal halide recessed down-lights and surface cylinders, and other various lights were recently replaced with LED lamps. The XFINITY Center is home to Maryland's athletics administration, the basketball teams, the gymnastics team and also serves as a campus site for university special events and community events.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Many classrooms, offices and restrooms have been retrofitted with occupancy sensors.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

Four UMD buildings incorporate state-of-the-art geothermal heating and cooling systems that reduce demand for non-renewable power: Shuttle-UM Facility, University House, and two sorority houses—Alpha Phi and Phi Sigma Sigma.

A brief description of any cogeneration technologies employed by the institution:

The recipient of the EPA's 2005 Energy Star Award, the university's Combined Heat and Power Plant was completed in 2003. The system produces all of the steam required for heating and in some cases cooling for the university. The plant is capable of producing up to 90 percent of the university's electric demand in the winter and around 50 percent of the summer demand. Consisting of two gas-fired combustion turbines, one steam-driven electric turbine, and two heat recovery steam generators, the system operates at efficiencies of around 70 percent, significantly higher than like-sized independent steam boilers and electric generators. The system requires approximately 16 percent less fuel than typical purchased electricity with separate steam generation, resulting in a reduction of nitrous oxide, sulfur dioxide, and roughly 53,000 tons of carbon dioxide annually.

A brief description of any building recommissioning or retrofit program employed by the institution:

The Facility Performance unit in the Department of Engineering & Energy is responsible for evaluating facilities operations with an eye to maximizing energy efficiency. This is accomplished by overseeing commissioning of new construction to ensure proper turnover as well as re-commissioning of existing facilities through building data analysis. This unit is also responsible for expanding and maintaining the campus building automation system to assist in optimizing facilities' performance.

A brief description of any energy metering and management systems employed by the institution:

The Department of Energy and Engineering tracks energy consumption and performance in all buildings on campus. E&E uses software that pulls data from meters around campus into one centralized location. Campus stakeholders can also trend usage through web access to the metering software.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

The Green Office Program engages staff, faculty and students in a voluntary, self-guided initiative that promotes best environmental practices at the University of Maryland. The program supports and promotes offices that are taking steps toward reducing their environmental footprint, including replacing energy-consuming appliances and equipment with high efficiency alternatives. The program operates through a network of Green Office representatives (GO Reps) in offices across campus. The UMD Refrigerator Replacement Program-- a cooperative program of the Department of Procurement and Supply and the Office of Sustainability-- offered interested departments on campus an incentive of \$200-350 to replace old, inefficient refrigerators with new Energy Star/CEE rated units, and up to \$400 to departments that removed old refrigerators without replacing them. In 2013-2014 this program resulted in replacement of 43 old refrigerators and removal of 9 old refrigerators for a combined savings of approximately 40,000 kilowatt-hours of electricity per year.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Several buildings on campus have green roofs and one building has a green wall to reduce heat gain.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

A number of vending machines on campus utilize Vendmiser controls to reduce power usage by these machines and reduce greenhouse gas emissions.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

On Earth Day 2014, university President Wallace Loh announced the President's Energy Initiatives, an ambitious set of goals aimed at propelling the university toward its next major Climate Action Plan benchmark: cutting carbon emissions in half by 2020. Two of the three specific initiatives focus on energy conservation and efficiency:

- 1) President's Energy Conservation Initiative: Reduce electricity use on campus by 20 percent by 2020.
- 2) President's Carbon-Neutral New Development Initiative: Negate added greenhouse gas emissions from new construction and major renovations through energy-efficient design and renewable power.

The third initiative focuses on renewable sources for purchased power.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://sustainability.umd.edu/content/campus/energy.php>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	58.40 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	194.60 <i>MMBtu</i>
Option 3: 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	41,268.10 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	180,788.20 <i>MMBtu</i>

Total energy consumption, performance year:

2,921,593.30 *MMBtu*

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

A 5.25 kW photovoltaic solar array was installed on the roof of the Cole Student Activities Building in 2009. A 6.97 kW photovoltaic solar array was installed on campus as part of Leaf House-- UMD's entry that won second place in the 2007 DOE Solar Decathlon-- in 2009. A 1.25 kW PV solar tracker was installed in front of the University of Maryland Energy Research Center in 2013. UMD retains the RECs from all of these installations.

A 631 kW photovoltaic solar array was installed on the roof of the Severn Building in 2011. UMD was selected as a Maryland Energy Administration Project Sunburst Initiative Partner and awarded a grant aimed at promoting the installation of renewable energy systems on public buildings in Maryland and the Severn Array was the result. WGL Energy (then WGES) financed the remainder of the Severn project cost and UMD purchases the electricity generated by the solar panels under a 20-year agreement with WGL Energy. Beginning in 2016 UMD will retain the RECs from this project so it has not been counted in the Option 1 total (for 2014) above.

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

Solar hot water panels installed at Ellicott Dining Hall in early 2010 provide about 30 percent of the energy needed to pre-heat domestic water for "the Diner." The system includes 20 panels with 3 solar storage tanks, pumps, temperature sensors, and controls. The University has also begun to install geothermal heat-pump systems in some of its newest buildings as of 2012.

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

In 2010, the University System of Maryland (USM) and the Department of General Services executed three (3), twenty year Power Purchase Agreements for renewable energy. The projects are:

- 16 megawatt solar project at Mount St. Mary's University
- 10 mega watt wind project in western Maryland
- 55 megawatt wind project in West Virginia

USM receives 1/3 of the output from each project. This equates to the University of Maryland receiving 15 percent of its purchased electricity from renewable sources. The Roth Rock Wind Farm (western Maryland), became operational in 2011, the Pinnacle Project-- also wind-- (West Virginia) and the solar project at Mount St. Mary's Univeristy (Maryland) became operational in 2012.

A brief description of the RECs and/or similar renewable energy products:

50,126 Green-e certified Renewable Energy Credits were acquired and retired for 2014. 2,860 Tier 2 Maryland-Eligible Renewable Energy Credits were purchased and retired for 2014. For more information on Maryland-Eligible RECs see the Maryland Public Service Comission's webpage of Frequently Asked Questions about the Maryland Renewable Energy Portfolio Standard Program at

http://webapp.psc.state.md.us/intranet/ElectricInfo/FAQ_new.cfm

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

<http://sustainability.umd.edu/content/campus/energy.php>

Grounds

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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Karen Petroff

Assistant Director, Arboretum/Horticultural Services
Arboretum & Landscape Services

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	1,332 <i>Acres</i>
Footprint of the institution's buildings	0 <i>Acres</i>
Area of undeveloped land, excluding any protected areas	330 <i>Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	985 <i>Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	17 <i>Acres</i>
Managed organically, third party certified and/or protected	0 <i>Acres</i>

A copy of the IPM plan:

The IPM plan :

Maintenance practices are developed with acknowledgement of the heavy use the landscape receives for recreational and academic purposes. Plant health is emphasized over pest control, and an environmentally sensitive system of integrated pest management is used to keep pest populations below acceptable thresholds. Recycling of organic material helps to build better soils and better plant health, and compliments Maryland's goal of using minimal pesticides.

Since January 2011, staff members from all different departments have volunteered to adopt specific areas on campus in order to reduce chemical use in those areas. Any staff member interested in reducing chemical use is encouraged to volunteer. Maryland also holds large-scale student volunteer activities, such as weed removal to control pests. The volunteers include sororities and fraternities, sports teams, clubs and court ordered volunteers.

A brief summary of the institution's approach to sustainable landscape management:

The pest management system focuses on the health of plants over removal of pests. If the plants are healthy and adapted to their environment they will withstand most pests. The adequate rainfall in the past spring allowed the university to almost completely avoid using potable water for landscape care during spring months. Waste is prevented largely by designing the landscape to include appropriately scaled vegetation. The university has also adopted a 40% canopy coverage goal. This includes aspiring to "inch for an inch" diameter canopy replacement with new trees when large trees are removed for construction projects.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

University of Maryland strives to plant a minimum of 50% native plants throughout the grounds. No planting of known invasive species occurs and the Maryland DNR's Do Not Plant list is honored. Volunteer groups are utilized for invasive control and removal projects. The arboretum and botanical garden are invaluable resources for Maryland's flagship campus. The native plant gardens are used to document, understand and learn about current and regionally important forces of nature and man. The gardens also serve to increase public environmental literacy for a sustainable future. The plants in our native gardens have been established from seeds collected by volunteers from construction-threatened populations in our region. The resulting plants provide a bank of locally valuable Maryland plant species and ecotypes and seed is collected and used to enhance managed meadows on campus. Unlike lawns, native grasses and wildflowers may thrive with minimal additional input. They are locally adapted to provide food and shelter for a variety of wildlife including migratory birds, insect pollinators, frogs and turtles. The Sun Garden is a prime example of one of Maryland's native plant gardens. It displays grasses, flowers, shrubs and trees that thrive with a lower level of supplemental watering and fertilizers.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

University of Maryland recycles all grass clippings on site through mulching lawn mowers. Leaves and other yard waste are composted through the City of College Park every fall and where practical, mulched directly into turf grass areas. Leaves and mixed debris, including weeds and branches, are collected on campus and taken to an offsite area for recycling. Maryland uses offsite composting because there is not enough land on campus. However, the Department of Building and Landscape Services receives some of the compost generated offsite back to use for landscaping on campus.

A brief description of the institution's organic soils management practices:

Where organic land practices are in place, the focus is on the health of soil biology. This creates thriving micro climates that support microorganisms that can improve the effectiveness of nutrient applications and reduce total nutrient additions.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

The university is constantly evaluating the use of alternative fuels. Options such as electric utility vehicles have been tested. Where possible and desirable native species are planted. Lawn fertilizer applications are kept to thresholds required to minimize soil erosion potential and areas funded through private endowment utilize organic nutrient sources. Every attempt is made to purchase products and plants locally.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

All new construction projects comply with regulations on installation of Environmental Site Design practices for management of stormwater. A current accounting of stormwater management facilities has logged 152 discreet facilities and their individual maintenance requirement, although full maintenance awaits funding. Volunteers and staff are utilized for maintenance activities such as trash and sediment removal, pruning and replanting of bioretention facilities and seasonal maintenance. In addition, restoration of the Campus Creek corridor is in the planning stage for implementation.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

The University of Maryland uses ice removal material that is as environmentally benign as possible and available to meet the goal of a safe and accessible campus.

A brief description of any certified and/or protected areas:

The Clarice Smith Center for the Performing Arts has 17 acres of land maintained with organic methods by a NOFA certified Land Care Professional. The wooded acreage currently in permanent forest conservation easement on campus is 70.56 acres. The location of the easements are near most water systems on campus, including Campus Creek, Paint Branch, and Northwest Branch and other tributaries to the Anacostia River.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://www.arboretum.umd.edu/sitepages/learn/managementStrategies.aspx>

Responsible Party

Karen Petroff

Assistant Director, Arboretum/Horticultural Services
Arboretum & Landscape Services

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

A brief description of identified species, habitats and/or environmentally sensitive areas:

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The University has signed a Long Term Protection Forest Conservation Easement with the Maryland Department of Natural Resources providing for permanent protection of designed easement areas and for updates to the easement agreement. Priority protected areas include stream buffers, wetlands, and steep slopes, affecting interconnected green corridors that also enhance water quality and habitat. Currently, the easement includes 70.56 acres of forest. In addition, creating a plant pollinator garden is an aspiration of the Grounds Management department. The garden would have plants that require pollinators, which would attract new wildlife to the area.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://sustainability.umd.edu/content/campus/forestation.php>

Purchasing

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.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

[EPP_VIII-310C-1.pdf](#)

The electronics purchasing policy, directive, or guidelines :

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

The Office of Sustainability trains student interns to meet with business managers in departments around campus to make sure they are aware of the University's Policies and Procedures for Environmentally Preferable Procurement, and offer tools and guidance on how to comply with the EPEAT directive. Through the Green Office Program, the Office of Sustainability educates offices around campus about green purchasing options and policies. The Green Office program check-lists include a link to the EPEAT website to help purchasers find the right computer for their needs. The Division of Student Affairs requires departments to report information about compliance with the EPEAT directive on an annual basis.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.president.umd.edu/policies/docs/VIII-310C.pdf>

Cleaning Products Purchasing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

Most chemical cleaning products included in expenditures on certified products are Green Seal certified. Some chemicals are certified as Designed for the Environment (by the US EPA) and we have no easy way to separate these out from Green Seal certified products. Biorenewable products are certified by the USDA to contain a certain percentage of bio-based raw materials.

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

[EPP_VIII-310C-1.pdf](#)

The green cleaning product purchasing policy, directive, or guidelines:

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

There are four custodial units responsible for cleaning buildings on campus: Facilities Management, Residential Facilities, Dining Services, and the Stamp Student Union staff. Each unit has been made aware of the policy and has developed a green cleaning program. All four units report and publish percent of expenditures on green cleaning products through the Office of Sustainability annually.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

1,307,952.86 US/Canadian \$

Total expenditures on cleaning and janitorial products:

1,722,286.57 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

Facilities Management's Housekeeping Services Unit is Green Seal 42 Certified. Nearly 100% of their paper products and floor chemicals are certified as green.

Residential Facilities' Housekeeping Unit is certified as a CIMS-Green Building organization through ISSA. They continue to use paper (toilet and roll towel) products that have post-consumer recycled content and are Green Seal certified.

Dining Services uses certified products for cleaning dishes, including pot soap, silverware soak, and dish machine rinse agent. To date it has been difficult for them to incorporate more certified products since dining areas and kitchens need to be cleaned with disinfectants

and no acceptable disinfectants have achieved Green Seal certification under the GS-53 Standards (see

http://www.greenseal.org/Portals/0/Documents/Standards/Position%20Statements/Antimicrobial_Cleaning_Products_Position_Statement.pdf

for information from Green Seal about disinfectants).

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

The sections of the cleaning contract(s) that reference certified green products:

Not applicable since all cleaning and house-keeping is done by in-house staff

The website URL where information about the institution's green cleaning initiatives is available:

<http://www.president.umd.edu/policies/docs/VIII-310C.pdf>

Office Paper Purchasing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Office Max recycled paper purchases increased by 17.3% in 2013. Rudolf recycled paper purchases increased by 25% in 2013. Virgin paper consumption was cut in half overall. Since a portion of virgin paper purchases consists of specialty papers (such as heavyweight, legal and 8"x14"), the Department of Procurement and Supply is working with UMD's office product suppliers to find environmentally responsible alternatives for each type of specialty paper.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[EPP_VIII-310C-1.pdf](#)

The paper purchasing policy, directive or guidelines:

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

followed :

The Office of Sustainability trains student interns to meet with business managers in departments around campus to make sure they are aware of the University's Policies and Procedures for Environmentally Preferable Procurement, and offer tools and guidance on how to comply with the Recycled Paper purchasing directive. Additionally, through the Green Office Program, the Office of Sustainability educates offices around campus about recycled paper purchasing options and policies.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	129,762 US/Canadian \$
50-69 percent	21,887 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	155,505 US/Canadian \$

Total expenditures on office paper :

412,249 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.president.umd.edu/policies/docs/VIII-310C.pdf>

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or 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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[social responsibility affidavit.docx](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The University has a Social Responsibility Affidavit, which ensures that Maryland only does business with socially and environmentally conscious companies. As part of a bid or proposal submitted to the Department of Procurement and Supply, each bidder or offeror is required to complete a Social Responsibility Affidavit affirming that they are in compliance with specified social responsibility laws. The university may terminate a contract for default if the bidder or offeror misrepresented relevant information or was non-compliant after a contract was awarded.

The university also has an Environmentally Preferable Procurement policy (EPP). The Director of Procurement sent a memo to all deans, directors, and department heads announcing the EPP, which includes a vendor code of conduct. One example of how the policy has influenced vendor behavior came in 2012 when one of our athletic facilities replaced carpeting and specified that the vendor use plant-based adhesive for the installation. That request actually encouraged the vendor to switch to plant-based adhesive for all of their projects.

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.president.umd.edu/policies/docs/VIII-310C.pdf>

Transportation

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

900

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	4
Plug-in hybrid	0
100 percent electric	11
Fueled with compressed natural gas (CNG)	10
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The university's vehicle fleet must comply with federal and state fleet requirements including the Energy Policy Act of 1992 and 2005 which requires that 75 percent of "covered" University fleet purchases (non-emergency vehicle weighing less than 8,500 pounds) be alternative fuel vehicles as defined by the Act. The university is committed to purchasing the most appropriate vehicles within the 75 percent requirement and striving to be innovative with the remaining 25 percent of covered vehicles, while balancing department needs and limited budgets.

The website URL where information about the institution's support for alternative fuel and power technology is available:

<http://www.dbs.umd.edu/motor/services/fueloil.php>

Student Commute Modal Split

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting 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.

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

Total percentage of students that use more sustainable commuting options:

60.50

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	39.50
Walk, bicycle, or use other non-motorized means	23.40
Vanpool or carpool	6.30
Take a campus shuttle or public transportation	29.70
Use a motorcycle, scooter or moped	1.10

A brief description of the method(s) used to gather data about student commuting:

The Department of Transportation Services conducts a biennial survey about transportation behaviors in order to collect this data.

The website URL where information about sustainable transportation for students is available:

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, 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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

47.94

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	52.06
Walk, bicycle, or use other non-motorized means	11.58
Vanpool or carpool	7.97
Take a campus shuttle or public transportation	27.33
Use a motorcycle, scooter or moped	1.06
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The Department of Transportation Services conducts a biennial survey about transportation behaviors in order to collect this data.

The website URL where information about sustainable transportation for employees is available:

<http://transportation.umd.edu/green.html>

Support for Sustainable Transportation

Responsible Party

Andrew Muir

Communications Coordinator

Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Department of Transportation Services offers secured bicycle and motorized scooter parking space for rental. These group lockers provide parking spaces within a caged area. The Bicycle Commuter Shower pass provides access to locker rooms in campus recreation buildings for registered bicycle commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The university has sharrows (shared lane markings) throughout campus so bicyclists and vehicle traffic are aware that bikes are allowed to be on the roads and that the road needs to be shared. There are also several paths on campus that connect to trails, leading to the city of College Park.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The City of College Park and the University of Maryland were awarded a state grant in 2012 to establish a bike sharing program. The program is currently being established.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a

similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

University of Maryland was recently recognized as a Gold level Bicycle Friendly University.

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Shuttle-UM is one of the nation's largest University transit services. With a fleet of over 60 vehicles, including hybrids and clean diesel models, Shuttle-UM provides transit service on and around the University of Maryland Campus to more than 2.6 million riders a year.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The Department of Transportation Services promotes the guaranteed ride program run by WMATA. There is also NITE Ride, after hours bus service provided by Shuttle-UM.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The University of Maryland provides a carpool matching program through ZimRide. All faculty, staff and students have free web access to the program.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Faculty, staff, and students can take mass transit to campus and have the flexibility of running errands during the day. The ZipCar program allows any member of the campus community to conveniently borrow a car when needed (reservation required). Gas, insurance, and maintenance are included.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

The Division of Student Affairs offers a telework program. Other divisions also allow teleworking at the discretion of an employee's supervisor.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

The Division of Student Affairs offers a Flextime work program. Flextime pertains to variable daily/weekly start and end times and can include a compressed work week. Flextime can be applied to certain positions (i.e., those that allow for more variance in their schedules), but not all positions.

Student affairs also provides an option for compressed work schedules, implementing either 4 ten hour days or 4 nine hour days and 1 four hour day.

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Administered by the College Park Housing Authority and the College Park City-University Partnership, the WORK & LIVE COLLEGE PARK program provides affordable home ownership opportunities for people working in College Park while minimizing the number of foreclosed homes in the area. Through this program, buyers may be eligible to receive 10% of the purchase price (up to \$35,000) in down payment and closing cost assistance towards a foreclosed home in College Park.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Sustainable transportation initiatives and programs:

<http://www.transportation.umd.edu/green.html>

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.transportation.umd.edu/green.html>

Waste

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold 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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The increase in solid waste generation is due largely to new construction and campus renovation projects. Until recently, much of the construction and demolition waste stream was not accurately tracked. During the baseline year (2005), reported data may not capture all of the construction related waste because tracking was not as thorough as it is now.

In the baseline year (2005) the university re-sold a research vessel, making the tonnage of reused, donated or re-sold waste notably higher than in subsequent years.

Sod and soil from construction was not included in these calculations.

Full-time equivalent of distance education students has not yet been included in UMD's calculations for this credit because accurate data is not currently available to the Office of Sustainability for the baseline year. This will be updated once accurate data becomes available. A small percentage of UMD students by headcount (estimated at less than 1% of FTE enrollment) are enrolled only in distance education courses.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	5,455.98 Tons	2,341.64 Tons
Materials composted	1,757.36 Tons	115.50 Tons
Materials reused, donated or re-sold	590.57 Tons	643 Tons
Materials disposed in a solid waste landfill or incinerator	3,697.61 Tons	9,203.39 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	11,741	9,556
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	34,495	31,726
Full-time equivalent of employees	9,105	7,605
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the waste generation baseline was adopted:

The waste generation baseline of 2005 was adopted as part of the university's 2009 Climate Action Plan (CAP). The CAP established increasing waste diversion as one of 40 plus strategies in the plan to move the university toward carbon neutrality. Targets of 60% and [Campus Sustainability Data Collector](#) | [AASHE](#)

75% waste diversion were set for 2010 and 2013 respectively; both targets were met on time.

A brief description of any (non-food) waste audits employed by the institution:

Facilities Management recently hired an independent contractor to conduct a waste audit of both the trash and recycling streams of select campus residence halls, all three campus dining halls, and the campus student union. Student Affairs plans to use the results to gauge the effectiveness of the current recycling program and to determine the possible volume that could be diverted by expanding collection of compostable materials.

Twice a year Facilities Management conducts internal waste audits using campus student groups. These internal waste audits help to teach students about proper waste separation and to gauge the overall effectiveness of the waste diversion program.

A brief description of any institutional procurement policies designed to prevent waste:

The "University of Maryland Policies and Procedures for Environmentally Preferable Procurement" is a document outlining all implemented policies to prevent waste. The document "encourages procurement of environmentally preferable goods and services including, but not limited to: Existing surplus property and materials for re-use, Energy efficient equipment and appliances, Renewable energy supplies, Energy performance contracts, Environmentally sensitive design and construction of new and renovated facilities, Materials having recycled content, Water saving equipment and appliances, recyclable products, compostable materials, non-hazardous materials and biodegradable products."

<http://www.president.umd.edu/policies/docs/VIII-310C.pdf>

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Terrapin Trader serves as the University of Maryland's surplus redistribution center. Once labeled as surplus, items such as lab equipment, chairs, tables, computers, monitors, and other items are collected by Terrapin Trader and resold. The office is open to students, staff, and faculty, both to drop off and purchase surplus products. Auctions are also held. In addition to these services, Terrapin Trader also participates in an "Adopt-a-School" program. Under this program, Terrapin Trader works with one elementary school, one middle school, and one high school from the surrounding area each year and addresses their needs using the surplus products they have acquired.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The entire University of Maryland course catalog, complete with course schedules and instructor information, is available online. Class selection and registration are done exclusively online through Testudo.

A brief description of any limits on paper and ink consumption employed by the institution:

To print in most computer labs or libraries on campus, students must pay a small fee for each print job. The prices are as follows: Black and white print jobs cost 10 cents per page for one-sided documents, and 14 cents per page for two-sided documents. These prices are increased to 50 and 70 cents, respectively, for color-printer jobs. Patrons can pay to print using Terrapin Express (a university payment system) or by purchasing a photocopy access card.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

UMD's "Trash to Treasure" donation drive is a partnership with Goodwill, Student Government Association, Residence Hall Association, Residential Facilities, Resident Life and the campus Recycling Group in Facilities Management. Collection stations are set up around campus to collect donated material from residents as they move out of the halls. Donated materials include TVs, clothes, small pieces of furniture, small appliances, and carpets. In addition, "Terrapin Junktion", a community yard sale during Move-Out, provides an outlet for unwanted goods and benefits the surrounding College Park community by offering low prices for household goods.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The university has adopted the Mini Bin trash collection program. All university employee work stations have a mini trash can that the campus employee must empty into a communal trash can and a recycling bin that university housekeepers service. This program encourages all university staff to be mindful of all the waste they are generating and be responsible for properly disposing of it themselves. All administrative and academic buildings on campus have adopted this program.

Many university offices and departments also participate in the Green Office program. This is a voluntary program aimed at promoting sustainable activities. Many action items to become certified a Green Office encourages waste reduction. Examples of these action items include: pledging to cancel unwanted catalogs and junk mail, eliminating disposable dishware for personal use and at office meeting and events, using inter-office envelopes for campus mailings, and buying coffee, condiments, and other kitchen supplies in bulk to reduce packaging waste.

http://www.sustainability.umd.edu/content/culture/green_offices.php

A brief description of any food waste audits employed by the institution:

In Fall 2014 the University of Maryland hired an independent contractor to conduct an analysis of the waste stream generated by various facility types within the Division of Student Affairs. The primary objective of the analysis was to estimate types and quantities of recyclable components in the waste stream and compare results to the previous analyses conducted in 2002 and 2008. The contractor identified areas where there has been an increased effort to divert recyclables through waste sorting and collecting information on waste and recycling from faculty.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

There are multiple policies in place to reduce the food waste, prep waste and spoilage in pre-consumer food in all dining facilities at the University of Maryland. Everything is cooked to order, reducing leftovers and waste. Staff training focuses on reduction of spoilage through appropriate labeling and management of inventory. There is emphasis on the "first-in, first out" method to ensure that all product

is used effectively. Micro-filtration is used on cooking oils to extend their lifespan. This has reduced the use of cooking oils by over 50%. Used cooking oils are sent to Greenlight Biofuels to be converted into biodiesel fuel. Produce, specifically vegetables, are purchased whole from distributors and prepared based on need for unit. This extends the shelf-life of the produce.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Composting food waste takes place in four major locations: the Diner, South Campus Dining Room, 251 North, and at the Stamp Student Union. There are also a few other buildings on campus where occupants separate food and paper towel waste from recyclables and trash, including the Center for Young Children and the a large office building. All composted waste is hauled and tracked (in tons) by Facilities Management and reported back to the campus community in the Office of Sustainability's annual Progress Report.

Food that has been prepared and cannot be effectively reused in the dining halls (but is still safe for consumption) is donated to those in need through our partnership with the Food Recovery Network. The Food Recovery Network is a network of student groups and individuals at UMD volunteering to recover the surplus food from the dining halls and sports games and donate it to hungry men, women and children in the DC area.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

UMD-Dining Services began a pilot for reusable carryout containers in November 2011, which continues to expand. The department has partnered with student groups, including the Residential Hall Association and Peer Education Volunteer Program, to inform students about the containers, raffle off additional containers, and develop an educational video on how to participate in the program. Since implementation, UMD-Dining Services has seen a 43.5% increase in reusable carryout program participation from 1,662 uses during the pilot, 26,007 uses in the spring 2012 semester, and 91,075 uses in the 2013-14 academic year.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All utensils, trays, plates, bowls and cups are reusable for dine-in meals. There is a reusable carryout container program. All of the disposable carryout containers are either compostable or recyclable.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Students, faculty and staff that use reusable cups for any fountain beverages and coffee/tea/etc in the dining halls, shops, and cafes across campus will receive a \$.20 discount. Students who participate in the reusable carryout program also receive a financial benefit by paying a one-time fee (reusable carryout) rather than a per transaction fee (disposable carryout).

A brief description of other dining services waste minimization programs and initiatives:

Dining Services partnered with student groups to launch a "bag the bag" marketing initiative to reduce the use of plastic bags on campus. Staff training, informational signage, and event promotions were used to change campus behavior. Additionally, excess, working

equipment and supplies are sold through Terrapin Trader or used at another location on campus. Equipment beyond repair is used for parts and recycled.

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.sustainability.umd.edu/content/campus/recycling.php>

Waste Diversion

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

30,272.20 Tons

Materials disposed in a solid waste landfill or incinerator :

3,769.76 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

As part of the University of Maryland Climate Action Plan (CAP), the campus put in place strategies to achieve waste diversion targets. So far waste diversion is on track and targets have been met ahead of schedule. Targets, as stated in the CAP, are to reach a 60 percent diversion rate by 2010 (a 63 percent diversion rate was actually achieved) and a 75 percent diversion rate by 2013 (a 78 percent diversion rate was actually achieved). In 2014 UMD successfully recycled 55.66% of the campus waste and diverted 88.93% from landfills. The large increase in diversion rate is directly related to a large excavation project on campus. A description of programs and initiatives helping to increase the campus waste diversion rate is available online at

<http://www.sustainability.umd.edu/content/campus/recycling.php>

A brief description of any food donation programs employed by the institution:

Since September 2011, UMD-Dining Services has partnered with the Food Recovery Network to improve waste reduction and enhance campus social responsibility. The Food Recovery Network is a student-led organization started at UMD that collects unused food from

the dining halls, catered events, and concessions program and donates it to those in need in Washington, D.C. and the College Park, Maryland areas. The Food Recovery Network partners with numerous student groups on campus to recruit student volunteers who salvage unused food and transport it to local shelters. UMD-Dining Services Senior Executive Chef and unit management teams coordinate with the student leaders in order to effectively and safely run this program.

A brief description of any pre-consumer food waste composting program employed by the institution:

UMD-Dining Services works with the Department of Building and Landscape Services to compost pre-consumer food wastes in the Diner, South Campus Dining Room, Denton/Catering and at the Student Union. Pre-consumer food waste from the Salad Room at South Campus dining hall is turned into soil amendment on site, and the product is then used for campus rooftop gardens.

A brief description of any post-consumer food waste composting program employed by the institution:

UMD-Dining Services works with the Department of Building and Landscape Services to compost post-consumer food wastes in the Diner, South Campus Dining Room, Denton/Catering and at the Student Union. Composting is also being utilized at large special events including Maryland Day and the SGA Crab Fest and Spring BBQ. Post-consumer food waste and paper towel composting is made available by Building and Landscape Services in select office building kitchens and bathrooms.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes

Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Construction and demolition materials recycled, donated, or otherwise recovered:

8,809.29 Tons

Construction and demolition materials landfilled or incinerated :

72.15 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

For all new construction and major renovation, the LEED-NC Materials and Resources credit on Construction Waste Management is mandatory as stated in the University of Maryland's Design Criteria/Facility Standards Manual.

As of fall 2012, the University of Maryland has put in place a new system to better track waste from small campus renovation projects and ensure proper recycling. A collaborative effort between FM's Campus Projects, FM's Solid Waste and Recycling Unit and the Office of Sustainability, this recycling effort generates about 300 to 800 tons of recyclable waste per year. The newly implemented program shifts waste produced by campus renovation projects from disposal by local contractors to collection and delivery to local recycling facilities by UMD's Waste and Recycling Group. Having outside contractors dispose of the waste was a pass-through cost and the new program allows the university to ensure it is properly recycled at no additional cost to the projects. This project is a win-win effort because it benefits the individual projects while advancing campus sustainability goals.

Hazardous Waste Management

Responsible Party

Scott Lupin

Associate Director and Director
Environmental Safety/Office of Sustainability

Criteria

Part 1

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.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

<http://www.des.umd.edu/compliance/factsheet/hazwaste.html>

"---" 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:

Researchers, labs, and other entities on campus that generate hazardous waste are encouraged to find and use alternatives materials to minimize the quantity of waste generated . In addition, researchers are asked to scale-down their experiments when possible, so as to use less hazardous product. Finally, the use of hazardous materials is disincentivized with stringent security requirements. Some chemicals or other wastes have been identified as potentially dangerous in the wrong hands, and so several safety procedures (security cameras, deadbolts, etc.) may be necessary for some labs that utilize such chemicals. In addition, to laboratory uses, university operations seek non-hazardous and less-hazardous products for use in building construction, renovation and maintenance.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The University of Maryland Department of Environmental Safety has created a website to track and register chemical, biological, and radioactive waste for disposal. After a waste generator has completed an online training program, they may schedule a waste pick-up with DES. The waste is stored in a permitted Part B Hazardous Waste Facility where wastes are packaged, labeled and securely stored per regulation and permit prior to transport and disposal. Hazardous wastes are typically shipped within 60-90 days of pick-up, but in rare cases, unique wastes may be stored for a longer period per regulation. This is often done to more efficiently dispose of chemicals or, in the case of radioactive material, to allow them to decay to safer levels. Universal waste is largely collected, tracked and shipped to permitted facilities in the same manner as hazardous waste.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant releases of hazardous materials

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All recycled electronic equipment at the University is considered surplus equipment and is collected by Terrapin Trader. Functional equipment may be sold to the general public and that which cannot be sold or does not work is sent to a qualified e-Stewards certified vendor where it is deconstructed into individual components, which are then recycled.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

By sending e-waste to an electronics recycling business that has been certified by e-Stewards, UMD is ensured that this e-waste is recycled responsibly. The university's Environmental Affairs unit conducts periodic compliance inspections of the receiving facilities.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://des.umd.edu/hw/rest/manual/manual.pdf>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

2012 was used as the performance year because the Office of Sustainability has not yet been able to obtain accurate data for non-potable water consumption in 2013 and 2014. Facilities Management will begin reporting annually to the University Sustainability Council on water consumption, water reuse and recycling, and other water related goals in 2015.

Full-time equivalent of distance education students has not yet been included in UMD's calculations for this credit because accurate data is not currently available to the Office of Sustainability. This will be updated once accurate data becomes available. A small percentage of UMD students by headcount (estimated at less than 1% of FTE enrollment) are enrolled only in distance education courses.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	497,487 Gallons	550,159 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	482,987 Gallons	550,159 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	11,779	9,556
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	33,932	32,420
Full-time equivalent of employees	8,797	7,973
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	14,386,061 Square Feet	13,236,841 Square Feet

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,250 Acres	1,250 Acres

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

14,500 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

The University of Maryland has 3 water harvesting units. All units are cisterns that capture rainwater for reuse. They are located at Washington Quad, Knight Hall and Denton Quad. The Washington Quad, surrounded by residence halls, now features a stormwater irrigation system. A 10,000 gallon cistern receives stormwater from the roofs of the surrounding buildings. A computer controlled system then directs the water to a drip irrigation system to the plant beds nearby. The system eliminates the need to water all the planted beds during warm periods.

Knight Hall, home to the school of Journalism, is a green building surrounded by green space that now captures the rain that falls on the site in a 10,000 gallon cistern buried under the courtyard. This system collects rainwater from roof drains, channels the water through a high capacity filter in the courtyard, and stores it in an underground cistern. A drip irrigation system detects the amount of moisture in the soil so that plants are only watered as needed. When the irrigation system calls for water, pumps send water from the cistern through the irrigation system for distribution on-site.

A brief description of any water metering and management systems employed by the institution:

There are 66 buildings on Maryland's campus that have water meters at the building level. Some irrigation is also metered. Facilities Management uses data from these meters to detect changes in water consumption and monitor progress toward the university's water conservation goal to reduce potable water consumption by 20% between 2014 and 2020.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Many restroom fixtures have been replaced with automatically flushing, low capacity units. New and renovated restrooms have equipment required under the University's Design Criteria Facilities Standards. Many more installations are planned. once completed, there is a predicted 5 million gallons per year reduction. All toilets/urinals in the residence halls are low-flow with an adjustable water-use option. All faucets/shower-heads have had low-flow disks installed. There is an anticipated reduction of 1.5 million gallons per year due to all residence hall upgrades.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Residential Facilities is conducting a test to see the effectiveness of replacing top load washing machines with water conserving, front load units. The findings will then be used to determine changes in laundry room specifications to require low-consumption machines. There is a plan for autoclaves in Laboratories to be monitored to determine the high-water use units. With this data, the use of the high-water use units can be minimized and new units can be at or below baseline data. This will hopefully reduce water usage by 3 million gallons per year. There are also many equipment replacement and operations alterations planned for Dining services. This should amount to a .25-.5 million gallons per year reduction.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UMD uses xeriscaping to reduce water use. Plants with lower moisture requirements are preferred. Furthermore, the Cumberland Hall and Adele Stamp Student Union green roof systems exploit the ability of plants to absorb and transpire rainwater. Organic mulches are also preferred and help to preserve moisture in the soil. Soil moisture sensors, reduced flow irrigation heads, and drip irrigation have further enhanced our ability to efficiently use limited water resources in times of drought.

A brief description of any weather-informed irrigation technologies employed by the institution:

UMD now has areas with automatic irrigation systems that are operated by moisture sensors, such as those installed on the Engineering Fields (athletic fields). These sensors require water to be used only when the soil is too dry, instead of simply running the sprinklers on a timer.

A brief description of other water conservation and efficiency strategies employed by the institution:

The HVAC Equipment utilizes water in cooling towers. New standardized controls for level sensing, make-up valves and water treatment are planned. These new sensors would reduce water waste and survey water before and after chemical treatment measures were deployed. The potential water savings is 4.5 million gallons per year.

The website URL where information about the institution's water conservation and efficiency initiatives is available:

<http://www.sustainability.umd.edu/content/campus/water.php>

Rainwater Management

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

Submission Note:

<http://sustainability.umd.edu/content/campus/stormwater.php>

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Green roof designs have been incorporated on two campus buildings, Cumberland Hall and the Adele Stamp Student Union within the last several years. These vegetated roof systems exploit the ability of plants to absorb and transpire rainwater, slowing or eliminating storm water runoff. They also insulate structures from extremes of heat and cold, reducing heating and cooling costs and possibly extending the life of roofing structures as well as reducing heat island effects.

Rain Gardens are used in and near parking lots to slow, cool and filter stormwater before it reaches tributaries of the Chesapeake Bay. Cisterns, which capture rainwater for use as needed to irrigate landscape plants, have been incorporated in several areas, including Washington Quad and Knight Hall. The cisterns further reduce the movement of excess storm water off campus.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Temporary stormwater management is required for construction that disturbs more than 5,000 square feet of land and/or 100 cubic yards of excavation. The University requires the implementation of Environmental Site Design (ESD) to the maximum extent practicable (MEP). Approved ESD techniques include, rain gardens, bioretention, green roofs, permeable paving and cisterns. Management of stormwater is split between Facilities Management and the Department of Environmental Safety.

A brief description of any rainwater harvesting employed by the institution:

The University of Maryland has three water harvesting units. All units are cisterns that capture rainwater for reuse. They are located at Washington Quad, Knight Hall and Denton Quad. The Washington Quad and Denton Quad cisterns have been working effectively since installation. There were initial problems with the Knight Hall cistern, but the problems have since been fixed. There is also a proposed Groundwater Reclamation system at the Physical Sciences Complex that will utilize approximately 6,000 gallons of groundwater a day for use in toilet flushing throughout the facility. The groundwater is currently pumped to the storm sewer system. The proposed system will save the University over 2 million gallons of potable water. This system will reduce the University's carbon footprint by eliminating the additional energy used to treat and transport the potable water around campus. The system is currently being reviewed by the Prince George's County Health Department. The University submitted the proposed Memorandum of Understanding in November 2014 and are awaiting a response.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

There is a rain barrel installed at the Center for Young Children on campus. There is also a rain barrel installed at Stamp Student Union. There may be other rain barrels on campus as well.

<http://greencyc.weebly.com/2012-2013-highlights.html>

A brief description of any living or vegetated roofs on campus:

The Department of Residential Facilities installed a green roof system on Cumberland Hall in 2008. The green roof covers approximately 65 percent roof surface with approximately 6,000 square feet of plantings. The Cumberland Hall roof is characterized as an "extensive" green roof meaning the depth of the growing media is between 3" - 6" and the plants are low growing, low maintenance, and drought resistant. Extensive green roof systems are not designed to accommodate foot traffic.

There is also a partial green roof installed at the Stamp Student Union. The original roof installation in 2009 failed in essence by disintegrating to 'fine' and preventing the plants from flourishing. In conjunction with the Department of Plant Science & Landscape Architecture, Stamp brought in The Furbish Company, an industry leader in green roof installations to work on the re-installation of the green roofs during the spring of 2013. Once the new vegetated roofs are in place, Stamp has entered in to a stewardship program with Plant Science faculty to use the new system as 'learning research labs' for their students and which will also help to insure long term success!

Green roofing systems have also been employed on the Landscape Services Heavy Equipment Building, the Transportation Services Shuttle Facility, and the Physical Sciences Complex.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Maryland installed permeable pavement at Symons Hall, an academic building used by the College of Agriculture & Natural Resources. Variations of porous paving are being used at the service drive for the Clarice Smith Performing Arts Center, and the Labyrinth and the Memorial Chapel. Gravelpave has been installed on the Denton Quad.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

There are few rain gardens installed throughout campus. The largest rain garden is located on the South East edge of the Xfinity Center parking lots. Further, the women's field hockey field acts a water filtration system and slows down stormwater running off of Xfinity Center and commuter parking lots.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Maryland has bioretention ponds behind the Clarice Smith Performing Arts Center, Comcast Center, the Animal Science Building, and the Chesapeake Building, as well as at other locations on campus.

A brief description of any bioswales on campus (vegetated, compost or stone):

Lot FF by Comcast Center and the University House utilize vegetated swales.

A brief description of any other rainwater management technologies or strategies employed by the institution:

A variety of decentralized Low Impact Development (LID) projects are used around campus to help absorb stormwater before it enters local creeks. Read more at

<http://www.sustainability.umd.edu/content/campus/stormwater.php#LID>

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://sustainability.umd.edu/documents/UMDwaterReport2014web.pdf>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Scott Lupin

Associate Director and Director
Environmental Safety/Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Ranked #13 among "Cool Schools" by Sierra Magazine in 2014. Recognized as a Campus Sustainability Leader on the College Sustainability Report Card. Received the STARS Gold Rating from the Association for the Advancement of Sustainability in Higher Education in 2014. Awarded over \$500,000 in University Sustainability Fund grants for campus sustainability projects. Initiated and completed several multi-stakeholder workgroups to identify institutional goals and strategies around Sustainable Buildings and Energy; Sustainable Water Use and Watershed; and Education for Sustainability.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The University Sustainability Council exists to advise the President, the Office of Sustainability, and the campus community about issues related to the integration of sustainability into campus operations. Campus operations include the physical campus as well as the University's core missions of teaching, research, and service. To assist the University in implementing its Climate Action Plan, the

Council considers the costs and benefit of various carbon reducing expenditures as well as policy activities that support carbon neutrality and sustainability. The Council also administers the University Sustainability Fund, a Fund established through undergraduate student fees. the Fund supports campus-wide sustainability proposals which are approved through the Council.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Membership in the Council includes Vice Presidents (or designees), the Director of Engineering and Energy, The Director of Sustainability, faculty, and students some of whom are permanent members while others have fixed terms.

The website URL where information about the sustainability committee(s) is available:

http://www.sustainability.umd.edu/content/about/sustainability_council.php

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The University of Maryland Office of Sustainability supports and advances environmental performance, economic prosperity and social equality through a variety of initiatives. The staff facilitates the development and implementation of sustainable policies, practices and curricula for the campus community, and measures and reports performance.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

5

The website URL where information about the sustainability office(s) is available:

http://www.sustainability.umd.edu/content/about/office_of_sustainability.php

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Scott Lupin - Director

A brief description of each sustainability officer position:

The Director of Sustainability reports to the Vice President of Administrative Affairs and Finance. The position manages the Office of Sustainability staff, coordinates material and research for the University Sustainability Council, and partners with departments around campus to advance the university toward its goal of becoming a national model of a green university. The Director also serves as Associate Director of the Department of Environmental Safety and is responsible for the Environmental Affairs Unit. Therefore, this individual is also largely responsible for campus compliance with environmental regulations and managing environmental risk.

The website URL where information about the sustainability officer(s) is available:

http://www.sustainability.umd.edu/content/about/office_of_sustainability.php

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

1. Strategic Plan-
http://www.umd.edu/strat_plan/index.cfm
2. Sustainable Food Commitment -
<http://dining.umd.edu/greendining/food/sustainable-food-commitment>
3. Facilities Master Plan -
<https://www.facilities.umd.edu/sitepages/FPmasterplan.aspx>
4. Climate Action Plan -
http://rs.acupcc.org/site_media/uploads/cap/278-cap.pdf
5. President's Energy Initiatives 2014 -
<http://umdrightnow.umd.edu/news/umd-announces-presidents-energy-initiatives>
6. Arboretum and Botanical Garden -
<https://www.facilities.umd.edu/arboretum/SitePages/About/ArboretumAndBotanicalGarden.aspx>

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes

Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	No
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

The College of Behavioral and Social Sciences Sustainability Plan was released in April of 2014. The plan lays out action the college can take to assist the university in attaining the goal of carbon neutrality by 2050. Some of the actions include participating in the Green Office Program, starting the Green Classroom initiative, using education to inform behavior change and reducing energy and water consumption.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Climate Action Plan Objectives:

1. Educate first year undergraduate students about sustainability by utilizing the Student Sustainability Advisors to teach a lesson sustainability in freshmen seminar classes by the Fall of 2010.
2. Compile learning outcomes to guide the creation of new courses for the General Education portion of the Strategic Plan by the Spring 2009.
3. Implement sustainability requirements in the CORE curriculum for undergraduates by 2012.
4. Integrate themes of sustainability throughout various disciplines using the Chesapeake Project, a multi-day workshop that helps faculty integrate sustainability through various disciplines, by the Spring of 2009.
5. Establish sustainability minor, major, undergraduate and graduate degrees by 2012.
6. Foster active learning programs, such as summer internship programs on campus to study the local environment, by Summer of 2010.

College of Behavioral and Social Sciences Sustainability Plan:

1. Expand the number of participants in the Chesapeake Project, a multi-day workshop that helps faculty integrate sustainability through various disciplines. The college set a goal of having at least one faculty member per department participate by December 2016, two

faculty members participate by 2018 and 30 faculty members from the college participate by December of 2020.

2. Develop a detailed plan for integrating sustainability into the college academics by December 2014.

Accountable parties, offices or departments for the Curriculum plan(s):

The Provost and Deans are responsible for the curriculum plans with involvement by the University Sustainability Council.

The College of Behavioral and Social Sciences Sustainability Work Group is responsible for the College of Behavioral and Social Sciences Sustainability Plan.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

The measurable objectives, strategies and timeframes included in the Research plan(s):

1. Maintain and publish a list of potential climate action items that may help reduce campus emissions and for which insufficient data or research are available to guide decisions by the Fall of 2009.

2. Actively consider sustainability and climate-related research and education programs in its portfolio of solicitations for donor support and alumni giving by the Fall of 2009.

3. The Provost and Vice President for Research should look at the impacts of internally funded research proposals on GHG emission reductions and campus sustainability when evaluating those proposals by Fall 2009.

4. Encourage the faculty to bring forward to the General Research Board (GRB) and other internal and external funding sources projects that reduce GHG emissions and help overcome other sustainability-related challenges by Fall 2009.

5. Establish campus awards for outstanding undergraduate, graduate, and faculty research that will lead to reduced carbon emissions and/or enhanced campus sustainability. Researchers investigating topics such as alternative energy, carbon neutral buildings, behavior change strategies for energy conservation, etc. would be eligible by Fall 2009.

Accountable parties, offices or departments for the Research plan(s):

The University Sustainability Council and Division of Research.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The University of Maryland's Strategic Plan, "Transforming Maryland: Higher Expectations," was released in 2008. It provides a road map for reaching the university's goals from 2008 - 2018 which include sustainability.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The Strategic Plan establishes 2018 as the date by which it will achieve the Strategic Plan's stated vision, goals and strategies.

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office of the Provost is responsible for implementing the University of Maryland's Strategic Plan. Other units include the Office of Sustainability, Office of Community Relations, Marketing and Communications and several administrative and academic units.

A brief description of the plan(s) to advance Public Engagement around sustainability:

The University of Maryland's Strategic Plan, "Transforming Maryland: Higher Expectations," was released in 2008. It provides a road map for reaching the university's goals from 2008 - 2018.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Strategic Plan establishes 2018 as the date by which it will achieve the Strategic Plan's stated vision, goals and strategies.

Accountable parties, offices or departments for the Public Engagement plan(s):

The Office of the Provost is responsible for implementing the University of Maryland's Strategic Plan.

A brief description of the plan(s) to advance sustainability in Air and Climate:

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The Climate Action Plan includes over 40 measurable strategies examples of which include:

1. The University of Maryland will work to become a carbon neutral campus by 2050 with milestone reductions of 15% by 2012; 25% by 2015 ; and 50% by 2020.
2. The Office of Sustainability will publish a greenhouse gas inventory every year starting in 2008.
3. Increase use of public transit for commuting, which will eliminate the need for 250 commuter permits by 2015.
4. Increase the use of Shuttle-UM for commuting, which will eliminate the need for 2,250 commuter permits by 2015.
5. Increase the use of carpooling, which will eliminate the need for 400 commuter permits.

Accountable parties, offices or departments for the Air and Climate plan(s):

The University Sustainability Council is responsible for the University of Maryland Climate Action Plan with further accountability among several individual units which lead strategies aimed to reduce the carbon footprint and meet educational goals.

A brief description of the plan(s) to advance sustainability in Buildings:

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

The UMD Sustainability Goals consolidates goals and strategies published in various documents to make it clear to see the University of Maryland's trajectory related to sustainability.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Climate Action Plan

1. Develop a policy to seek state support for carbon neutral new buildings through increase energy efficiency; renewable applications on site; and renewable energy procurement.
 2. Conduct a cost benefit analysis of LEED Silver and Gold buildings on campus to determine the life cycle energy costs from buildings of different achievement levels. Clarify LEED policy as appropriate.
 3. Retrofit nine energy intensive buildings by 2011 to increase energy efficiency. Continue groups of building retrofits every 2-5 years.
-

UMD Sustainability Goals

1. Operate all new buildings and major renovations as carbon neutral through a combination of energy efficient design and utilizing renewable energy.
2. Enhance environmental performance of buildings and utilities on campus.
3. Expand and maintain single stream recycling in all campus buildings and for campus events.

Accountable parties, offices or departments for the Buildings plan(s):

The University Sustainability Council is responsible for the University of Maryland Climate Action Plan and Facilities management is responsible for developing and attaining building plans.

The Office of Sustainability is responsible for the UMD Sustainability Goals.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Dining Services, operated by the University, has established a Sustainable Food Commitment which has established a goal of sourcing 20% of its food from sustainable sources by 2020. Dining Services operates several sustainability programs including food compost collection, green dining and Terp Farm, a new sustainable farm operation.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Source 20% of food from sustainable sources by 2020.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

On Earth Day 2014, the President announced new energy initiatives to further the campus effort to achieve its 2020 Climate Action plan goal.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

1. Reduce campus energy consumption 20% by 2020 from 2005 baseline levels.
2. Reduce campus energy consumption 25% by 2025 from 2005 baseline levels.
3. Develop a policy to seek state support for carbon neutral new buildings through increase energy efficiency; renewable applications on site; and renewable energy procurement.
4. Retrofit nine energy intensive buildings by 2011 to increase energy efficiency. Continue groups of building retrofits every 2-5 years.
5. Reduce total campus energy use 5% from 2005 levels through behavior modification.
6. Consider carbon offsets to accomplish carbon neutrality by 2050.
7. Install a 6,560 kWh photovoltaics operation near AV Williams.

Accountable parties, offices or departments for the Energy plan(s):

The University Sustainability Council, and the Divisions of Administration and Finance and Student Affairs are responsible for the Energy plans and initiatives.

A brief description of the plan(s) to advance sustainability in Grounds:

The University of Maryland Climate Action Plan was released in August 2009, and sets the major goal of climate neutrality for the university by 2050. The plan has goals in the power and operations, transportation, solid waste and education and research sectors that will move the university toward carbon neutrality.

The Facilities Master Plan 2011 - 2030 explores opportunities and challenges for the University of Maryland. It explores how UMD will promote environmental stewardship and sustainability, utilize its land, handle vehicular and pedestrian traffic and carry out capital improvement projects.

The university also established the campus as an Arboretum and Botanical Garden and is a Tree USA school.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Climate Action Plan

1. Explore landscaping opportunities to reduce maintenance and other emissions, including mowers, leaf blowers, trucks, and other power equipment needed to maintain plants and grass.
2. Develop on-campus composting facilities in order to provide free mulch to campus grounds.

Facilities Master Plan

1. Build an Arboretum nursery research and holding facility for new, research, and replacement material at the Humphrey Property in conjunction with a forest conservation easement.
2. Restore and improve existing wetland and pond, add new ponds on holes 3 and 7 to improve storm event storage and improve conditions on Campus Creek while minimizing potable water use for irrigation.

The Arboretum goals include:

The goals of our Campus Arboretum are:

1. To display our campus landscape, forestry, plants, and natural heritage dating from the University's beginnings to the present,
2. To educate our community and visitors about our campus's natural environment, and
3. To model UMD's vision of a green university

Accountable parties, offices or departments for the Grounds plan(s):

The University Sustainability Council is responsible for the University of Maryland Climate Action Plan. Facilities Management is responsible for the Facilities Master Plan 2011 - 2030 and the Arboretum and Botanical Garden.

A brief description of the plan(s) to advance sustainability in Purchasing:

The University of Maryland Environmentally Preferable Procurement Policies and Procedures was approved by the President in 2009, and revised in 2012. This document promotes the principles of responsible environmental stewardship in the University's procurement practices.

The UMD Sustainability Goals consolidates goals and strategies published in various documents to make it clear to see the University of Maryland's trajectory related to sustainability.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Environmentally Preferable Procurement Policies

1. By July 1, 2012 only general purpose office paper made from 100% post-consumer recycled content will be procured.
2. Promote the procurement of post-consumer recycled-content paper products (such as colored office paper, writing pads, message pads, and file folders) from Forest Stewardship Council certified sources.
3. Purchase vegetable oil based inks.
4. Purchase EPEAT certified green electronic equipment.
5. Purchase carbon-neutral energy sources.
6. Purchase low or no VOC painting products, adhesives and solvents.

UMD Sustainability Goals

1. Purchase only renewable energy from the grid by 2020.

Accountable parties, offices or departments for the Purchasing plan(s):

Campus Sustainability Data Collector | AASHE

The University of Maryland Department of Procurement and Supply is responsible for implementing the Environmentally Preferable Procurement Policies and Procedures.

The Office of Sustainability is responsible for the UMD Sustainability Goals.

A brief description of the plan(s) to advance sustainability in Transportation:

The Facilities Master Plan 2011 - 2030 explores opportunities and challenges for the University of Maryland. It explores how UMD will promote environmental stewardship and sustainability, utilize its land, handle vehicular and pedestrian traffic and carry out capital improvement projects.

The Climate Action Plan provides specific strategies to reduce single occupancy commuter travel to campus.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

1. Use consistent environmental way finding signage throughout campus for pedestrians, bicyclists, and vehicle drivers.
2. Redesign parking lots to improve the safety, access, and comfort for pedestrians and bicyclists.
3. Facilitate movement on and along Campus Drive to enhance the pedestrian experience, accommodate bicycles, and maintain access for vehicles.
4. Limit vehicular access on Campus Drive between Tawes Hall and Anne Arundel Hall and on Stadium Drive between Regents Drive and Paint Branch to support the pedestrian connections on campus.
5. Install bicycle dismount zones in heavy pedestrian areas, for example the front of South Campus Dining Hall, to decrease conflicts between bicyclists and pedestrians.
6. Establish 11 foot vehicular travel lanes as the standard, preferred lane width throughout campus to reduce pedestrian crossing distances, minimize impervious surfaces, and provide traffic calming benefits.
7. The Climate Action Plan specifies a reduction of 4190 commuter parking permits through an expansion of bus, biking, car/van-pooling and walking.

Accountable parties, offices or departments for the Transportation plan(s):

Facilities Management is responsible for the Facilities Master Plan 2011 - 2030. The Department of Transportation Services operates the university Shuttle Bus system and its alternative transportation programs.

A brief description of the plan(s) to advance sustainability in Waste:

The University of Maryland Climate Action Plan and sets the major goal of climate neutrality for the university by 2050. The plan has goals to reduce the quantity of landfilled waste.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

1. Increase campus-wide recycling, composting, and material reuse efforts to increase the total quantity of solid waste diverted from disposal facilities: 60% by 2010 and 75% by 2013 (over 2005 levels).

Accountable parties, offices or departments for the Waste plan(s):

The University Sustainability Council is responsible for the University of Maryland Climate Action Plan. Facilities Management and several other units are responsible for carrying out specific waste reduction and minimization strategies.

A brief description of the plan(s) to advance sustainability in Water:

The Sustainable Water Use and Watershed Report was developed to evaluate the University's existing goals, standards and practices relative to water management and to make recommendations for improved performance. The report was published in 2014.

The Facilities Master Plan 2011 - 2030 explores opportunities and challenges for the University of Maryland. It explores how UMD will promote environmental stewardship and sustainability, utilize its land, handle vehicular and pedestrian traffic and carry out capital improvement projects.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Sustainable Water Use and Watershed Report:

1. Reduce purchased potable water use from 500 million gallons per year to 400 million gallons per year (20% reduction) by the end of calendar year 2020.
 2. Complete a water audit by the end of 2015.
 3. In preparation for the pending NPDES MS4 permit, the University should immediately begin planning for meeting the 20% treatment requirement using environmental site design to the maximum extent practicable.
 4. Restore Campus Creek by 2020.
-

Facilities Master Plan 2011 - 2030

Reduce total and per capita water consumption campus by 2030. To accomplish the university will:

1. Eliminate discharge of mechanical systems wastewater (i.e. condensate, blowdown, etc.) to storm sewers by maximizing reuse of this water wherever feasible for beneficial purposes.
2. Upgrade campus irrigation technologies to reduce water demand (match actual soil conditions).
3. Install efficient fixtures in all buildings on campus.
4. Develop a water and wastewater master plan that will review current and future water demand, specify strategies and goals for using alternative sources of water supply and reducing discharges to surrounding streams and the Washington Suburban Sanitary Commission.
5. Conduct a feasibility study to identify opportunities to capture stormwater, gray water, and industrial wastewater for reclamation and beneficial reuse.

Accountable parties, offices or departments for the Water plan(s):

University Sustainability Council and the Office of Sustainability are responsible for the Sustainable Water Use and Watershed Report. Facilities Management is responsible for the Facilities Master Plan 2011 - 2030 and carrying out the majority of the strategies in the Sustainable Water Use and Watershed Report.

A brief description of the plan(s) to advance Diversity and Affordability:

The Strategic Plan for Diversity at the University of Maryland, entitled "Transforming Maryland: Expectations for Excellence in Diversity and Inclusion," was released in December of 2010.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

1. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President’s Cabinet.
2. The university will create an Office of University Diversity led by the chief diversity officer.
3. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units.
4. Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success.
5. The university will implement the new general education plan with Diversity requirements that increase undergraduates’ knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The University Senate is responsible for the Strategic Plan for Diversity.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Strategic Plan specifically states that we will become a model of a green university.

The website URL where information about the institution's sustainability planning is available:

<http://sustainability.umd.edu/documents/Reports/UMDSustainabilityPlan.pdf>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Assuming the students are in good academic and judicial standing, any student, regardless of type or level of education, is eligible to run for University Senate. Furthermore, any student has the opportunity to volunteer to be apart of any of the University Senate's committees. Finally, all students have the opportunity to attend and participate in University Senate meetings.

In addition to University Senate, the University of Maryland also features a number of smaller governing bodies such as the Student Government Association, the Graduate Student Government Association, and the Residence Hall Association to name a few.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Each type of student (part-time undergraduate, full-time undergraduate, part-time graduate, full-time graduate) elects a certain number of student representatives to sit on the University Senate based on their college or academic program. Only those in a certain college can vote for that college's representative(s).

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The Board of Regents, which approves of the University's mission and vision statements, includes one student representative.

Several committees across campus develop new policies, programs and initiatives, many of which contain student representatives. For instance, the Student Affairs Committee, which reviews policies for non-academic student life on campus, has 10 undergraduate student representatives and 4 graduate student representatives.

5 students contributed to various areas of the most recent strategic plan released in 2008.

Several students sat on sub-committees for the most recent Facilities Master Plan 2011 - 2030. The plan lays out the management of existing resources on campus while exploring opportunities for new construction.

5 students contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for how the University will be marketed and how information will be communicated to the campus community.

5 students contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for programs and projects on campus.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. (Exempt staff are in categories 1 and 2; non-exempt staff are in categories 3-6.)

1. Executive, Administrative and Managerial Staff
2. Professional Staff
3. Secretarial and Clerical Staff
4. Technical and Para-Professional Staff
5. Skilled Crafts

6. Service and Maintenance

Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof. (Bylaws 2.1.a) For purpose of representation in the Senate, staff constituents are defined as those who hold a full-time permanent appointment as defined by the applicable University definitions and classifications. (Plan of Organization 3.3.a) Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank. Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a Senate staff member. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for Senate. Staff members may not stand for Senate elections while in the probationary period of employment.

- See more at:

<http://www.senate.umd.edu/elections/eligibility.cfm#sthash.JUPX6taz.dpuf>

In addition to serving as a senator, any staff member has the opportunity to volunteer to be apart of any of the University Senate's committees. Finally, all staff members have the opportunity to attend and participate in University Senate meetings.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Each group on campus, such as undergraduate students, faculty, non-exempt staff, and exempt staff, elect representatives to serve on the University Senate. Currently, several staff with non-supervisory rolls serve on the Senate.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Several committees across campus develop new policies, programs and initiatives, many of which contain staff who do not have supervisory responsibilities. For instance, the Campus Affairs Committee, which advises the University senate, has a non-exempt, non-supervisory staff member.

Two non-supervisory staff members contributed to various areas of the most recent strategic plan released in 2008.

Several staff members sat on sub-committees for the most recent Facilities Master Plan 2011 - 2030. The plan lays out the management of existing resources on campus while exploring opportunities for new construction.

Two non-supervisory staff members contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for how the University will be marketed and how information will be communicated to the campus community.

Two non-supervisory staff members contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for programs and projects on campus.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty constituents are defined as: those who hold a full-time tenured or tenure-track appointment at the rank of Professor, Associate Professor, Assistant Professor or a rank recognized by the University as equivalent to these, Librarians, and Instructors and Lecturers who have job security. Representatives to the Senate shall be elected from those faculty constituents who have been under contract to the University at least since August of the academic year during which the elections is held. (Plan of Organization 3.2.a and 3.2.b)

Faculty Senators shall be elected in accordance with the individual Plan of Organization of their College or School, or, for library faculty, the Plan of Organization of the Library, as approved by the Senate. One faculty senator shall be elected for each 17 faculty members, or major fraction thereof (11 or more). Faculty serving as administrators shall be considered members of the units in which they hold faculty rank and are thus eligible for election to the Senate from those units. However, notwithstanding the above rate of representation, each College or School with fewer than 9 faculty members shall be entitled to elect one senator.

- See more at:

<http://www.senate.umd.edu/elections/eligibility.cfm#faculty>

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

University Senate's Chair, Chair-Elect, and Parliamentarian are all UMD faculty members.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The Council of University System Faculty advises the Board of Regents, which approves of the University's mission and vision statements, includes faculty from the University of Maryland College Park Campus.

Several committees across campus develop new policies, programs and initiatives, most of which contain faculty representation. For instance, the Student Affairs Committee, which reviews policies for non-academic student life on campus, has 3 faculty representatives.

Several faculty members contributed to various areas of the most recent strategic plan released in 2008.

Several faculty members sat on the steering committee and several sub-committees for the most recent Facilities Master Plan 2011 - 2030. The plan lays out the management of existing resources on campus while exploring opportunities for new construction.

One faculty member sits on the Finance Committee, which manages the overall budget of the University of Maryland College Park.

Several faculty members contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for how the University will be marketed and how information will be communicated to the campus community.

Several faculty members contributed to various areas of the most recent strategic plan released in 2008. The strategic plan sets priorities for programs and projects on campus.

The website URL where information about the institution's governance structure is available:

<http://www.senate.umd.edu/aboutus/index.cfm>

Diversity & Affordability

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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated 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.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

University of Maryland’s Senate Committee on Equity, Diversity, and Inclusion (EDI) advises the Office of Diversity & Inclusion in recommending policies that fulfill the provisions of the Code on Equity, Diversity, and Inclusion. Its mission is to foster better human interaction among all individuals and groups, and to advise in the prevention and eradication of all forms of discrimination on the campus.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.senate.umd.edu/committees/edi/index.cfm>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The UMD Summer Diversity Conference is for all students, faculty, and staff. The Conference involves presentations focused on current directions in research and practice in cultural competence, diversity, and psychological health, with an emphasis on basic science findings and their real-world application.

umddiversityconference.eventbrite.com/

Additionally, the University of Maryland, School of Public Health has a website on cultural competency and health disparities. Developed to help health professionals, public health practitioners, students, and others find information on cultural competency and health disparities.

Other opportunities that are open to all University affiliated members include access to online training that focuses on educating the participants on issues such as diversity and inclusion, to using culturally inclusive language.

The University recently provided the entire campus with a membership to an online education tool that provide different avenues of learning. Of note, several of the lessons online deal with the topics of leading with emotional intelligence and cultivating social awareness.

The website URL where information about the cultural competence trainings is available:

http://sph.umd.edu/epib/cultural_competency/
Campus Sustainability Data Collector | AASHE

Assessing Diversity and Equity

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The University of Maryland has a group called the Campus Assessment Working Group (CAWG) in which one of the subjects it reports is on diversity. This assessment centers on student awareness of diversity, inclusiveness on campus, and focus on tolerance. There are also plans in place to develop a survey to measure the effects of diversity and inclusion and an online Climate Assessment Survey is planned as well that will survey graduate students on an annual basis concerning the impact of their diversity-related educational and co-curricular experiences, as well as their perceptions on campus climate. With oversight from the CDO, town meetings plan to be held to evaluate progress in achieving equity and diversity goals and make recommendations to the President as well.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Division of Student Affairs has several Diversity Initiation projects planned, with the foremost mentioned project is based around an inventory of current practices, programs, and data on Diversity and Inclusion on campus. This will entail a survey of all of the Departments within the Division and catalog their existing practices. The inventory will be of existing practices, programs, and data on areas related to diversity, including but not limited to creating inclusive organizational climates, student diversity education programs, recruitment and retention of diverse organizational staffs, inclusive strategies for organizational decision-making and problems solving, and equitable professional practice.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The same diversity initiatives outlined by the Division of Student Affairs also calls for efforts to engage Division staff on the development of multicultural capacities, in addition to the same inventory of practices, programs, and data on diversity and inclusion for staff as well.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

<https://www.irpa.umd.edu/CAWG/Reports/diversity.shtml>

Support for Underrepresented Groups

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

Gender Neutral Bathroom List:

http://thestamp.umd.edu/Portals/1/Documents/Gender_Neutral_Bathrooms.pdf

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The University of Maryland has an abundance of programs that support underrepresented groups within the student body. The Multicultural Involvement and Community Advocacy (MICA) has many connections with different parts of campus and serves University of Maryland students, staff, faculty, and alumni of all gender identities and sexual orientations to establish and maintain a safe, inclusive, and welcoming campus environment for people of all sexual orientations and gender identities or expressions. In pursuit of its vision, the Center builds community and networks; provides support and resources; fosters leadership; educates and promotes academic excellence; and advocates for equity. The University's Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center has developed programs like the Rainbow Terrapin Network, Speakers Bureau, LGBT Scholarship Fund, Lavender Convocation, and Lavender Graduation.

The University also has a Nyumburu Cultural Center that has served the UMD community since 1971 and continues to build on its

foundations as the center for black social, cultural and intellectual interaction. Nyumburu's productions and activities include lectures and seminars, art exhibits, workshops in the dramatic arts, dance, and music. Academic courses in blues, jazz, gospel performance and creative writing are also offered. The center has a large number of programs including the Nyumburu Leadership Series, Sisterhood of Unity and Love (SOUL), Black Male Initiative (BMI) Program, Annual New Student Welcome, Miss Unity Scholarship Pageant, Black History Month Programming, The Maryland Gospel Choir, Black Explosion Newspaper, Dance Afrika!, Literature Conference, Adopt-A-Road, Tribute to our Warriors, Graduation Seniors Banquet, Annual Student Awards Ceremony, Kwanzaa Celebration, Shades of Harlem Performing Arts Ensemble, Student & Community Outreach to Campus Organizations, Black Ministries Program (Sunday Inspirational Worship Service).

The Office of Multi-ethnic Student Education (OMSE) serves undergraduate multi-ethnic students to increase rates of matriculation, retention, graduation and overall GPA. OMSE provides programs and resources that support undergraduate students in their goals to achieve academic and personal success at the University of Maryland. While many of the students OMSE serves are high achievers, others experience academic and personal challenges that have an impact on their ability to thrive at the University. OMSE's programs aim to increase rates of matriculation, retention, graduation among under-represented students. Currently, over 9,600 students are served. OMSE'S programs include the Academic Excellence Society, College Success Scholars, Sister to Sister, Annual Pow Wow, and the Tutorial Program.

The University's Global Communities program allows students to earn a Global Competencies notation on their transcript. The students are united by a common interest in the world at large, whether or not they have actually traveled internationally. They take courses together to gain the knowledge and skills needed to excel in an interdependent society and learn to communicate across cultural boundaries. They participate in globally-oriented events and activities outside of the classroom and global experiences, such as internships, education abroad, and service learning. The location near Washington DC gives access to people and institutions that bring the world to the students' doorstep. Students live together and create a close-knit and supportive community. The program encourages students to embrace the world and seek to understand and experience it.

Other Programs include....

In the Office of Diversity & Inclusion: Diversity Leadership Internship Program, Words of Engagement Intergroup Dialogues
University of Maryland Incentive Awards Program (IAP)

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.umd.edu/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

From the University of Maryland's Department of Public Safety:

"It is the policy and commitment of the University of Maryland at College Park not to discriminate on the basis of race, color, creed, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution in its education programs, activities, admissions, or employment policies."

ACTIONS

If you believe that you are a victim or a witness of an ACT OF DISCRIMINATION against a person with a disability, YOU SHOULD report the incident to the: If you believe that you are a victim or a witness of an RRES INCIDENT, YOU SHOULD report the incident to the:

Disability Support Services

301-314-7683 TTY 301-314-7682 Voice
Human Relations Programs Compliance Officer
301-405-2838
University Police
301-405-3555
Campus Compliance Officer
301-405-2838

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.umpd.umd.edu/PATROL/Resources_Hate_Bias.cfm

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 from underrepresented groups 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 a program or programs to help build a diverse faculty 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:

The Associate Provost for Faculty Affairs, Juan Uriagereka has created many programs for faculty including a program called Advancing Faculty Diversity that brings together faculty of color to form a network designed to strengthen each other's career advancement and find way to better attract and retain faculty of color.

The website URL where more information about the faculty diversity program(s) is available :

http://www.provost.umd.edu/diversity/reporting_units.html

Affordability and Access

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

"---" 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 any policies and programs to minimize the cost of attendance for low-income students:

University of Maryland Incentive Awards Program (IAP) was initiated in 2001 to recognize and reward young people who want to better their life opportunities through a college education. The program specifically targets students who, despite adverse life situations, demonstrate academic ability, uncommon persistence and maturity. Students receive full financial support (tuition, fees, room and board) for their undergraduate studies at the University of Maryland. The heart of the University of Maryland Incentive Awards Program is the development of individual character, community, responsibility and leadership within an intimate community of peers, advisors and faculty mentors. The cohort students that form the core of this community benefit from outstanding academic and support programs and are also active in their home activities as role models for future incentive Award candidates.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The University has a program called the Center for Teaching Excellence that facilitates and supports new innovations in teaching, helps faculty teach more efficiently and effectively, and oversees faculty learning communities that address current and future educational needs of the University. CTE works with colleges, departments, programs, and individuals to enhance student learning and recognize excellence in teaching through workshops, ceremonies, and awards and consultations. CTE created The Inclusions and Diversity Course Transformation Project (IDCTF) that seeks to develop innovative teaching approached and learning modules focused on inclusion and diversity that can be used in a variety of courses and disciplines.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Academic Achievement Programs (AAPs) primarily serve educationally disadvantaged, low-income, and first generation college students. They provide academic support, advising and counseling, skill enhancement, and tutoring for these populations and for students with disabilities. Academic Achievement Programs include, the Intensive Educational Development (IED), Educational Opportunity Center (EOC), the Ronald E. McNair Post-Baccalaureate Achievement Program (McNair), the Summer Transitional Program, and Student Support Services (SSS).

A brief description of the institution's scholarships for low-income students:

A brief description of any programs to guide parents of low-income students through the higher education experience:

Upward Bound counselors help students and parents locate financial assistance to fund future college education expenses. Through individual and group guidance, counselors assist students and parents with exploring scholarship resources as well as navigating the federal financial aid process. Students are guided through completing the paperwork necessary for assistance applications. Financial aid workshops are provided periodically. The Office of Admissions at Maryland also offers extensive outreach programs and gives information to the parents. The Office of Community Engagement has regular community events that engage parents, teachers, and the broader community and offer parental support programs.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

University of Maryland Incentive Awards Program (IAP) was initiated in 2001 to recognize and reward young people who want to better their life opportunities through a college education. The program specifically targets students who, despite adverse life situations, demonstrate academic ability, uncommon persistence and maturity. Students receive full financial support (tuition, fees, room and board) for their undergraduate studies at the University of Maryland. The heart of the University of Maryland Incentive Awards Program is the development of individual character, community, responsibility and leadership within an intimate community of peers, advisors and faculty mentors. The cohort students that form the core of this community benefit from outstanding academic and support programs and are also active in their home activities as role models for future incentive Award candidates.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

12,099

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

3,326

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

2,144

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

See internal notes for information.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

12,099

Number of employees of contractors that receive sustainable compensation:

2,144

A brief description of the standard(s) against which compensation was assessed:

Salary is surveyed across the state and the D.C. metro region for common job titles that span across industries (landscaping, administrative assistance, etc.). UMD uses the market average to set the midpoint of the salary range. A minimum wage for each position is set at 20% below the market average and the maximum wage is set at 20% above the market average. The exempt and non-exempt compensation schedules are updated on alternating years. Compensation specialists are used to determine how the pay for the exempt and

nonexempt schedules should or should not change.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Any university employee with a job title is paid at least (\$10.99/hour), which falls into the category 2 of the University System of Maryland's nonexempt salary structure.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Any university employee with a job title is paid at least (\$10.99/hour), which falls into the category 2 of the University System of Maryland's nonexempt salary structure.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest paid temporary staff are paid minimum wage (\$8.00/hour).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest paid student employees are paid the minimum wage (\$8.00/hr).

The local legal minimum hourly wage for regular employees:

8 US/Canadian \$

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 faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

DOTS Self Study survey evaluated satisfaction of all employees and data was used to develop recommendations for improving transportation services.

ADVANCE program conducts a work satisfaction survey of faculty. During the Fall 2012 survey, 784 tenure track professors responded, or approximately 47% of all tenure track faculty.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The ADVANCE program publishes a research brief following the research survey.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.advance.umd.edu/sites/default/files/documents/evaluations/2013/2013-Satisfaction-with-UMD.pdf>

Wellness Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

Faculty Staff Assistance Program:

<http://www.health.umd.edu/fsap>

Campus Recreation Services Membership:

<http://www.crs.umd.edu/cms/Membership/PayrollDeduction.asp>

Career Center Resources:

http://www.careers.umd.edu/section.cfm?section_id=3

Garden of Reflection and Remembrance:

http://thestamp.umd.edu/student_involvement/memorial_chapel/garden

University Health Center

<http://www.health.umd.edu/>

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

Yes or No

Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution’s wellness and/or employee assistance program(s):

Faculty Staff Assistance Program - Available to meet with all full and part-time employees for assessment, referral and in many instances, short-term counseling services at no cost. When referrals are made, attention is paid to the employee's ability to afford such services, the location of the provider and the provider's area of expertise. The program also helps employees weave their way through the maze of managed care and insurance providers, insuring that the employee receives the best services available. In many cases when an employee cannot afford to seek help outside of the University, the FSAP will often provide the service on campus.

The University Health Center offers services to faculty, staff and students including Primary Care; International Travel Clinic, Allergy, and Immunization Services; Women's Health; Pharmacy; Occupational Health; Massage and Acupuncture; Dental Services; Meditation; Tobacco Cessation; Nutrition; and Workers' Compensation & Fitness for Duty.

Faculty/staff have free access to use the fitness and recreational facilities at the School of Public Health, the Reckord Armory and Cole Fieldhouse. They also have the option to purchase a full membership to Campus Recreation Services through payroll deduction. Students have access to a wide array of recreational facilities, including gyms, a swimming pool, and weight rooms through Campus Recreation Services. Membership to Campus Recreation Services is paid through student fees.

The University of Maryland works from a broad definition of wellness that in addition to physical wellness, the concept of well-being also extends to spiritual, vocational, intellectual, social and emotional dimensions. In relation to this, faculty/staff resources are available from the Career Center, and the Memorial Chapel contains a Garden of Reflection and Remembrance, whose goal is to be a lush, open space for meditation.

The website URL where information about the institution's wellness program(s) is available:

<http://www.health.umd.edu/wellness>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	195	174
Full-time equivalent of employees	8,338	7,840

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

A brief description of when and why the workplace health and safety baseline was adopted:

These dates were selected as information was available for this five year time period.

A brief description of the institution's workplace health and safety initiatives:

The Department of Environmental Safety provides several services (such as inspections) through multiple offices, such as the Office of Research Safety, Environmental Affairs and the Occupational Health and Safety Office to ensure compliance with regulations and safe working practices on campus.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://des.umd.edu/>

Investment

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.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers 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.

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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible 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 Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://www.usmf.org/usmf/about/about-usmf/annual-report/>

Innovation

Innovation

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
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

We are still in the process of deciding which programs we will use for our next public STARS Report. Once we have made a final decision that this program will be included, we will seek a letter of affirmation from an expert external to UMD.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Green Tidings Food Truck, Sustainable Mobile Food

A brief description of the innovative policy, practice, program, or outcome :

In 2013, UMD's catering operation launched Green Tidings, a mobile food truck exclusively serving the University of Maryland in College Park. The mission of Green Tidings is to feature local, sustainable cuisine providing a fresh, new way for students, staff and faculty to eat on campus. Green Tidings purchases its food from local farmers and various vendors who are certified humane or local in the PA, MD, VA, & NJ areas, and updates its menu regularly based on seasonal produce. In it's first year of operation the Green Tidings Food Truck served 11,740 customers. Customer's favorite dishes included Grilled Herb Marinated Salad, Grill Steak Sandwich, and Gourmet Grilled Cheese. By providing a focused, fun, sustainable dining option, Green Tidings is helping to educate the campus population about making sustainable food choices. All food is also served with compostable utensils, containers and cups so nothing that comes from the truck has to be discarded to a landfill.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[GreenTidings_Innovation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No

Dining Services	Yes
Energy	No
Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://umdgreentidings.com/>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Terp Farm, Sustainable Food Commitment

A brief description of the innovative policy, practice, program, or outcome:

Terp Farm is the University of Maryland's sustainable farming operation dedicated to growing produce for the campus dining program, supporting educational opportunities for students, and providing food to those experiencing food hardship. In 2014, Dining Services, in collaboration with the College of Agriculture and Natural Resources and the Office of Sustainability, launched a three year pilot program for the farm. The College of Agriculture and Natural Resources provided two acres of land at the Central Maryland Research and Education Center in Upper Marlboro, MD; researchers at the facility share technical advice and expertise with Terp Farm. Terp Farm helps fulfill a major component of Dining Services' Sustainable Food Commitment: purchasing 20% local and sustainable foods by 2020. In it's first year of operation Terp Farm produce 6,967 pounds of produce and continues to build its network of stakeholders, all invested in sustainable food and agriculture.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

74 students worked or volunteered at Terp Farm in its first season: 3 as staff, 23 through living learning programs, and 48 through academic courses. Over 4,000 lbs of produce from Terp Farm was used in UMD's dining halls, and approximately 2,500 lbs of produce from Terp Farm was used in UMD's catering operations.

A letter of affirmation from an individual with relevant expertise:

[TerpFarm_Innovation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No

Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

food deserts, hunger

The website URL where information about the innovation is available:

<http://terpfarm.umd.edu/>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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Submission Note:

We are still in the process of deciding which programs we will use for our next public STARS Report. Once we have made a final decision that this program will be included, we will seek a letter of affirmation from an expert external to UMD.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

The Partnership for Action Learning in Sustainability (PALS)

A brief description of the innovative policy, practice, program, or outcome:

The Partnership for Action Learning in Sustainability (PALS) is administered by the National Center for Smart Growth at the University of Maryland, College Park (UMD). It is a campus-wide initiative that harnesses the expertise of UMD faculty and the energy and ingenuity of UMD students to help Maryland communities become more environmentally, economically, and socially sustainable. PALS is designed to provide innovative, low-cost assistance to local governments while creating real-world problem-solving experiences for University of Maryland graduate and undergraduate students.

The wide range of disciplines collaborating through PALS allows the partnering jurisdiction to address many real-world challenges. Faculty, who volunteer for the PALS program because of their interest and commitment to action learning, incorporate the jurisdiction's specific issues as part of their course's applied exercise. Students then get to put classroom concepts and inventive thinking to work to complete these sustainability-focused projects while working with a real client and producing a useful product for the partner city or county.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[PALS_Innovation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No

Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Service Learning, Public Policy

The website URL where information about the innovation is available:

<http://smartgrowth.umd.edu/PALS>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

We are still in the process of deciding which programs we will use for our next public STARS Report. Once we have made a final decision that this program will be included, we will seek a letter of affirmation from an expert external to UMD.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

bikeUMD, gold-level Bicycle Friendly University

A brief description of the innovative policy, practice, program, or outcome:

Over the past two years, biking has continued to grow on campus and UMD is earning the recognition to prove it. The League of American Bicyclists announced their award winners for their Bicycle Friendly University (BFU) program. One of only 10 schools to earn the gold level or higher designation in the League of American Bicyclists' Bicycle Friendly University (BFU) program and the only BFU in the state, UMD leads the way for bicycle programming in Maryland and the region.

The bikeUMD program has been integral in helping achieve this honor. bikeUMD is a collaboration between the University of Maryland's Department of Transportation Services and Campus Recreation Services, which work to promote and support all bicycle related activities and initiatives on UMD's campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In 2014 bikeUMD installed 82 shared lane markings on campus, installed 7 bicycle repair stations, added almost 700 bicycle parking spaces and increased the semester rental bike fleet by 30%.

A letter of affirmation from an individual with relevant expertise:

[bikeUMD_Innovation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes

Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	Yes
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.dots.umd.edu/bike.html>