



# University of Minnesota, Duluth

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

**Date Submitted:** Feb. 26, 2015

**STARS Version:** 2.0

# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>11</b>
Curriculum	11
Research	35
<b>Engagement</b>	<b>46</b>
Campus Engagement	46
Public Engagement	71
<b>Operations</b>	<b>87</b>
Air & Climate	87
Buildings	96
Dining Services	107
Energy	115
Grounds	124
Purchasing	132
Transportation	144
Waste	157
Water	172
<b>Planning &amp; Administration</b>	<b>182</b>
Coordination, Planning & Governance	182
Diversity & Affordability	202
Health, Wellbeing & Work	217
Investment	226
<b>Innovation</b>	<b>236</b>
Innovation	236

*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

<b>Credit</b>
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	No	No
Medical school	Yes	Yes
Pharmacy school	Yes	Yes
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

## 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:**

UMD aimed to be as inclusive as possible in reporting our STARS data. This submission reflects data for our entire main campus, and also includes research and other facilities near our campus as well, including the Natural Resources Research Institute and Coleraine Minerals Research Center, and the Large Lakes Observatory. As a result, 55 buildings are included, with a total square footage of over 3,000,000 square feet.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

977,604,000 US/Canadian \$

### Total campus area:

244 Acres

### IECC climate region:

Very Cold

### Locale:

Mid-size city

### Gross floor area of building space:

3,516,202 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

321,060 Square Feet

### Floor area of healthcare space:

6,463 Square Feet

### Floor area of other energy intensive space:

51,661 Square Feet

### Floor area of residential space:

489,434 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
--	---------------------------------------------

<b>Biomass</b>	0.70
<b>Coal</b>	69.70
<b>Geothermal</b>	0
<b>Hydro</b>	2.50
<b>Natural gas</b>	0.50
<b>Nuclear</b>	0
<b>Solar photovoltaic</b>	0
<b>Wind</b>	10.50
<b>Other (please specify and explain below)</b>	16.20

**A brief description of other sources of electricity not specified above:**

As purchased by Minnesota Power, from

[http://www.mnpower.com/CustomerService/CostDisclosure?TargetFrame=\\_blank](http://www.mnpower.com/CustomerService/CostDisclosure?TargetFrame=_blank)

(Note: 11 MWH of solar energy generated at UMD not included)

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	0
<b>Geothermal</b>	0

Natural gas	100
Other (please specify and explain below)	0

**A brief description of other sources of building heating not specified above:**

---



# Academics and Demographics

## Criteria

n/a

---

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

### Number of academic divisions:

5

### Number of academic departments (or the equivalent):

34

### Full-time equivalent enrollment:

10,146

### Full-time equivalent of employees:

1,527

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

9,987

### Total number of graduate students:

1,106

### Number of degree-seeking students:

10,190

### Number of non-credit students:

903

### Number of employees:

1,639

### Number of residential students:

3,005

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# 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.

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

# Academic Courses

---

## Responsible Party

**Irina Bezroukova**

Senior Data Analyst

UMD Institutional Research

---

## 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::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,076	591
<b>Number of sustainability courses offered</b>	37	2
<b>Number of courses offered that include sustainability</b>	38	4

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

30

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

42

**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):**

---

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

The UMD Liberal Education Requirement focuses on preparing students to become engaged global citizens. Students are required to take courses outside of their concentration and, in the Fall of 2012, Sustainability was added as an area of emphasis to the liberal education requirement. Courses that meet this Sustainability Lib Ed Requirement are considered "sustainability courses."

The University of Minnesota-Duluth offers courses, throughout various departments, that relate to sustainability. Educating students about sustainability is a theme in a variety of courses offered by the university, and we include these as "courses that include sustainability."

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

<https://umsustain.wp.d.umn.edu/education-and-research/sustainability-related-courses-at-umd/>

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

For 'sustainability courses', we used the current Liberal Education Requirements listing.

For 'courses that include sustainability', staff and interns in the UMD Sustainability office searched the course catalog to find courses that include sustainability. Follow-up emails and phone calls to faculty for questions helped refine this list.

**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	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	Yes
Clinical	Yes
Physical education	Yes
Performance arts	Yes

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

Yes

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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 Liberal Education Requirement for Sustainability was implemented for the first year in 2012. Expected enrollment is around 11,000 and a Sustainability course is required by all 11,000 expected graduates who fall under these LE guidelines.

"---" 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:**

2,254

**Total number of graduates from degree programs:**

2,254

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

[2014\\_LibEdSustainability.docx](#)

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

All UMD graduates, starting in Fall 2012, will have a 3-credit sustainability course requirement through the Liberal Education Requirements for graduation. The category is described as: "Courses that focus on ways in which the science of the natural environment interacts with economic, social, and political forces in a local, national and/or global context."

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

Accounting

ACCT 3705 – Volunteer Income Tax Assistance

Anthropology

ANTH 3888 – Anthropology of Food

ANTH 4623 – Anthropology and Contemporary Human Problems

ANTH 4631 – Anthropology and the Environment

ANTH 4633 – Ethnobotany

ANTH 4653 – Senior Seminar

Art and Design

ART 3305 – Sustainability Studio: Theory and Practice

Biology

BIOL 1001 – Biology and Society

BIO 1012 - General Bio II

BIO 1012 - Evolution

BIOL 1010 – Home Horticulture

BIOL 4803 – Field Ecology

Chemical Engineering

CHE 1020 – Sustainable Engineered Systems

CHE 1143 - Life Cycle Analysis

CHE 2001 – Introduction to Environmental Engineering

CHE 2111 – Materials and Energy Balances

CHE 2121 – Thermodynamics

CHE 3251 – Introduction to Pulp and Paper Process Technology

CHE 4501 – Chemical Engineering Design I

CHE 4603 – Biorenewable Resources

Chemistry

CHEM 1103 - Aspects of Chemistry

CHEM 1105 – From the Industrial Revolution to Green Chemistry

CHEM 2212 – Environmental Chemistry

CHEM 2212 - Principles of Green Chemistry

Civil Engineering

CE 1100 – Green Homes

CE 1100 - Geologic Principles for Civil Engineers

CE 3026 – Project Management



CE 4515 - Sustainable Design and Construction  
CE 5515 - Sustainable Design and Construction  
Communication  
COMM 3405 – Health Campaigns  
COMM 3620 – Controversy in the Boundary Waters  
Cultural Studies  
CST 1101 – Introduction to Cultural Studies  
CST 4500 – The New Commons: Activism, Culture, History  
Economics  
ECON 3721 – Natural Resource and Energy Economics  
Education  
EDUC 1201 – Managing Planet Earth  
EDUC 4234 – Science, Technology, and Society  
Electrical and Computer Engineering  
ECE 5501 – Energy Conversion Systems  
Environmental Education  
ENED 4555 – Foundations of Environmental Education  
ENED 5325 – Environmental Issues Investigation  
Environment and Sustainability  
ES 1001 – Introductory Seminar  
ES 2095 – Special Topics (recently: Sustainable Agriculture Field Techniques)  
ES 2803 - Issues in Global Ecology  
ES 3100 – Sustainable Food Systems  
ES 3500 – Ecological Economics  
ES 4010 - Seminar  
ES 4090 - Internship Preparation  
ES 4097 - Internship  
Environmental Science  
ESCI 2210 – Science and Management of Environmental Systems  
ESCI 3102 – Renewable Resources  
Geography  
GEOG 1202 – World Regional Geography  
GEOG 1304 – Human Geography  
GEOG 2306 – Environmental Conservation  
GEOG 1414 - Physical Geography  
GEOG 3334 – Urban Geography  
GEOG 3461 – Geography of Global Resources  
GEOG 3481 – Urban Ecology  
GEOG 5573 – GIS in Regional Sustainability Applications  
Geology  
GEOL 1110 – Geology and Earth Systems  
GEOL 1130 – Introduction to Environmental Science  
GEOL 1610 – Oceanography  
Health  
HLTH 3101 – Community Health  
HLTH 1100 - Health and Wellness Strategies for Life  
HLTH 3500 – Environmental Health  
Management Studies

MGTS 4495 – Sustainable Management  
Marketing  
MKGT 3751 – Marketing Ethics  
Philosophy  
PHIL 3325 – Environmental Ethics  
Physics  
PHYS 1035 – Energy  
Psychology  
PSY 3211 – Group Dynamics  
Social Work  
SW 1210 – Global Issues  
Sociology  
SOC 4860 – Environmental Sociology  
Spanish  
SPAN 2550 – Globalization and Sustainability in Latin America  
Urban and Regional Studies  
URS 1001 - Introduction to Urban and Regional Studies  
Water Resources Science  
WRS 5101 - Water Policy  
Women’s Studies  
WS 3600 - Ecofeminist Theories and Practices  
WS 3775 – Women, Globalization, and Food

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

<http://www.d.umn.edu/catalogs/current/#le>

# Undergraduate Program

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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*.

---

"---" 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):

Environment and Sustainability B.A.

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

The mission of the environmental studies program is the preparation of effective future environmental problem solvers. The program strives to teach: 1. Key environmental concepts from a wide variety of academic disciplines; 2. How these concepts interact and manifest themselves in our most critical modern day environmental problems ; 3. The root causes of these problems as well as potential solutions; and 4. Key strategies and considerations for effective implementation of these solutions

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

<http://www.d.umn.edu/geog/ES/main/about.html>

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

Environmental Science B.S.

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

Students completing the Environmental Science degree have a firm background in physical and life sciences, and a basic understanding of: Existing environmental policies and regulation and the legislative process of their formation, the major environmental issues including water, global climate, energy, pollution, and population, techniques of environmental monitoring and prediction and, economics and business organization.

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

<http://www.d.umn.edu/dees/programs/envScience.html>

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

Geological Sciences B.S.

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

The study of geology provides ways of understanding and appreciating dynamic earth processes, our physical environment, and our place in the long and complex history of the planet and solar system. It is by nature interdisciplinary and attracts students with broad interest in earth science, archaeology, astronomy, biology, chemistry, engineering, environmental science, applied mathematics, oceanography, limnology and/or physics. The B.S. degree in geological sciences can lead to rewarding careers in industry, government, conservation, law, business, and academia.

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

<http://www.d.umn.edu/dees/programs/bs.html>

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

Bachelor of Arts (B.A.) Biology

<https://webapps-prd.oit.umn.edu/pcas/viewCatalogProgram.do?programID=185&strm=1139&campus=UMNDL>

Biology has long been recognized as basic to environmental, agricultural, and medicinal studies. Because the topics studied by biologists range from subcellular particles to global environmental concerns, and because of the variety of living organisms and the various ways of studying them, many specialties have developed. The B.A. program for biology is committed to the advancement of knowledge through scholarly research and other creative activities.

**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):**

Environment and Sustainability Minor

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

The environment and sustainability minor complements any degree program concerned with the natural world and social world and how one impacts the other. The focus is the impact of humans on the environment. The minor augments degrees in anthropology, biology, education, environmental education, geography, geology, law, philosophy, political science, and sociology.

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

<https://webapps-prd.oit.umn.edu/pcas/viewCatalogProgram.do?programID=1518&campus=UMNDL>

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

Biological Sciences Minor

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

Biology is a highly diverse subject with roots in many other sciences and fields of study. Because of biology's great breathe of application and inclusion in other fields, including biology course work makes a student's education well rounded and applicable and makes graduates more employable.

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

<http://www.d.umn.edu/biology/programs/undergraduate/minors.html>

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

---

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

---

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

---

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

---

# Graduate Program

---

## Responsible Party

**Gerald Pepper**

Associate Vice Chancellor

EVCAA

---

## 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):

Master of Environmental Education Program

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

The purpose of this program is to develop advanced practitioners in EE who will take on leadership roles through positions such as EE specialists and directors at nature centers, outdoor and EE centers, natural resource agencies, conservation groups, park and recreation programs, and in P-16 school settings. Core requirements include teaching methodology in formal and non-formal settings; program development, management, and evaluation; theory; and research. Elective courses are used for supporting the final project and/or specific areas of interest. Final project options for this Plan B Master's Degree include a research-based project or journal article, field project, or curriculum project. The degree is intended to be completed in two years, and a minimum of 34 credits is required. Coursework is offered primarily on-campus (in person); some electives are available on-line. Summer coursework is limited, and most students spend summers away from campus gaining relevant experience.

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

<http://www.d.umn.edu/ceed/mastersdegree-overview.html>  
STARS Reporting Tool | AASHE

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

Masters of Liberal Studies

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

The Master of Liberal Studies Program offers students an opportunity to assemble a degree that suits their individual interests and career objectives. Students work with the best faculty across UMD. With the help of their advisors, students adopt multiple approaches to solve the most important problems facing our community, our region, and our lives as individuals. The Program allows students to designate one of four emphases to help focus their work.

Emphasis in Sustainability Studies

Emphasis in the History of Ideas

Emphasis in Media Studies

Emphasis in Global Indigenous Studies

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

<http://www.d.umn.edu/cla/mls/main/index.html>

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

Master of Science, Water Resources Science

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

The Water Resources Science (WRS) graduate program is an interdisciplinary and multi-institutional program offered on the Twin Cities and Duluth campuses. The WRS program is committed to the education goals of producing scientists with strong technical skills, developing a holistic understanding of the hydrologic cycle and associated ecosystems, and generating an understanding of the interplay between the bio-physical sciences and the social sciences in developing and implementing public policies related to water. The program draws on numerous water-related courses from departments on the Twin Cities and Duluth campuses, and is administered by the University of Minnesota's Water Resources Center. The Water Resources Center is affiliated with the College of Food, Agricultural and Natural Resource Sciences and University of Minnesota Extension.

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

<http://wrs.umn.edu/>

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

Civil Engineering, MS

Environmental Health and Safety, MEHS

Integrated Biosciences, MS, Ph.D

<http://www.d.umn.edu/grad/graduate-programs.php>

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

No

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

---

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

---

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

---

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

---

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

---

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

---

**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

**Arianna Austin**

Student Personnel Coordinator

UMD International Education

---

## 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.

---

## Submission Note:

Earn 3 credits in FST 4365, ME 4365: Global Sustainability Experience in Design and Manufacturing. Professors from the University of Minnesota Duluth and Kwame Nkrumah University of Science and Technology will jointly teach this course. Course topics include:

Sustainability in design and manufacturing

Resource consumption and its drivers

Analysis of material life cycles

Selection of eco-informed materials and processes for manufacturing

Use of Eco-audit software

Examination of eco-data

Relationship of legislation with sustainability

"---" 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:**

Study ways in which the science of the natural environment interacts with economic, social and political forces in Ghana. Meet leaders in sustainability. Work within cross-disciplinary and cross-cultural groups to create and develop a concept for a sustainable product. Conduct research on current sustainable practices and gain an understanding of lifecycle analysis utilized in product design and manufacture of sustainable products. Examine alternative research, design and manufacturing methods, which are reinforced by field trips and excursions. Learn about the production of Kente cloth, bamboo bike frames and ceramics in local facilities.

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

<http://www.d.umn.edu/ieo/programs/ghana/sustainability.htm>

# Sustainability Literacy Assessment

## 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.

---

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

## Incentives for Developing Courses

---

### Responsible Party

Nancy Burley

Program/Project specialist

Office of the Executive Vice Chancellor for Academic Affairs

---

### 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.

---

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

# Campus as a Living Laboratory

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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
--	-----------

<b>Air &amp; Climate</b>	---
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No
<b>Public Engagement</b>	Yes
<b>Other</b>	---

**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:**

---

**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:**

We use the campus green buildings (especially LEED buildings) for pilot studies and as teaching tools during campus tours, for students, staff, and visitors. We have two solar arrays atop buildings (website with data at:

<http://z.umn.edu/umsolar>

), and we use interpretative signs to explain sustainable features at the Bagley Classroom, Labovitz School of Business and Economics, and other areas.

**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:**

The UMD SAP (Sustainable Agriculture Project) connects students and farming. Much of the produce is sold to UMD Dining Services, for inclusion in the Dining Center and/or the UMD Food Court (mostly in the Salad Bar). Over 20,000 pounds of food has been sold to UMD Dining Services since 2013.

<http://www.d.umn.edu/cscd/sap/main/index.php>

**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:**

The UMD Small Wind Research Turbine project (Civil Engineering, Biology), faculty member Alison Hozie is researching a new small-wind technology, and Biology researchers (led by Gerald Niemi) are studying migration patterns of birds at the actual site: [z.umn.edu/wind](http://z.umn.edu/wind)

Biodiesel student group (Senior Design II project) made recommendations to UMD Dining and Facilities Management to create fuel from waste frying oil.

<https://docs.google.com/a/d.umn.edu/file/d/0B9ZyertIOSOicUZxWmhHcm9jT0luNVJLOUh6SHp1cXY4Ty1Z/ed>

it

Energy audits are being conducted for lighting at the Natural Resources Research Institute by interns, and they will submit an application to the Green Revolving Fund for updates. Tours of the UMD heating plant are used in both Thermodynamics and Environmental Engineering classes.

**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:**

Edible Landscapes program are a visible reminder to campus about where food comes from, and what can be grown in our harsh climate.

<https://umsustain.wp.d.umn.edu/campus-initiatives/land-and-water/edible-landscapes/>

Rain garden projects, including an educational DVD were developed by students (

<https://www.youtube.com/watch?v=XAIWXnpNVgM>

)

Continual stormwater outreach and engineering interns help implement and improve Standard Operating Procedures to protect our local watersheds.

**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:**

UMD students have tracked fleet mileage per gallon, and Scope 3 commuting emissions, via internships with the UMD Office of Sustainability. (example:

[https://prezi.com/wd-s\\_wzpg-b\\_/umds-2013-scope-3-carbon-emissions/](https://prezi.com/wd-s_wzpg-b_/umds-2013-scope-3-carbon-emissions/)

)

There is also an active Bike to Campus program (including Wellness incentive points for staff/faculty).

<https://umdsustain.wp.d.umn.edu/campus-initiatives/transportation/bicycling/>

**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:**

Recycling and composting outreach projects are continuous (currently an intern for NRRI, and LiNCs programs, see interns at

<http://umdsustain.wp.d.umn.edu/about-us/sustainability-interns/>

)

Housing Recycling survey was conducted, to find barriers to recycling for freshman (

[https://umdsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Recycling-Survey-UMD-Housing-2014\\_wi](https://umdsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Recycling-Survey-UMD-Housing-2014_wi)

thtext.pdf

)



Interns and students worked on videos, group projects, and trash audits, to call attention to waste reduction on campus. See waste section at:

<http://umdsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

**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:**

Water conservation and water quality are both included in this category. Studies on water consumption (especially in Sports and Health), and projects to reduce bottled water consumption have been used for class projects and campus-wide surveys. See Water section at

<https://umdsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

In addition, students and recent graduates have both interned with Minnesota Sea Grant programs around protecting Lake Superior, most recently the Chester Creek Watershed project, at

[http://www.seagrant.umn.edu/coastal\\_communities/chestercreekproject](http://www.seagrant.umn.edu/coastal_communities/chestercreekproject)

**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:**

---

**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:**

LiNCS interns work 40 hours in semester on areas of health education related to Environmental Health, have included recycling, greenhouse gas emissions education/outreach, "Take the Stairs" campaign, walk/bike-to school activities, and composting outreach. An Environmental Health and Safety intern measured fume-hood performance in every research building (for both energy conservation and ventilation/human health aspects). See:

<https://umdsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

**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:**

---

**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:**

In 2014, Minnesota cities werematched with UMD students to work on sustainability issues. The Minnesota GreenStep Cities program helps cities make a commitment to manage their natural resources and achieve their quality-of-life goals. They look at issues including building and lighting; land use; economic and community development; transportation; and environmental management. The five cities were Duluth, Ely, Grand Marais, Pine City, and Silver Bay. Leech Lake Band of Ojibwe will join the UMD collaboration this summer.

<http://www.d.umn.edu/external-affairs/homepage/14/greenstepcities.html>

**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:**

<http://umdsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:**

Of the \$85 million in research dollars that UMD averages, this year \$25 million in projects (\$14 million on campus and \$9.5 million at the Natural Resources Research Institute) yhsy that directly related to and address sustainability issues. In addition, research projects from within a broad array of disciplines within our 5 colleges (Science, Engineering, Business and Economics, Arts, Education and Human Services, and Liberal Arts) help further knowledge of environmental, economic, or social systems.

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

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

111

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

589

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

11

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

36

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

[Research\\_Upload.docx](#)

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

Minnesota Sea Grant

Dale Bergeron, Maritime Extension Educator

John Bilotta, Water Resource Management and Policy Extension Educator

Valerie Brady, Research Coordinator

Jeff Gunderson, Director, Fisheries and Aquaculture Extension Educator

Cynthia Hagley, Environmental Quality Extension Educator

Doug Jensen, Aquatic Invasive Species Program Coordinator

Marte Kitson, Aquatic Invasive Species Specialist and National Park Service Liaison

Brent Schleck, Coastal Storms Outreach Coordinator

Jesse Schomberg, Program Leader, Coastal Communities and Land Use Planning Extension Educator

Hilarie Sorensen, Climate Change Extension Educator

Paul Teten, Stormwater Management Assistant with MN Green Corps

Center for Applied Research and Technology Development

Don Fosnacht, Ph.D., Center Director, CARTD

Neil Nelson, Special Assistant to CARTD Director

Pat Adams, Principal Laboratory Technician

Basak Anameric, Minerals Coordinator

Matt Aro, Scientist

Bill Berguson, Program Director

Rodney Bleifuss, Ph.D., Senior Research Associate

Brian Brashaw, Program Director

Dan Buchman, Research Plot Coordinator

Patrick Casey, Senior Research Technician

Pat Donahue, Program Director

Dave Englund, Program Director

Sam Firoozi, Assistant Scientist

Jack Grochowski, Research Fellow

Roger Gustafson, Principal Laboratory Technician

Steve Hauck, Program Director Economic Geology

David Haugen, Senior Research Technician

John Heine, Scientist

George Hudak, Ph.D., Director, Minerals Division

Kevin Jamsa, Senior Research Technician  
Kurt Johnson, Research Fellow  
Scott Johnson, Scientist  
Steve Johnson, Principal Lab Machinist  
Oleksiy Kacharov, Ph.D., Research Associate  
Liliya Kacharova, Ph.D., Research Associate  
Timothy Kemp, Principal Laboratory Technician  
Andriy Khotkevych, Ph.D., Research Associate  
Richard Kiesel, Coleraine Minerals Research Lab Director  
Liudmyla Kildyshova, Junior Scientist  
Igor Kolomitsyn, Ph.D., Research Associate  
Oksana Kolomitsyna, Research Fellow  
Roger Koski, Principal Laboratory Technician  
Steven Kossett, Program Director  
Pavel Krasutsky, Ph.D., Program Director  
Victor Krause, Scientist  
Thomas Levar, Scientist  
Jerry Lien, Principal Laboratory Technician  
Andrew Lindgren, Principal Laboratory Technician  
Thomas Malterer, Ph.D., Senior Research Associate  
Craig Maly, Scientist  
Tony Masching, Senior Laboratory Technician  
Bernard McMahon, Research Fellow  
Jim Miller, Senior Research Associate  
Steve Monson Geerts, Research Fellow  
Julie Mutchler, Principal Laboratory Technician  
Julie Oreskovich, Scientist  
Marsha Patelke, Scientist  
Sara Post, Assistant Scientist  
James Sigfrinius, Principal Laboratory Technician  
Robert Vatalaro, Principal Research Shop Foreman  
Sergiy Yemets, Ph.D., Research Associate  
Larry Zanko, Senior Research Fellow

#### Center for Water and Environment

Lucinda Johnson, Ph.D., Center Director, CWE, and Senior Research Associate  
Euan Reavie, Ph.D., Assistant to Center Director, CWE, and Senior Research Associate  
Lisa Allinger, Research Fellow  
Richard Axler, Ph.D., Senior Research Associate  
Annie Bracy, Research Fellow  
Valerie Brady, Ph.D., Research Associate  
Terry Brown, Ph.D., Research Associate  
Meijun Cai, Ph.D., Research Associate  
Andrea Crouse, Junior Scientist  
Josh Dumke, Research Fellow  
Jeremy Erickson, Research Fellow  
Ralph Garono, Ph.D., Research Associate  
Robert Hell, Principal Laboratory Technician

Jerry Henneck, Assistant Scientist  
[STARS Reporting Tool](#) | [AASHE](#)

George Host, Ph.D., Senior Research Associate  
Ryan Hueffmeier, Junior Scientist  
Kitty Kennedy, Senior Lab Technician  
Katya Kovalenko, Research Associate  
Paul Meysembourg, GIS Lab Manager  
Ron Moen, Ph.D., Senior Research Associate  
Gerald Niemi, Ph.D., Senior Research Associate and Professor  
Jennifer Olker, Ph.D., Research Associate  
Hannah Panci, Assistant Scientist  
Carol Reschke, Scientist  
Elaine Ruzycki, Research Fellow  
Pat Schoff, Ph.D., Research Associate  
Morgan Swingen, Assistant Scientist  
Norm Will, Information Technology Professional  
Alice Yeates, Research Associate  
Ed Zlonis, Assistant Scientist

Center for Sustainable Community Development  
Michael Mageau, Ph. D., Director, Environmental Studies Program  
Steve Graham, Ph. D., Research Associate  
Randel Hanson, Ph. D., Assistant Professor of Geography  
Adam Pine, Ph. D., Assistant Professor of Geography  
Stacey Stark, Director, Geographic Information Systems Laboratory

#### Biology

Julie Rae Etterson  
John Pastor  
Allen Mensinger  
Jared L. Strasburg

#### Civil Engineering

Nathan W. Johnson  
Mary Christianson

#### Geology

Karen Gran

#### Computer Science

Peter J. Willemsen

#### Hlth, Phys Educ/Recreation

John D. Geissler

#### UMD Alworth International Office

Cindy M. Christian

#### Mechanical Engineering

Alison Hoxie

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

Many sources supplied data, including:

Erik Brown - Departmental Research info (gathered for Bridge magazine)

June Kallestad - Natural Resources Research Institute staff and projects

Sharon Moen - Sea Grant research staff and projects

Mindy Granley - Sustainability Director (assembled data and response)

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

Sea Grant key projects:

Decision-Support Tools to Address North Shore Tourism and Climate Change

Community Resilience in Response to Flooding

How Nitrogen, Sulfates and Sulfides Influence Wild Rice

The History of Aquatic Conditions in The St. Louis River Estuary

Uncultured: Improvements on Beach Monitoring and Tracking Sources of Fecal Bacteria using DNA Methods

Risk, Response and Weather

Swenson College of Science and Engineering key projects:

Project Baseline, A Living Plant Genome Reserve for The Study of Evolution, The National Science Foundation, Julie Rae Etterson

Back to The Future: Adaptation Forestry in Minnesota's Northwoods, The Nature Conservancy, Julie Rae Etterson

Genetics of Coastal Arctic Plants, Minnesota's Lake Superior Coastal Program, Julie Rae Etterson

Collaborative for Sediment Source Reduction in The Greater Blue Earth River Basin, Minnesota Department of Agriculture, Karen Bobbitt Gran

MPCA Bioavailability Protocol, USDOD Army Corps of Engineers, Nathan W. Johnson

Assessing The Bioavailability of Hydrophobic Organic Contaminants During Habitat Restoration, University of Michigan, Nathan W. Johnson

Bioacoustics to Detect, Deter and Eliminate Flying Carp, Legislative Commission on Minnesota Resources, Allen Mensinger

Effects of Sulfate on Wild Rice, Fond du Lac Band of Lake Superior Chippewa, John Pastor

Estimating Population Demographics of Moose in Northern MN, University of Wyoming, Jared L. Strasburg

The Impact of Green Infrastructure on Urban Microclimate and Energy (Collaborative Research), The National Science Foundation, Peter J. Willemssen

UMD Small Wind Turbine Research Project, Alison Hoxie

Sustainable Concrete Mixes, Mary Christianson

College of Education and Human Service Professions key projects:

St. Louis River Watershed Workshop 2014, Minnesota Power Foundation, John D. Geissler

Renewable Energy Workshops 2014, Minnesota Power Foundation, John D. Geissler

Realizing the Educational Potential of 18,000 Acre Classroom, Duluth Superior Area Community Foundation, John D. Geissler

College of Liberal Arts key projects:

Global Sustainability: Planning for A Creative Urban Economy, Duluth Superior Area Community Foundation, Cindy M. Christian

Victus Farms, Silver Bay: EcoIndustrial Opportunities, Local Food Production, Michael Mageau

Sustainable Local Food Research, Randy Hanson



Natural Resources Research Institute key projects:

Integrated Biomass-To-Liquid Processing

Biofuel Briquetting

Pilot Scale Demonstration for Production of Biofuel From Biomass

Compressed Air Energy Storage in Northern Minnesota Using Underground Mine Workings

Cross-Campus Collaboration: Life-Cycle Analysis Methods and Tools

Hydrothermal Processing of Biomass Materials

Bioremediation for Sulfate Removal in Minnesota Mining Waters

Erie Pier Dredged Material Beneficial Use Study

Field Monitoring Atlas Brownfield Demo Material Transport

Sediment for Biomass, Minnesota Mining Cluster - The Next Generation of Innovation

Development of Torrefied Wood as a Biofuel

Regional Biomass Feedstock Partnership-Poplar

Thermal Modification Research for Engineered Wood Materials

Assessment of Biomass Sources for Energy in Northern Minnesota for the Laurentian Energy Project

Upgrading Iron from Lean Ore Stockpiles and Tailings Basins on the Mesabi Iron Range and Producing Value-Added Iron Products

Utility of Taconite Materials as Road Patch for Highway Construction

Northeast Minnesota White Cedar Plant Community Restoration Project

Peat Expansion Premier Horticulture, Inc

Restoration Strategies: Ditched Peatland Scientific and Natural Areas

Validation of Wetland Mitigation In Abandoned Borrow Areas - Phase II

Wetland Banking Fens Research Facility

Avian Responses to Climate Change in the Chippewa National Forest, Minnesota

Climate Change Adaptation Planning for Northern Forest Ecosystems in the Great Lakes National Parks

Restoring Moose Foraging Habitat in Lake Superior Upland

Amity Creek Restoration Project

Coastal Wetland Vulnerability and Impact Assessment : Climate Change Impacts of Coastal Planning

Collaborative Research: Climatic and Anthropogenic Forcing of Wetland Landscape Connectivity in the Great Plains

Duluth Township Stormwater System Tracking

Ecological Design for the St. Louis River Area of Concern

Global Great Lakes: Integrating Yesterday, Today and Tomorrow and Transforming Environmental Data into Anticipatory Ecosystem Management

Great Lakes Beach Information Communication System

Great Lakes Coastal Database and Classification Framework

Improving Hydrology Predictions with LiDAR

North Shore Superior Lake and Stream Water Assessment

Prioritizing Wetland Restoration for Water Quality and Habitat Improvement

Research Development Testing and Evaluation Facility for Ballast Treatment in the Great Lakes Region

Spatial Conservation and Investment Portfolios to Manage Climate-Related Risk

Enhancing Public Understanding of the St. Louis River Area of Concern

LiDAR-based Bluff Assessment for Coastal land Use Planning

Managing the Nations Fish Habitat at Multiple Spatial Scales

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

<http://www.nrri.umn.edu/default/default.htm>

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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 MN Duluth's (UMD) Sustainable Development Research Opportunity Program (SDROP) provides students an opportunity to work closely with a variety of NE MN communities on their various Sustainable Development projects. Students will gain the valuable research and project design/implementation experiences only 'real-life' community projects can provide, and community partners will benefit from the community service provided by UMD's finest students. Together, UMD and its Community Partners will work to implement Sustainable Development in NE MN.

The program is funded by UMD's College of Liberal Arts (CLA), the University of Minnesota's Northeast Region Sustainable Development Partnership (NMSDP), and Center for Urban and Regional Affairs (CURA) on an annual basis. SDROP directors will maintain an evolving database of interested students, and community projects. Students will be matched to projects based on interest and qualifications. Students will be expected to spend a minimum of 120 hrs on a project, and receive a \$1500 stipend. All projects will last up to 1-year. SDROP Directors will be in constant communication with both students and community partners to make sure all are benefiting from their experience. Each year a project fair will be held at UMD to highlight the numerous SDROP community projects.

Each of our community partners are currently working on active sustainable development projects. With over a dozen community partners participating, students will have numerous project types to choose from. Examples include all aspects of local food, energy, and water systems as well as environmental education and natural resource management.

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

<http://www.d.umn.edu/cscd/sdrop/main/index.php>

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

No

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

---

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

---

**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:**

Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

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

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/FacultyTenure1\\_0.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/FacultyTenure1_0.pdf)

**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:**

A Library Guide was developed in 2013 for Sustainability (by UMD Library Staff Pam Enrici)

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

<http://libguides.d.umn.edu/sustain?hs=a>

## 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.

---

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

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

## 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*.

---

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

## Responsible Party

**Jen Doeblor**

Orientation Programs Coordinator  
Students in Transition

---

## 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.

---

### Submission Note:

UMD Sustainability Office staff and students work directly with the Office for Students in Transition to help plan events. At the beginning of the weekend, the attendance nears 98%, and near the end of the event it wanes to around 89 - 90%.

"---" 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:**

94

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

Bulldog Welcome Week is an annual, required event for incoming freshman. Sustainability is present in the event through formal training (two different workshops on sustainability at UMD) and also incorporated into the group via low-waste meals and other activities (energy pledges, eco-movies, green water bottle give-aways, and re-usable backpack bags.)



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

<http://www.d.umn.edu/sit/bulldog-welcome-week/parents-family/>

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

"---" 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?:**

	<b>Yes or No</b>
--	------------------

<b>Active student groups focused on sustainability</b>	Yes
<b>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</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	No
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	Yes
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	No
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	Yes
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	Yes

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

ENVIRONMENTAL SCIENCES CLUB: A club for those interested in activities involving science, environmental issues, and conservation. The club also takes part in planned outdoor recreation events.

**UMD STUDENT SUSTAINABILITY COALITION**

We are a student group interested in promoting sustainability in the University and its community. We aim to do this by holding events to educate the people on what sustainability is, how it can be achieved, and why it is so important.

We aim to back our opinions and actions with scientific fact, we support logical debate and feel that the responsibility lies with all of us to pass on a world in better shape than when it was passed to us.

NET IMPACT: Net Impact is a global nonprofit that supports a new generation of leaders working across sectors to transform the world. We put our values to work for good on campuses, in our doing so, we show the world that it is possible to make a net impact that benefits not just the bottom line, but people and the planet too.

**The website URL where information about student groups is available:**

<http://www.d.umn.edu/kirby/SAOHandbook/saoinfo.html>

**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 UMD Sustainable Agriculture Project (or SAP@UMD) formed in 2009 to institute education, research, and regional engagement around community food and agriculture systems in the western Lake Superior bioregion. SAP is a place-based 'land lab' comprised of fifteen acres at UMD's Research and Field Studies Center (formerly the Northeast Agricultural Experimental Station). We manage a five acre trial seedling apple orchard and a ten acre organic (transition) farm; we also work on a variety of food and agriculture projects in the region. SAP@UMD is guided by an interdisciplinary faculty collaborative in its activities, which fall into three areas: building a platform for experiential learning in sustainable agriculture for faculty, students, and community members; as a vehicle for collaborating on food systems change within the University of Minnesota, Duluth; and as a vehicle for bringing resources into the community and region around sustainable agriculture and community food systems.

In addition, UMD Edible Landscapes Gardens are grown with organic methods. Edible landscaping can be found throughout campus. These gardens help to diversify the look of our campus as well as provide opportunities for cultivating collaboration across UMD colleges and departments with UMD Facilities Management.

<https://umdsustain.wp.d.umn.edu/campus-initiatives/land-and-water/edible-landscapes/>

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

<http://www.d.umn.edu/cscd/sap/main/index.php>

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

The University of Minnesota Duluth consists of numerous student groups that include sustainability as part of their organizations commitment.

The Student Sustainability Coalition (SSC) promotes sustainability within the campus community and the Duluth community. SSC holds events on and off campus that educate people on what sustainability means and how to achieve sustainability within everyday life.

The Minnesota Public Interest Research Group (MPIRG) is a non-profit, student funded advocacy organization. This organization focuses on improving the community on state, national, and global issues. Environmental and sustainable issues is a key component that MPIRG advocates.

Net Impact, a global nonprofit supports new leaders that are motivated to transform the world. Sustainability issues hold significant value to Net Impact, the organization demonstrates how being sustainable benefits everyone.

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

<https://umdsustain.wp.d.umn.edu/programs/student-organizations/>

**A brief description of the sustainable investment or finance initiatives:**

UMD Green Revolving Fund was created to invest in sustainable projects on campus. These projects contribute to saving energy and advancing UMD to become a more sustainable campus.

The Green Revolving Fund aims to reduce UMD's carbon footprint and help educate the community about sustainability. Any UMD individual can apply for the funding and awards are based on the Green Fund criteria and the needs of the University.

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

<https://umdsustain.wp.d.umn.edu/programs/green-revolving-fund/>

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

Each year, an annual Sustainability Fairs are hosted with speakers focusing on environmental, economic, and social aspects of sustainability. Prior themes included energy conservation, sustainable food systems, and reducing the UMD Carbon Footprint. In addition, local vendors and organization table in the Kirby Student Center hallways during the Fairs. The events are also posted on our website, promoted through the student newspaper, and faculty are invited to speak/involve their classes in the Fair.

The UMD Sustainability Events page lists all activities (many of these events are also featured on our facebook, home page, twitter, and blog):

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

<https://umdsustain.wp.d.umn.edu/news-and-events/events/>

**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 UMD Rec Sports Outdoor Program is dedicated to promoting healthy, active lifestyles and connections to the natural world through personal and professional experiences.

From Outdoor Trips, to surf and kite classes, to kayak and aquatics, to climbing, canoeing, and much more, the RSOP invites UMD students to get outdoors and enjoy the great North Woods. The program also rents affordable outdoor equipment to help get students out to explore the great outdoors. (rental info:

[http://www.umdrsop.org/%28RSOP%20Web%29/Equipment\\_Rental/](http://www.umdrsop.org/%28RSOP%20Web%29/Equipment_Rental/)

)

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

<http://www.umdrsop.org/>

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

---

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

---

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

The GreenHouse is a sustainability focused living-learning community in the UMD residence halls, and is an exciting place to live and learn. Living on the GreenHouse floor is a unique opportunity to live and learn with like-minded people, and the experience students gain looks great on a résumé.

On the GreenHouse floor, students have the opportunity to:

- Make great friends in a lively and engaged community
- Take behind-the-scenes field trips to learn about real-world sustainability in action
- Help decide the future of UMD's sustainability efforts
- Help the environment in meaningful ways
- Work to create a more sustainable future for UMD and the surrounding community

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

<https://umsustain.wp.d.umn.edu/education-and-research/greenhouse/>

**A brief description of sustainability-focused student employment opportunities:**

The Office of Sustainability offers numerous student jobs and internships that allow students to focus on sustainability. Students throughout any academic focus are encouraged to work at the Office of Sustainability.

Student "green" employment is also available in custodial (recycling, green cleaning methods)

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

<https://umdsustain.wp.d.umn.edu/about-us/meet-our-staff/>

**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 Office of Sustainability consists of a variety of programs for students and community members.

There are a number of ways you can get involved to help make UMD a greener place.

The Bike to Campus Programs encourages students, faculty, and staff to experience the benefits of biking to campus. The program rewards all members of the program to earn prizes and points.

Green Office Certification presents offices on campus to take on the challenge of becoming more sustainable. The sustainability office evaluates the offices energy and waste, then the office is given a score. The certification motivates the office to consistently improve its score by reducing their energy and waste.

The UMD Energy Pledge inspires students at UMD to help assist UMD in becoming a more sustainable campus. The students pledge, not only helping UMD reduce their carbon footprint but, to reduce their carbon footprint.

Sustainability Inspiration Awards- Do you know a student, staff, or faculty member deserving of an award for their sustainable efforts? Nominate them for a Sustainability Inspiration Award!

Green Revolving Fund- By funding student, staff, and faculty run projects around UMD, we can all work together to invest in a sustainable future for our campus!

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

<https://umdsustain.wp.d.umn.edu/programs/>

# Outreach Materials and Publications

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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.

---

*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes



<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	No
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	No
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

The Office of Sustainability and the UMD Campus are committed to communicating, educating, and inspiring action to integrate sustainability into all aspects of campus life. Our website incorporates past, current, and future aspirations for UMD Sustainability efforts in Education and Research, Programs, Campus Initiatives/Operations, and Student Projects.

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

<http://www.d.umn.edu/sustain>

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

Our sustainability newsletter is in the form of an online news blog that features current sustainability news, events, and green tips! All entries are fed onto our UMD Sustainability website home page, and an email is sent to all subscribers.

Stories from the Sustainability blog are also shared on Facebook (837 students/staff/faculty "like" the Sustainability Office, and Twitter, where we have 811 followers) These are powerful tools to disseminate information, because students, staff, and faculty often share the story via their own Facebook or Twitter account, broadening the reach. UMD External Affairs shares our sustainable updates often, with their thousands of followers.

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

<https://umdsustain.wp.d.umn.edu/news-and-events/news/>

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

The sustainability office engages in social media platforms, such as Facebook, Twitter, and Instagram, to promote sustainability practices. Recently, we added Flickr, to archive past photos and events.

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

<https://twitter.com/UMDSustain>

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

The Sustainable Development Research Opportunity Project offers UMD students research dollars and valuable links to faculty, staff, and community members for sustainability projects. The SDROP program funds research projects, and results are disseminated to the campus through the College of Liberal Arts, the Center for Sustainable Development office and website, and highlighted on the UMD Sustainability Office website and social media platforms. Many of the SDROP students attend an annual SELFsustain conference on student leadership in sustainability, and share their posters/projects at the annual campus Sustainability Fair.

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

<http://www.d.umn.edu/cscd/sdrop/main/index.php>

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

All LEED buildings at UMD feature a sign that displays the level of green certification obtained. In addition, the Labovitz School of Business and Economics (UMD's first LEED Gold building) has signs that feature the green and sustainable elements in building. These elements include energy efficiency, water savings, healthy building elements, lighting upgrades, and recycled/local building materials. The Bagley Classroom has an interpretative display sign just outside the building. In addition, energy usage information from Bagley is regularly updated on our website [z.umn.edu/solar](http://z.umn.edu/solar)

Details for all of our green buildings are being archived on our UMD Sustainability website (click on Campus Initiatives ->Energy->Green Buildings).

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

<https://umdsustain.wp.d.umn.edu/campus-initiatives/>

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

Signs in UMD Dining (both in the Dining Center and Food Court) address the following:

- Compostable and recyclable materials
- Signs to identify locally-grown food from the UMD Farm (during growing season)
- Healthy choices, vegetarian and and gluten-free/friendly options
- Waste-free events, offered through UMD Catering
- Other Dining sustainability efforts

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

<https://umdsustain.wp.d.umn.edu/campus-initiatives/dining/>

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

Our biggest sustainable grounds feature is the UMD Rain Garden (

<http://www.d.umn.edu/sustain/raingarden/index.html>

), and the Garden is continually featured/toured by campus and our surrounding community members. The rain garden has a large display, along with paper copies of plant lists and a suggested tour of the stormwater treatment features. The tour guide and plant list are also uploaded on our website.

In addition, our Grounds crews use many alternative plantings to sod, including wildflowers and native plants, which also have signs across campus.

In Summer 2010 -2014, edible gardens were planted on campus. Interpretative signs were posted in these gardens, and a fall Harvest Event for student volunteers and the campus will be hosted, serving the veggies and berries from campus.

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

<https://umdsustain.wp.d.umn.edu/campus-initiatives/land-and-water/>

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

The UMD main map has a sustainability layer being developed currently by a student intern, Andrew Leider via the Sustainable Development Research Opportunity Project program. The Sustainability layer can be clicked to show features such as LEED certified buildings, solar photovoltaic arrays, rain gardens, etc. (Click on "Show more Places and Things -> Sustainability)

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

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

The U-PASS Program is an innovative partnership between UMD and the Duluth Transit Authority to encourage use of public transportation at UMD. Unlimited, free rides are provided for students anytime, anywhere around the Twin Ports area. A \$10 per semester student service fee helps cover the cost of the U-PASS program. Staff and faculty (even part-time!) can purchase a U-PASS for only \$50 for the year, via payroll deduction! The number of riders from UMD has now exceeded 5 million using the UPASS!

We also have a Bike-to-Campus program, including two RFID bike reader stations that "count" bike riders each day, three bike-repair stations, and multiple bike parking options (including designated Winter Bike Parking.)

UMD added the first Electric Vehicle charging station in 2013 as well. To date, there have been almost 250 unique vehicle-charging events.

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

<https://umdsustain.wp.d.umn.edu/campus-initiatives/transportation/>

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

---

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

---

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

Resident Assistants are given information on living sustainably in the dorms and are encouraged to incorporate green themes into displays and information boards on their dorm and apartment floors.

Signage is also displayed in the Laundry Rooms for "going green while getting clean".

A Sustainable Living Guide was developed by student Nate Levendoski, and it summarizes presentations given to RAs and incoming freshman at Bulldog Welcome Week. The Guide is available to RAs to help them create meeting themes and sustainable-themed bulletin boards.

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

<https://umdsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Sustainable-Living-at-UMD.pdf>

**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 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:**

---

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

The Office of Sustainability has a paper brochure, developed by a graphic design student, that describes opportunities for students to get involved.

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

<https://umdsustain.wp.d.umn.edu/wp-content/uploads/2013/03/%EF%80%A1%EF%80%A1FINALPRINTBROCHURE.pdf>

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

---

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

---

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

---

**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):**

[STARS Reporting Tool | AASHE](#)

---

**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

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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
- 

### **Submission Note:**

The UMD ENERGY PLEDGE is accessible through the home page of the UMD Sustainability Office at [www.d.umn.edu/sustain](http://www.d.umn.edu/sustain) (bottom right corner)

"---" 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):**

Ianni Hall Energy Competition

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

"Engaging Social Psychology Students in a Pro-environmental Behavior Change Project."

Dr. Lara LaCaille's online Social Psychology course students applied social psychological principles in the design and implementation of a campaign to reduce energy consumption of student residents of a UMD dormitory. Dr. LaCaille tracked course outcomes, including the effects on students' and residents' environmental attitudes, concerns, motivations, and behaviors.

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

Development, implementation, and outcomes of a Social Psychology class project were tracked that was designed to help reduce energy consumption among students living in Ianni Hall. Several behavior change principles were employed and results tracked. Although the energy savings were small (<5% overall), awareness was increased in the Hall and students leading the campaign showed increases in both knowledge of sustainability issues and engaging in sustainable behaviors themselves.

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

<https://umdsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

**The name of the campaign (2nd campaign):**

<https://umdsustain.wp.d.umn.edu/green-office/>

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

The UMD Office of Sustainability has offered Green Office Certification to departments since 2013. Departments who sign up are rated for Energy, Waste, and Transportation, using spreadsheets/point system. The aim of the program is less about the "score" and more about started a discussion in a department and getting sustainability on the minds of people who make decisions on resource issues.

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

Five Departments/Offices have participated in the program, and two are waiting to begin. Results are below:

Student Life Office (KPlz 245): Energy: 11, Waste 18

Student Association Office (KSC 115): Energy 15, Waste 22.

Sustainability Staff Office (DAdB 219): Energy 16, Waste 32.

Library Management Team (LAnnx 202): Energy 17, Waste 18.

Office of Civic Engagement (BohH 209): Energy 19, Waste 24.

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

<https://umdsustain.wp.d.umn.edu/green-office/>

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

UMD Sustainability Office engages the campus to save energy during Thanksgiving break, winter break, and spring break, by sending reminders to close windows, power down, unplug, close fume hoods, and switch off lights and equipment.

<https://umdsustain.wp.d.umn.edu/dont-be-a-turkey-power-down-over-thanksgiving/>

<https://umdsustain.wp.d.umn.edu/tis-the-season-to-be-sustainable-2/>

An annual Campus Move-Out campaign urges students to donate, re-use, and swap furniture to save useful items from ending up in the landfill.

[z.umn.edu/umdmovout](https://z.umn.edu/umdmovout)

# Employee Educators Program

## 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*.

---

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

# Employee Orientation

## 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).

---

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

# Staff Professional Development

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:

Over 60 faculty/staff participated in some of the Course Design workshops alone, along with attendees at several 100+ staff at Facilities Management safety training presentations related to stormwater and energy/greenhouse gases offered in past 2 years. In addition, Lunch on a Mission sustainability training is offered to all Student Life employees, and numerous other Green Office discussions, training events, and meeting presentations have taken place. Of the 1,680 staff and faculty, it is estimated that over 400 staff and faculty have attended at least one training or another. Documentation and tracking of training events should be developed in the future, including exploring using existing HR training tracking systems, to better capture the reach of sustainable topics. (Note: although related, diversity-focused training was not included.)

"---" 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 :**

- Sustainability Education Toolkit (new in 2014)
- Green Your Office Certification
- Lunch on a Mission (Student Life workshops)

- Multiple workshops, talks, and training events (Ex: Departmental meeting invites, the UMD Equity and Diversity Summit presentations, etc.

- Course Design for Sustainability workshops (2013-2014)

A campus wide survey of staff and faculty was conducted to gain feedback on types of training events and materials that are desired on campus. This research, led by faculty Ken Gilbertson, identified future needs, and over 600 faculty and staff responded. Results were presented to multiple departmental and campus governance committees, and are archived at:

[https://umsustain.wp.d.umn.edu/wp-content/uploads/2012/06/FINAL-UMDSustainabilityEducationProj](https://umsustain.wp.d.umn.edu/wp-content/uploads/2012/06/FINAL-UMDSustainabilityEducationProjectWrite-upNBFormat.pdf)

[ectWrite-upNBFormat.pdf](https://umsustain.wp.d.umn.edu/wp-content/uploads/2012/06/FINAL-UMDSustainabilityEducationProjectWrite-upNBFormat.pdf)

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

25

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

<https://umsustain.wp.d.umn.edu/education-and-research/>

# 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.

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

# Community Partnerships

**Responsible Party**

**Mindy Granley**

Sustainability coordinator

Office of facilities Managment

**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><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>



**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*.

---

"---" 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:**

UMD is a member of the City of Duluth's Urban Sustainability Accelerator cohort for 2014-2015, through collaboration with the City of Duluth, Evergreen Energy, and the local energy non-profit Ecolibrium3. working with experts from Portland State University’s Nohad A. Toulane School of Urban Studies & Planning. The Project is focused around community energy planning, along with outreach and community engagement around energy efficiency and the Georgetown Energy Prize Competition. The group recently kick-started community energy-planning, along with staff from the Rocky Mountain Institute.

**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):**

UMD participates in the MN Regional Sustainable Development Partnership (RSDP). The RSDP connects greater Minnesota communities to the University of MN to help solve problems and take advantage of new opportunities. As a part of University of

Minnesota Extension, RSDP brings together local talent and resources with University of Minnesota knowledge and seed funding to drive sustainability in four areas: agriculture and food systems, tourism and resilient communities, natural resources, and clean energy.

The UMD Sustainable Development Research Opportunity Program (SDROP) is an undergraduate program where students can be a part of sustainable development projects in the Northeast Minnesota community. (SDROP students have assisted St. Louis County with a sustainability plan, helped analyze and plan LED street lighting priorities for City of Duluth, and many other community-focused projects)

UMD Sea Grant helps coastal communities with economic, social, and environmental issues by developing tools to help communicate and manage impacts of existing and potential future development on water and environmental quality. Sea Grant acts as an outreach mechanism for issues on local water quality, invasive species, and even riptide safety.

**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:**

Victus Farm is a project that is between UMD's Center for Sustainable Community Development and the City of Silver Bay, MN. Victus Farm was established in 2012, and has an ongoing goal of developing a system that will allow communities to create jobs producing their own healthy good and clean energy. UMD helped raise funds and established the farm, which focuses on developing intergrated fish, plant, and algal production system that will allowcommunities to create jobs producing their own healthy food and clean energy. The Farm provides greens and produce to local businesses and grocery stores along the northern Lake Superior shore, and faculty member Mike Mageau is leading research on scaling this effort to a smaller, more affordable model, in order to promote additional local businesses.

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

---

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

<https://umdsustain.wp.d.umn.edu/education-and-research/sustainability-research/>

# Inter-Campus Collaboration

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:**

We partner on presentations (recently a poster with Bemidji State University and Macalester focused on sustainability of landscape practices, at AASHE).

We submit stories to the AASHE Bulletin, have submitted case studies on landscapes and waste to the National Wildlife Federations Campus Sustainability.

<http://www.nwf.org/campus-ecology.aspx>

We regularly share our stories through local sustainability groups and formal events, such as the Sustainable Twin Ports, Duluth Area Chamber of Commerce, USGBC local chapter, and on our website, blog, and social media.

### **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:**

Campus sustainability staff are active in AASHE and the Upper Midwest Association for Campus Sustainability (UMACS).

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

The University of Minnesota is engaged in several inter-campus collaboration efforts on sustainability. We work with local area community and higher education colleges to collaborate on events, such as World Water Day each year.

Sustainability staff have planned and hosted events such as a Solar Bus Tour (partnered with Sierra Club), Stormwater and LEED Building Tours, and sustainability talks/trainings and movies, all of which are open to faculty, staff, and students at other area institutions.

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

<http://www.d.umn.edu/sustain>

# Continuing Education

---

## Responsible Party

**Roxanne Richards**  
Programming  
Continuing Education

---

## 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.

---

"---" 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:**

12

## **Total number of continuing education courses offered:**

150

## **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:**

Local and Global Food Systems (10 hours)

- Sustainable Farming and Urban Agriculture (10 hours)
  - Between Farm and Table (10 hours) (urban farming, organic and CSA farms, rooftop gardens, etc.)
  - Food Justice (10 hours)
  - Food System Policy and Trends (10 hours)
  - Storm Water Management for Northern Climates (4 hours) \*
- Qualifies for continuing education units for LEED building professionals.

**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:**

UMD offers 3 sustainability-related items.

■ Certificate in Sustainable Management: (online course): To advance understanding in sustainable management; this course is targeted towards managers and supervisors in business and industry, along with entrepreneurs. Sustainability refers to the use of ecosystems and their resources in a manner that satisfies current needs without compromising the needs or options of future generations. A sustainable business is one that generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts.

■ Sustainable Food Systems Certificate (50 hours online - self-paced/learner led)

The Sustainable Food Systems Certificate provides a broad base of knowledge for those interested in learning about the U.S. Food system model and all of its complex history, policies, businesses strengths and challenges.

Participants in the certificate gain an understanding of sustainability and how it relates to the current U.S. Food system model. The certificate provides learners with a strong foundation of learning and skills for working within a regional food system from production to advocacy, to service, to education.

The target audiences for the certificate are as follows:

- Adult professionals and volunteers working or seeking employment in local community/regional foods systems including: food distributors, producers, educators, and service providers
- Community Leaders, policy makers and administrators
- Individuals seeking education for personal growth (urban /community gardeners)
- Individuals interested in a systems approach to sustainable farming, i.e. CSA farmers

■ Introduction to Construction Project Management – from an Owner’s Perspective (20 hours online - self-paced/interactive certificate) expected completion - fall 2012

The certificate is designed for facilities professionals, owners, and consultants who want to know more about the design and construction process from an owner’s perspective. Upon completion of this certificate, participants will understand green rating systems and how sustainable design is applied to design and construction.

The target audiences for this certificate are construction project managers, facilities professionals in K-12, Community and Technical Colleges, and 4-year Universities, architects, and engineers.

**Year the certificate program was created:**

2,011

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

<http://www.d.umn.edu/ce/>



# Community Service

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:**

1,485

### **Total number of students :**

11,729

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

---

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

27,958

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

---

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

---

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

---

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

---

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

<http://www.d.umn.edu/outreach/civic/>

# Community Stakeholder Engagement

## 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*.

---

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

# Participation in Public Policy

## 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.

---

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

# Trademark Licensing

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## Criteria

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

---

*"---" 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? :**

No

**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://www1.umn.edu/usenate/resolutions/dspres.html>

# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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<sub>2e</sub>) per gross square foot (0.002 MtCO<sub>2e</sub> 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:

Green Building information:

<https://umdsustain.wp.d.umn.edu/campus-initiatives/buildings/>



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

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

No

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

UMD used the Clean Air Cool Planet Calculator to calculate Scope 1, 2, and 3 emissions for 2013, as it was recommended by ACUPCC and has been used in previous greenhouse gas inventories on campus (2007 and 2010).

**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::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	21,690.06 <i>Metric Tons of CO2 Equivalent</i>	18,842 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	876.40 <i>Metric Tons of CO2 Equivalent</i>	1,357 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	30,181.78 <i>Metric Tons of CO2 Equivalent</i>	33,287 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

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

---

**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	3,171	2,671
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,241	11,264
Full-time equivalent of employees	1,604	1,506
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	Jan. 1, 2007	Dec. 31, 2007

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

The 2007 baseline was adopted because that was the first year UMD calculated greenhouse gas emissions for Scope 1, 2, and 3.

**Gross floor area of building space, performance year:**

3,516,202 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	321,060 <i>Square Feet</i>
<b>Healthcare space</b>	6,463 <i>Square Feet</i>
<b>Other energy intensive space</b>	51,661 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	2,739 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	2,162 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	166 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

---

**A copy of the most recent GHG emissions inventory:**

---

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

<http://rs.acupcc.org/ghg/3428/>

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

Since 2007, UMD has concentrated efforts to save energy and reduce greenhouse gas emissions. Despite opening several campus buildings (LEED-certified Gold Labovitz School of Business and Economics, LEED-certified Gold Swenson Civil Engineering, and the LEED-certified Platinum Bagley Outdoor Classroom), we have reduced emissions intensity (emissions per square foot of campus) and held the line overall on energy emissions when adjusted for weather. Building retrofits, lighting/equipment retrofits, ventilation upgrades, and operational changes (Campus Temperature Policy, building scheduling, winter/spring break energy conservation programs) have all been employed to help save energy, save money, and reduce emissions.

# Outdoor Air Quality

---

## Responsible Party

**John Sawyer**  
Heating Plant Supervisor  
Facilities Management

---

## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

"---" 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:**

UMD has an anti-idling policy for vehicles on campus, adopted in December 2013.

[https://docs.google.com/a/d.umn.edu/document/d/12RUBFQZCFjoOWu\\_bt9R2MLDMNc6t455z2yWmrBQCQ8A/edit](https://docs.google.com/a/d.umn.edu/document/d/12RUBFQZCFjoOWu_bt9R2MLDMNc6t455z2yWmrBQCQ8A/edit)

t

## **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:**

UMD boilers are continuously monitored by licensed operators. Boiler operating data is recording on daily operating logs. Data from the operating logs is used to calculate yearly emissions using appropriate emission factors. Each boiler has a computerized control system with oxygen trim capabilities to reduce potential emissions.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NO<sub>x</sub>)</b>	<i>27.70 Tons</i>
<b>Sulfur oxides (SO<sub>x</sub>)</b>	<i>0.80 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>19.30 Tons</i>
<b>Particulate matter (PM)</b>	<i>1.70 Tons</i>
<b>Ozone (O<sub>3</sub>)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0.10 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

**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 campus heating plant burns only natural gas. Fuel oil is used only as a back-up heating fuel source. In addition, a few generators on campus have switched from diesel to natural gas, which burns cleaner.

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

<http://www.d.umn.edu/fm/>

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality



# Building Operations and Maintenance

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:

Constructing efficient buildings is important, but the majority of greenhouse gas emissions come from the operation of a building during its lifespan. Upgrading and maintaining existing buildings for efficiency is critical to lowering campus emissions. Other buildings that have been upgraded for energy efficiency, but did not seek LEED certification, include:

Bohannon Hall ventilation upgrade

Sports and Health Center addition

Chester Park

Sport and Health upgrades

Endazhi-gikinoo'amaading Education Building

Montague Hall

\*Kirby Student Center Lounge

\*VenDen

\*Updates to Kirby Lounge (2013) and the VenDen (2014) areas were recently made with sustainability in mind, incorporating regional materials, LED lighting, recycled content carpet, and more.

For info on all green buildings (LEED and other)

<https://umsustain.wp.d.umn.edu/campus-initiatives/buildings/green-buildings/>

In 2013, a UMD Library recommissioning study was completed and many energy-saving options were implemented. See:

<https://umsustain.wp.d.umn.edu/um-library-recommissioning/>

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

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

With five LEED-certified buildings on campus, including the University of Minnesota's only Platinum-certified building, UMD is a leader in green buildings. Building retrofits are done with great care in increasing energy efficiency, along with selecting sustainable materials, minimizing water use, and managing waste responsibly. Energy to heat, cool, and power buildings on campus is the highest contributor to our carbon footprint, therefore, buildings are a large priority for sustainability efforts at UMD as they are key to reducing emissions from 2007 levels by 25% before 2020 (as stated in the UMD Energy Action Plan.)

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

3,516,202 *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::**

[STARS Reporting Tool](#) | [AASHE](#)

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 Square Feet
3rd Highest Level (e.g. LEED Silver)	182,569 Square Feet
2nd Highest Level (e.g. LEED Gold)	122,872 Square Feet
Highest Achievable Level (e.g. LEED Platinum)	1,985 Square Feet

**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	0 Square Feet
Mid-Level	0 Square Feet
Highest Achievable Level	0 Square Feet

**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:**

0 Square Feet

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

3,208,776 *Square Feet*

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

[Sustain\\_Energy\\_Efficiency.pdf](#)

**The date the guidelines or policies were formally adopted:**

July 9, 2004

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

All buildings on campus are operated and maintained taking into consideration impacts on the surrounding site, energy consumption, usage of environmentally preferable materials, indoor environmental quality, and water consumption, in accordance with the Regent's Policy on Sustainability and Energy Efficiency. The Policy states in Subd. 3 and 4 that, "The University shall undertake a continuous improvement process that seeks to meet the operational performance targets, goals, and objectives designed to achieve sustainability... [And that] The University shall undertake a process to increase energy efficiency, reduce dependence on non-renewable energy, and encourage the development of energy alternatives through research and innovation." It also requires that specific sustainability objectives and targets are set regarding "(a) physical planning and development, including buildings and infrastructure; (b) operations; (c) transportation; (d) purchasing; and (e) waste management and abatement."

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

In addition, all major renovations at the University with state bonding money must follow the rigorous Minnesota B3 benchmarking standards.

<http://www.msbg.umn.edu/>

These projects then must be entered into the state's benchmarking system, which tracks and ensures compliance with metrics regarding performance management, site and water, energy and atmosphere, indoor environmental quality, and materials and waste.

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Sustain\\_Energy\\_Efficiency.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Sustain_Energy_Efficiency.pdf)

# Building Design and Construction

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

### Submission Note:

Compliance with MN State B3 guidelines are required by legislative mandate. Minnesota's Sustainable Building Guidelines require certain procedures followed regarding performance management, site and water, energy and atmosphere, indoor environmental quality, and materials and waste. The guidelines include state and climactic specific requirements for builders and building operators. Buildings must meet performance outcomes annually, with the aim of achieving carbon neutral buildings by 2030.

B3 is also incorporated in to the University's design and construction standards, which are incorporated in to all design, engineering and contractor contracts.

More information about UMD Green Buildings is available at:

<https://umsustain.wp.d.umn.edu/campus-initiatives/buildings/green-buildings/>

University of MN Building Codes are located at:

<http://www.buildingcodedivision.umn.edu/codes/index.htm>

"---" 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
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</b>	No

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

LEED buildings at UMD in the past 5 years include:

Swenson Civil Engineering (GOLD -46,612 sq ft)

Bagley Outdoor Classroom (PLATINUM - 1,985 sq ft)

Ianni Hall (SILVER - 96,594 sq ft)

**Total floor area of eligible building space (design and construction):**

145,191 *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
--	----------------------

<b>Minimum Level (e.g. LEED Certified)</b>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>96,594 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>46,612 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>1,985 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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

**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:**

---

**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 website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:**

<https://umdsustain.wp.d.umn.edu/campus-initiatives/buildings/green-buildings/>



## Responsible Party

**Linda Olcott**

Associate Administrator

UMD Facilities Management

---

## 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:

3,516,202 Square Feet

## Gross floor area of building space:

3,516,202 Square Feet

## A brief description of the institution's indoor air quality program(s):

A 5-step process is used to identify and address indoor air quality concerns. The following is taken from the UMD INDOOR AIR QUALITY (IAQ) RESPONSE PROCESS (MARCH 2010)

1. Occupant identifies IAQ concern. Information about the situation is collected and is referred to Facilities Management at x8262 or by email.

2.The FM IAQ Coordinator will:

- \* Gather details from the occupant.
- \* E-mail concern to IAQ Team and designate the IAQ Team Leader for the project.
- \* Determine need for immediate response by DEHS or Facilities Management which may include a site visit and/or work order for appropriate personnel to evaluate the ventilation system.

3.In a worker's compensation or disabilities case, the UReturn Coordinator will compile information on the scope of IAQ investigation and testing that may be needed. The coordinator will assure HIPPA compliance with survey questionnaires.

The UReturn Coordinator will:

- \* Contact the occupant as soon as possible and meet to fill out the Occupant Interview Form.

\* Encourage occupant to complete the work-related Employee Incident Report at

<http://www.d.umn.edu/umdhr/WorkComp>

, as required by University policy and filed with Cathy Rackliffe in UMD Human Resources, 255 DAdB.

\* Request that the EHS IAQ Specialist complete a Pollutant & Source Inventory Form.

\* Based on initial medical screening and site visit information, work with the EHS IAQ Specialist to determine the timing and scope of any environmental testing and further investigation needed.

4. If the problem is not readily identified:

\* The FM IAQ Coordinator will initiate a work order for Facilities Management ventilation specialists to complete a UMD HVAC IAQ Quick Form, HVAC Short Form or Long Form.

\* IAQ Team Leader will distribute IAQ Diary Forms to concerned occupants.

\* IAQ Team Leader will arrange a meeting(s) for the IAQ Team to analyze all information obtained on case to date and, if possible, develop an action plan.

\* IAQ Team Leader will notify Human Resources, appropriate Department Head, supervisor and occupant and all concerned parties of action plan.

\* EHS IAQ Specialist will complete and test a Hypothesis Form.

\* If physical problems are identified, FM IAQ Coordinator will bring scope to appropriate FM management to determine course of action and report findings to team.

5. If problem still not identified, set IAQ process in motion:

\* IAQ Team Leader will gather team to further analyze additional information.

\* The IAQ Team will determine whether case is an IAQ problem. If more information is needed, decision will be made whether to perform additional in-house testing or to hire an outside consultant.

\* IAQ Team Leader will notify and update Human Resources, Department head, supervisor and occupant(s).

\* IAQ Team Leader will follow up on corrective actions to ensure they have been effective.

**The website URL where information about the institution's indoor air quality program(s) is available:**

<http://www.d.umn.edu/ehso/focus/>

## 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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

---

## Responsible Party

**Claudia Engelmeier**

Buyer Supervisor

UMD Food 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:

New local/organic items added in past year include:

Bayfield Apples - Bayfield, WI 5560# (apples)

Sandy Hills beef patties - Barnum, MN 612# (beef patties)

Lake Superior Fish - Superior, WI 1200# (fish)

Food Farm - Wrenshall, MN 2500# (carrots and potatoes)

Canoe Wild Rice - Aikin, MN 6768# (wild rice)

Peace Coffee - Minneapolis, MN 3965# (coffee beans)

UMD SAP Farm - Duluth, MN 11,610.5# (fresh vegetables)

"---" 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:**

1

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

[UMD Dining Services Sustainability Initiatives.pdf](#)

**An inventory, list or sample of sustainable food and beverage purchases:**

In 2011 Dining Services partnered with the Student Agriculture Project (UMD Farm). The UMD Farm is comprised of 15 acres at the UMD Research and Field Studies Center (formerly the Northeast Agricultural Experimental Station). The UMD Research and Field Studies Center originated in 1912, and was one of six University of Minnesota Agricultural Experimental Stations across Minnesota. The farm remained active through 1966, while some activities continued into the mid 1970's. The 15 acres that are being used today consist of a 5 acre trial seedling apple orchard, and a 10 acre organic transition farm. The UMD Farm is located at 4709 Jean Duluth Road which is just 5 miles from the UMD campus.

In the three years since the Farm's inception, we have purchased over 20,000 pounds of produce. We are also purchasing local grass fed beef patties, and additional fresh produce from local farms in Wrenshall and Barnum Minnesota. Our menus during the summer and fall seasons highlighted these wonderful fresh options. We have also purchased hundreds of pounds of Bayfield apples and apple cider, as well as apples from our UMD apple orchard, and other orchards in Minnesota.

Dining Services also partakes in the Edible Garden Project, growing food right on campus, and using this produce in menus. The edible gardens are an experimental project that harvests and grows edible plants for use by UMD faculty, staff and student groups. UMD Dining Services has an edible garden outside the Food Court, and Dining Services uses produce from their gardens to make a variety of the meals and side dishes served in the Food Court and Center Court.

Dining Services also procures produce from "The Food Farm" in Wrenshall, MN. The Food Farm is a certified organic farm located in Wrenshall Minnesota, which is 30 minutes south of Duluth. All of the vegetables are certified organic which means they are grown without the use of chemical fertilizers, pesticides and herbicides. In fall of 2012 UMD Dining Services utilized 200 pounds of carrot per week from July to January. In fall of 2013 UMD plans to purchase even more produce from the local Food Farm, including carrots, potatoes, and onions.

**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:**

In 2011 Dining Services partnered with the Student Agriculture Project (UMD Farm). The UMD Farm is comprised of 15 acres at the UMD Research and Field Studies Center (formerly the Northeast Agricultural Experimental Station). The UMD Research and Field Studies Center originated in 1912, and was one of six University of Minnesota Agricultural Experimental Stations across Minnesota. The farm remained active through 1966, while some activities continued into the mid 1970's. The 15 acres that are being used today consist of a 5 acre trial seedling apple orchard, and a 10 acre organic transition farm.

In the three years since the Farm's inception, we have purchased over 20,000 pounds of produce. We are also purchasing local grass fed beef patties, and additional fresh produce from local farms in Wrenshall and Barnum Minnesota. Our menus during the summer and fall seasons highlighted these wonderful fresh options. We have also purchased hundreds of pounds of Bayfield apples and apple cider, as well as apples from our UMD apple orchard, and other orchards in Minnesota.

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

Tracking of local purchases is done through Claudia Englemeier, in UMD Dining Services, through purchasing software.

**Total annual food and beverage expenditures:**

2,750,000 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

<b>Dining operations and catering services operated by a contractor</b>	No	No
<b>Franchises</b>	No	No
<b>Convenience stores</b>	No	No
<b>Vending services</b>	No	No
<b>Concessions</b>	No	No

**Has the institution achieved the following?:**

	Yes or No
<b>Fair Trade Campus, College or University status</b>	No
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	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://www.d.umn.edu/food/sustainabilityefforts/>

# Low Impact Dining

---

## Responsible Party

**Jean Rodvold**

Dietician

Student Life

---

## 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:

UMD Dietician has a Dietitian's Dish blog at:

<http://rddish.blogspot.com/>

To accommodate gluten-sensitive or allergic people, there are many gluten-friendly options on campus:

UMD Dining Services has a number of specialty gluten free products available.

Dining Center

Udi's Gluten Free Hamburger Bun

Udi's Gluten Whole Grain Sandwich Bread



French Meadow Bakery Gluten Free Honey Multigrain Bread

Food Court

Udi's Gluten Free Hamburger Bun

Sandwich Bread

Angie's Artisan Treats brand popcorn

12" Pizza Crust\*

\*Taste of Italia offers 12" Gluten Free Pizzas – these are made to order and cooked on a specified clean aluminum pan and cut with a pizza cutter specifically used on gluten free pizza orders only.

Northern Shores Coffee

Gluten free cookies

Udi's gluten free muffins

Udi's gluten free bagel

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

**Percentage of total dining services food purchases comprised of conventionally produced animal products:**

1

**A brief description of the methodology used to track/inventory expenditures on animal products:**

---

**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”):**

UMD hired a Dietician, Jean Rodvold, in 2013 to help in organizing, educating, and changing food to include healthier options. Vegetarian options are available and many vegan options are offered. Gluten-friendly, vegetarian, vegan, and locally-sourced foods are in the process of being labeled more clearly, with student-designed labels.

A new sub shop was built, Great Lakes Grains, and many of the subs offered are vegetarian (including a hummus-based sandwich and an avocado/vegetable sub). The sub wrappers are completely compostable as well!

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

---

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

<http://www.d.umn.edu/food/nutrition/>

**Annual dining services expenditures on food:**

---

**Annual dining services expenditures on conventionally produced animal products:**

---

**Annual dining services expenditures on sustainably produced animal products:**

---

# 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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
<b>Total building energy consumption</b>	548,663 <i>MMBtu</i>	448,640 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	140,843 <i>MMBtu</i>	138,001 <i>MMBtu</i>
<b>District steam/hot water</b>	407,819.40 <i>MMBtu</i>	354,053 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Gross floor area</b>	3,516,202 <i>Gross Square Feet</i>	2,948,234 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	321,060 <i>Square Feet</i>
<b>Healthcare space</b>	6,463 <i>Square Feet</i>
<b>Other energy intensive space</b>	

**Degree days, performance year (base 65 °F / 18 °C)::**

	<b>Degree Days</b>
<b>Heating degree days</b>	8,665
<b>Cooling degree days</b>	434

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.14
<b>District steam/hot water</b>	1.20

**Start and end dates of the performance year and baseline year (or 3-year periods)::**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2007	Dec. 31, 2007

**A brief description of when and why the building energy consumption baseline was adopted:**

We used 2007 as it was the first year the campus greenhouse gas emissions inventory was calculated.

**A brief description of any building temperature standards employed by the institution:**

UMD has a Building Systems Control Center, and uses building control systems both from Siemens and Johnson Control companies. The BSAC staff revise and control the temperature schedule each year, based on occupancy hours.

In addition, new building occupants in LEED buildings get a building "User Guide" that explains the temperature controls.

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

The UMD campus uses LED lighting in both interior (lecture halls, classrooms, elevators and safety/Exit signs) and exterior (street, path, and parking lot lighting).

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

Lighting sensors to control use of electricity are present throughout many buildings on campus: some sensors are motion detectors, some are occupancy sensors, and others sense the amount of light available in a room.

All newer buildings use light sensing technologies, but as older buildings are retrofitted, lighting sensors are also added.

**A brief description of any passive solar heating employed by the institution:**

The Bagley Classroom uses passive solar heating (it was designed to meet Passive House standards) Large, triple pane, south facing windows provide the building with plenty of natural sunlight as well as passive solar heating during the winter months. Additional natural lighting is provided by solar tubes in the ceiling. The building has an airtight envelope, allowing just 0.47 air changes per hour (as opposed to 5.0 for a typical home). Structurally Insulated Panels (SIP), produced with 100% recycled material in a South Dakota factory, surround the building; the panels are thick and have few thermal breaks where heat loss and condensation can occur.

See:

<https://umsustain.wp.d.umn.edu/campus-initiatives/buildings/green-buildings/bagley-outdoor-classroom/>

**A brief description of any ground-source heat pumps employed by the institution:**

---

**A brief description of any cogeneration technologies employed by the institution:**

---

**A brief description of any building recommissioning or retrofit program employed by the institution:**

UMD recommissioned the UMD Library's various heating, ventilation and cooling systems to save energy and reduce expenses. All heating, ventilation and air conditioning systems (HVAC) were inspected to ensure they are operating correctly, and within the original design specifications. A number of the systems in the library were not operating the way they were supposed to function. UMD hired Hallberg Engineering to take a deep look at the library's HVAC systems to see if they could find any areas where we could improve. The recommissioning project consisted of reviewing building usage, analyzing energy consumption patterns, and then coming up with possible solutions that would work for our budget. Hallberg Engineering found twelve main Energy Conservation Opportunities, and eight of those would have a payback of ten years or less. A 'payback' is when the cost savings of an upgrade or fix would equal the cost of the upgrade or fix itself. By implementing these eight Energy Conservation Opportunities, UMD would save over \$27,900 annually. Since the recommissioning project ended, UMD's Maintenance & Operations Supervisor has been leading his crew to implement the various recommendations.

See:

<https://umsustain.wp.d.umn.edu/um-d-library-recommissioning/>

**A brief description of any energy metering and management systems employed by the institution:**

Many buildings are now tracking electricity use through a program that UMD Building Systems is installing (Square D). This electricity information is available to Building Systems staff, along with UMD Sustainability Office staff. Although there are kinks to work out in the system, we are already seeing benefits of monitoring electricity use to manage a building.

For example: The Bagley Classroom was using more energy than engineering models had predicted, so the system was used to watch where electricity use was highest. This led Building Systems Staff to find and fix problems to reduce electricity use, including supporting the decision to remove two (malfunctioning) composting toilets.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

UMD has a Refrigerator Exchange Program

The first program funded through the Green Revolving Fund was the Refrigerator Exchange Program. Faculty and staff at UMD can apply to upgrade old, inefficient department refrigerators and the Green Fund will cover up to half of the cost of replacement.

Since it began in 2011, the Green Revolving Fund has helped replace 36 old refrigerators, freezers, and chillers on campus. Through energy efficiency and consolidation, the replacement of equipment is estimated to save UMD over 38,000 kilowatt-hours worth of electricity annually, and over \$2,700 each year in electricity costs. More importantly, the savings from upgrading to more efficient equipment saves 29 metric tons of greenhouse gas emissions each year.

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

---

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

The newly remodeled UMD VenDen contains LED-lit vending machines. All of the soda machines are brand new, and Coca Cola provided energy-saving options to save energy (compressors are on timers, and save energy overnight.) The project also consolidated vending services from 15 machines down to 8.

Vending Misers were installed on a half dozen soda machines on campus, mainly in Housing and one in the Administration building. This work was initiated and performed by MPIRG student volunteers. In addition, the UMD Sustainability Office was given an additional 3 Vending Misers to install, and we are searching for appropriate places for these on the main campus.

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

Efforts to reduce our energy usage include building energy efficient buildings (see Building Design and Construction section in STARS) sensible building controls (timers, scheduling, energy conservation over breaks), and even adopting a (new, January 2015) Campus Temperature Standard (heating limit 68-70 degrees, cooling limit 74-76 degrees).

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

<https://umsustain.wp.d.umn.edu/campus-initiatives/energy/>



## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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
<b>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</b>	38 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <i>MMBtu</i>
<b>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</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

136,380 *MMBtu*

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

UMD has two solar photovoltaic installations: one 5.8 array is located on top of Malosky Stadium and a 5.6 kW mounted on the Bagley Outdoor Classroom.

Malosky: In summer of 2008, 28 Sharp Solar Modules rated 208 Watts each, were installed on top Malosky, for a total of 5,800 Watts of electric power capacity.

<http://www.d.umn.edu/solar/>

Bagley: A grid-tied 6kW solar array was mounted on the exterior wall of the Bagley Classroom to help reduce the building's non-renewable energy needs to almost nothing over the course of a year.

[http://www.d.umn.edu/sustain/green\\_buildings/ee\\_bagley.html](http://www.d.umn.edu/sustain/green_buildings/ee_bagley.html)

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

---

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

---

**A brief description of the RECs and/or similar renewable energy products:**

---

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

<https://umsustain.wp.d.umn.edu/campus-initiatives/energy/solar/>

# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

---

## Responsible Party

**Shane Peterson**  
Camp Ops/Protect Mgr 1  
Facilities Management

---

## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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).

**Submission Note:**

Notes from Erik Larson (email Feb 25, 2015):

In 2008 we had 242 acres and 71 acres of impervious surface (including blg, roads, walks and parking) or 29% impervious. 18 of the 71 acres of impervious had some sort of SW treatment associated with it. 170 Acres were considered pervious and 89 acres were considered tree covered (based off Google mapping of treed areas).

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

**Figures required to calculate the total area of managed grounds::**

	Area
<b>Total campus area</b>	243 Acres
<b>Footprint of the institution's buildings</b>	71 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	89 Acres

**Area of managed grounds that is::**

	Area
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	0 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	82 Acres
<b>Managed organically, third party certified and/or protected</b>	0 Acres

**A copy of the IPM plan:**

---

**The IPM plan :**

According to UMD Grounds Supervisor, Shane Peterson, the first step is an inspection to decide on severity of infestation. Then several solutions are looked into to decide which would be the least hazardous. Chemicals are used as a last resort only and are used with utmost care to minimize environmental impact.

**A brief summary of the institution's approach to sustainable landscape management:**

As the first impression for visitors and perspective students, UMD's campus landscape is a critical asset for the college and surrounding community. The beauty of the campus' well maintained grounds and buildings, the success of sports programs, and the strong academic offerings, all contribute to the reasons why students elect to enroll at UMD. The mission of Facilities Management is to sustain the campus environment and collaborate with our academic, research and community partners. We, as members of the Grounds Division, are responsible for ensuring that these strategic assets are protected, maintained and enhanced, and will strive to do so in a sustainable and responsible manner. UMD recognizes the potentially serious risks inherent in using chemical pesticides and fertilizers on the campus and are committed to responsible, and minimal use.

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

In the past few years, priority has been given to using native plants around the grounds. Bagley Nature Area is a key spot area where native plants are a priority and the eradication of non-natives is pursued. Two green roofs on campus are mostly native plant species. The recently opened Civil Engineering building includes no sod around it, and instead uses prairie plants that can tolerate drought.

**A brief description of the institution's landscape materials management and waste minimization policies and practices:**

All waste landscaping materials from campus are composted on the UMD Field and Research Studies property. This includes brush and limbs, which are chipped and spread onto flower gardens and trails. Any soil that is removed for projects is brought to UMD farm and reused. Clippings are mulched and reused.

**A brief description of the institution's organic soils management practices:**

n/a

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

n/a

**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

UMD has dozens of stormwater Best Management Practices that promote water filtration, minimizing runoff, and eliminating the use of potable water for irrigation. We have 2 green roofs, several rain gardens, and have chosen to protect green space riparian areas near Tischer Creek (local trout stream that neighbors our campus).

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

Snow is removed from campus after snowfall. Salt is then applied to limit ice. Envirotech salt is used because of its colder melting threshold. Salts with little to no chloride are used to limit chloride impact on surrounding. Employees are trained to use as little salt as possible and the streets are swept after snow melt to limit amount that seeps into the environment. Salt use has been cut back by almost



2/3's the last several years. Poultry grit is used instead of sand, to limit sediment runoff into watershed.

**A brief description of any certified and/or protected areas:**

---

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

No

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

<https://umsustain.wp.d.umn.edu/campus-initiatives/land-and-water/>

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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?:**

No

**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?:**

No

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

No

**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:**

Care is taken to preserve natural habitat around campus. The Bagley Nature Area is 55 acres of green space and forest, adjacent to campus, that is home to much wildlife. Invasive species (including Buckthorn) are identified and removed in a sensitive manner.

Three ponds around campus support wildlife, and duck houses/ramp were added in the Swenson Science Building pond to ensure ducklings do not get trapped.

Only if an animal becomes a problem is it removed.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

<http://www.d.umn.edu/fm/>

# 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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

# Electronics Purchasing

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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?:**

No

**A copy of the electronics purchasing policy, directive, or guidelines:**

---

**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 institution does not have a stated preference to buy EPEAT Silver or higher computers and monitors; however, this is a general practice when purchasing these items. It is referred to in Purchasing's Sustainability Guidelines that EPEAT Bronze or higher machines should be bought.

<http://purchasing.umn.edu/policy/sustain.html>

**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::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	---
<b>EPEAT Silver</b>	---
<b>EPEAT Gold</b>	---

**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://purchasing.umn.edu/policy/sustain.html>

# Cleaning Products Purchasing

---

## Responsible Party

**Christine Lovejoy**

Planner - Custodial

UMD Facilities Management

---

## 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
- 

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

**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:**

---

**The green cleaning product purchasing policy, directive, or guidelines:**

UMD Custodial supports the campus goals of sustainability through careful purchasing and sustainability considerations. Although their website and policies are under construction (

<http://www.d.umn.edu/fm/standards/custodial.htm>

), progress has been made on many fronts, and they have been awarded Honorable Mention through the American School and University's Green Cleaning Award, See:

<https://umsustain.wp.d.umn.edu/umd-wins-award-for-green-cleaning/>

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

UMD chooses to use Green Seal (tm) certified cleaners because the Green Seal program is one of the most recognized, organizations that provides credible and objective information to direct consumers to environmentally responsible products. Custodial crews use Green Seal products to clean, including: Johnson Wax Stride Neutral Cleaner, and Glance non-ammoniated glass cleaner.

**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:**

99,770 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

220,918 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?:**

No

**A brief description of the institution's low-impact, ecological cleaning program:**

---

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

[STARS Reporting Tool | AASHE](#)



---

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

---

**The website URL where information about the institution's green cleaning initiatives is available:**

<http://www.d.umn.edu/fm/standards/custodial.htm>

# Office Paper Purchasing

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

*"---" 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:**

---

**The paper purchasing policy, directive or guidelines:**

The institution recommends and encourages the purchase of recycled content paper of the highest possible content. Purchasing Services policy states that department should "purchase copy paper, legal pads, letterhead stationary, envelopes, and other paper products made from recycled paper."

<http://purchasing.umn.edu/policy/sustain.html>

**followed :**

Paper purchasing varies by department, and no monitoring or enforcement has been undertaken, however purchasing information and outreach is emailed to campus regularly, reminding people of the policy and other sustainability considerations.

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

No

**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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

**Total expenditures on office paper :**

---

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://purchasing.umn.edu/policy/sustain.html>

# Inclusive and Local Purchasing

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

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

## **Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

## **A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

---

## **The policy, guidelines or directive governing inclusive and local purchasing:**

The University of Minnesota's Regent's Policy regarding Targeted Business, Urban Community Economic Development, and Small Business Programs states:

"Subd. 1. Targeted Businesses. The Board of Regents (Board) supports the use of the purchasing power of the University of Minnesota (University) to enhance equal employment and business opportunities for minorities, women, and disabled persons. Consistent with the Board's long-standing policies and achievements in advancing diversity, equal employment opportunity, and affirmative action, the University is committed to promote actively the utilization of businesses owned and operated by minorities, women, and disabled persons (targeted businesses) and to prevent discriminatory practices against such businesses."

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

---

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/TargetedBusiness.pdf>

# 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

## 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.

---

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

# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation



## Responsible Party

**Karl Novek**

Planner - Fleet

UMD Facilities Management

---

## 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.

---

### Submission Note:

Note: Although 15 vehicles have the ability to burn E85 or higher ethanol, we do not track how often E85 is actually used. (The availability of E85 or higher ethanol fuels is somewhat limited.)

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

**Total number of vehicles in the institution's fleet :**

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
<b>Gasoline-electric, non-plug-in hybrid</b>	8
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	7
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

UMD Facilities Management (FM) have been making sustainability a priority in their fleet. Whenever a vehicle is replaced, a request form is required and evaluated to ensure it is the ‘right size.’ By doing so, UMD has downsized many unnecessarily large vehicles (large trucks) to smaller, more fuel-efficient models (small vans). FM and Grounds also have many electric utility carts that can travel around campus sans tailpipe emissions. Vehicles owned by UMD are now equipped with low rolling resistance tires, which further improve fuel efficiency. In-house maintenance of vehicles also has sustainability integrated with everything from petroleum free cleaners to micro-hybrid electric hoists that regenerate electricity when a vehicle is lowered. Lastly, an Idling Reduction Policy was adopted by FM in December 2013.

The Facilities Management and Business Fleet have purchased 8 hybrid vehicles, and they are popular vehicles for use by university employees. UMD Departments who dictate that staff should prefer hybrid vehicles for travel get a point towards their Green Office Certification.

The university uses many all-electric vehicles for grounds and program support. These 7 vehicles have no tailpipe emissions.

E-Z GO GOLF CART

2005 TORO WORKMAN E2050

2008 CLUB CAR ELEC GOLF CART

2008 CLUB CAR ELEC GOLF CART

2011 POLARIS RANGER EV

2011 POLARIS RANGER EV

2011 POLARIS RANGER, EV

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

<https://umsustain.wp.d.umn.edu/campus-initiatives/transportation/cars/>

# Student Commute Modal Split

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:

70

## 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)	30
Walk, bicycle, or use other non-motorized means	31.50
Vanpool or carpool	10.50
Take a campus shuttle or public transportation	28
Use a motorcycle, scooter or moped	---

## A brief description of the method(s) used to gather data about student commuting:

Four different data sets were used in conjunction with one another in order to estimate the most accurate numbers possible for the travel trends of UMD's students, faculty and staff. The data from the 2007 carbon commuting calculations were used, as well as data from 2009 student survey, though this data was only applied to the students, and not faculty and/or staff. Data from the 2013 MPIRG TRANSITION survey was used to speculate changes in overall trends, and finally recent data based on student, faculty, and staff housing was applied.

**The website URL where information about sustainable transportation for students is available:**

[https://umsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Scope3\\_Commuting.pdf](https://umsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Scope3_Commuting.pdf)

# Employee Commute Modal Split

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:

35

## 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)	65
Walk, bicycle, or use other non-motorized means	13
Vanpool or carpool	12
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	---
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:**

Four different data sets were used in conjunction with one another in order to estimate the most accurate numbers possible for the travel trends of UMD's students, faculty and staff. The data from the 2007 carbon commuting calculations were used, as well as data from 2009 student survey, though this data was only applied to the students, and not faculty and/or staff. Data from the 2013 MPIRG TRANSITION survey was used to speculate changes in overall trends, and finally recent data based on student, faculty, and staff housing was applied.

**The website URL where information about sustainable transportation for employees is available:**

[https://umdsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Scope3\\_Commuting.pdf](https://umdsustain.wp.d.umn.edu/wp-content/uploads/2012/06/Scope3_Commuting.pdf)

# Support for Sustainable Transportation

---

## Responsible Party

**Bryan French**

Sustainability Programs Manager  
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:**

Under the Dining Center, there is covered bike parking, including 6 storage lockers.

The Rec Sports Center provides showers for bicycling commuters.

In addition, the UPASS program provides free bus rides for all full time students, and staff and faculty can purchase discounted bus passes. The bus system provides bike racks for bus riders.

**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:**

Bike racks are available outside approximately 85% of our residence halls.

Although we don't have long-term storage within 100m of all residence halls, we do have common areas where this is available for several of our residence halls.

**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?:**

No

**A brief description of the bicycle/pedestrian policy and/or network:**

Our campus consists of almost entirely interconnected tunnels, which means there are very few streets where this is an issue.

**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:**

We offer 'Buck a Bike,' where the campus community can check out a bicycle for \$1 per day. We have approximately 10 bicycles available, and we check out between 5-10 per month.

**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?:**

No

**A brief description of the certification, including date certified and level:**

N/A

**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):**

UMD students, faculty, and staff can ride DTA buses at extremely discounted rates. Students are automatically assessed a \$10 fee each semester which provides unlimited rides. Faculty and staff can opt-in for a \$50 annual pass, also providing unlimited rides.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

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

N/A

**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:**

Car Pool Discount: Card is stamped once for each individual in the vehicle in addition to driver. A full card of ten (10) stamps is redeemable for one free entry into the pay lot.

**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?:**

No

**A brief description of the car sharing program:**

N/A

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

UMD Parking Services now offers electric vehicle charging free of charge. With space for two cars to charge simultaneously, EV drivers can now top-off their batteries while studying or working on campus. The charging station is located at the end of the metered parking spaces between Parking Lot B and the Darland Administration Building, and is equipped with one 240V charger and one 120V charger. Anybody can use the charger, including students, staff, faculty, and visitors. Currently, there is no fee for electricity used for charging. Charge time and parking at the charger are limited to four hours.

**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 University offers flexible working arrangements, including telecommuting. Employees must obtain their supervisors approval to telecommute, developing a plan that will best fit their needs and the requirements of their position. Two union contracts include telecommuting as an option. The University provides information online about telecommuting to help both the supervisor and employee think about possible benefits and consequences of the arrangement.

<http://www1.umn.edu/ohr/wellness/timeaway/flexwork/index.html>

**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 UMD Facilities Management department (largest number of staff employed on the campus) started to offer a condensed work-week option in Summer 2008 to most of its employees. This was offered during the summer months only. The FM Department also surveyed employees to see if the program should be continued (it continues into 2011)

<http://www.d.umn.edu/fm/about/survey.pdf>

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

N/A

**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:**

The Wellness Program and Parking and Transportation Services partnered to offer you an incentive to bike to work. When you bike to work 50 times from September 1, 2014 to August 31, 2015, you will earn 75 wellness points. Bike to work 100 times during the same time period and earn 125 wellness points. You must have an RFID chip installed on your bike for your trip to count. Wellness points can be used to reduce health insurance premiums.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

<https://umdsustain.wp.d.umn.edu/campus-initiatives/transportation/>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:

NOTE: Because donated, swapped/Free2Depts, and Furniture pick-up items are not yet tracked by weight, the "Materials reused, donated or re-sold" tonnage appears to be 0. However much material is re-used around campus, and donated to local organizations. For example, over 100 desks and desk lamps were recently donated to the Duluth community's San Marcos apartments (see <http://www.chumduluth.org/>)

Additional information on waste minimization from UMD Dining is available at:

<https://umsustain.wp.d.umn.edu/campus-initiatives/dining/>

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

**Waste generated::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Materials recycled</b>	487 Tons	284 Tons
<b>Materials composted</b>	0 Tons	0 Tons
<b>Materials reused, donated or re-sold</b>	0 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	537 Tons	334 Tons

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,171	2,671
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	11,241	11,264
<b>Full-time equivalent of employees</b>	1,604	1,506
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2007	Dec. 31, 2007

**A brief description of when and why the waste generation baseline was adopted:**

---

**A brief description of any (non-food) waste audits employed by the institution:**

Several recycling/waste audits have been performed at UMD over the years. In 2009, a Anthropology Senior Seminar group showed that well over half of all waste was either compostable or recyclable. This audit spurred action, and is partially responsible for the establishment of a organics/composting program that started as a pilot at the coffee shop, and is now located throughout campus.

Student projects and surveys are all archived at:

<https://umsustain.wp.d.umn.edu/programs/ideas-for-student-projects/>

**A brief description of any institutional procurement policies designed to prevent waste:**

“Subd.2.Operations. Each University campus shall develop specific sustainability objectives and targets in the areas of:

- (a) physical planning and development, including buildings and infrastructure;
- (b) operations;
- (c) transportation;
- (d) purchasing; and
- (e) waste management and abatement.”

One example is within UMD Dining Services: food is purchased in bulk containers, and individually-wrapped condiments are avoided in the Dining Center, Food Court, and at UMD Catering events. Bakery and other goods are also delivered in reusable crates.

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

UMD has an email list serve for re-use of furniture and office supplies around campus. Faculty and staff can send emails (with pictures) to the "UMD Free to Departments: list at

[free2depts@d.umn.edu](mailto:free2depts@d.umn.edu)

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

The UMD Catalog describes all of the programs and courses offered at UMD. It is available online at:

<http://www.d.umn.edu/catalogs/current/>

The UMD Catalog is not printed, although students who have special needs can request alternate versions or assistance with the Catalog.



A Catalog archive also makes it easy and searchable to find past curriculum offerings.

**A brief description of any limits on paper and ink consumption employed by the institution:**

UMD uses a pay-per-page printing system.  
5 cents per 8.5 x 11 inch black and white page  
20 cents per 11 x 17 inch black and white page  
\$1.00 per 8.5 x 11 inch color page.  
\$2.50 per 11 x 17 inch color page.

See:

<http://www.d.umn.edu/itss/labs/printing/>

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

UMD provides many options for student to get swap, sell, and donate furniture and other items. There are two active sites on Facebook for swapping or selling your items, just for the UMD campus community, we partner with Goodwill Duluth to host trucks on campus (donations of any unwanted household items, including clothing), and a furniture Pick-up is offered through UMD Facilities Management (by appointment, and all other avenues are encouraged first- reuse and donation)

<https://umsustain.wp.d.umn.edu/campus-initiatives/waste/move-out/>

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

---

**A brief description of any food waste audits employed by the institution:**

In 2011, a Composting Feasibility Report was conducted by a UMD student and was instrumental in establishing priorities for campus-wide compost locations. The report is available at:

<https://umsustain.wp.d.umn.edu/programs/ideas-for-student-projects/composting-feasibility-repo>

rt/

**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:**

---

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

---

**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):**

With renovation of the Dining Center, UMD Dining Services is planning a compostable "to go box" program. Students, staff, and faculty can pay for access to the dining center, and then fill up the compostable clam-shell box to go.

**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):**

The UMD Dining Center (or DC) offers virtually waste-free dining. Food leftovers are collected for composting (through partnership at the Western Lake Superior Sanitary District), and all other silverware, plates, and cups are washed and re-used.

**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:**

The coffee shop offers a 10-cent discount for those who bring their own mugs from home. A 20-cent discount of one of the Coffee Shop's reusable mugs is used.

**A brief description of other dining services waste minimization programs and initiatives:**

Meal planning, portion-controlled serving & bulk ordering reduces costs & packaging. Leftover food that can be donated is given to Second Harvest Northern Lakes Food Bank, both to help people and reduce waste (in 2013 alone, over 10,000 pounds of food was donated!). Aluminum, plastic and glass are recycled, and bakery produce brought in reusable containers. Biodegradable and compostable plates, coffee cups, and utensils are provided in the Food Court and Northern Shores Coffee Shop.

UMD Catering offers events with 0% waste for groups over 25 people by utilizing washable dishware, linen napkins, donating unused food and composting leftover/uneaten food.

**The website URL where information about the institution's waste minimization initiatives is available:**

<https://umdsustain.wp.d.umn.edu/campus-initiatives/waste/>

# Waste Diversion

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:

487.35 Tons

## Materials disposed in a solid waste landfill or incinerator :

537.50 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:

UMD provides compost bins to collect food and other biodegradable waste. Food and other biodegradable wastes are actually a resource, because they break down into compost which returns to the soil. Students, staff and faculty at UMD can help save money (landfill tipping fees) and reduce emissions by diverting food/biodegradable waste into the compost bins.

What can be composted at UMD?

Food waste

Tea bags and coffee grounds (cold)

Paper towels and napkins

Forks, spoons, and knives from UMD Food Court and UMD Catering

Plates from Food Court and UMD Catering (excludes foam plates from Taste of Italia)

Coffee cups and lids from Northern Shores, Food Court, and UMD Catering

See:

**A brief description of any food donation programs employed by the institution:**

Food that comes off the Dining Center line the after the second time it is reheated, or food that is in trays that have less than half remaining, or overstock food that cant be used, is donated to the Northern Harvest Food Bank, which then distributes it to local food shelves around the community.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

The Western Lake Superior Sanitary District (WLSSD) composts the pulped waste from the UMD Dining Center, as part of a large-scale, industrial composting program that began in late 2000.

State-of-the-art pulpers in the Dining Center Dish Room and the Production Kitchen operate using recycled cool water; food grease (ultimately picked up by a local rendering company) is deposited in the pulpers and not in the waste water stream. Scrap food from the pulping operations is collected and mulched at the WLSSD, resulting in lower tipping fees for the University. This successful operation has been featured on local media outlets and the finished product provides a high quality fertilizer to area residents, proving also to be a profitable venture for the WLSSD.

Items composted through this program features both pre- and post-consumer food waste from the Dining Center and prep kitchens, along with compostable materials from throughout the campus collected in over 100 locations.

Please note: items are NOT composted on the UMD campus, but trucked to WLSSD's existing compost/yard waste site.

**A brief description of any post-consumer food waste composting program employed by the institution:**

The Western Lake Superior Sanitary District (WLSSD) composts the pulped waste from the UMD Dining Center, as part of a large-scale, industrial composting program that began in late 2000.

State-of-the-art pulpers in the Dining Center Dish Room and the Production Kitchen operate using recycled cool water; food grease (ultimately picked up by a local rendering company) is deposited in the pulpers and not in the waste water stream. Scrap food from the pulping operations is collected and mulched at the WLSSD, resulting in lower tipping fees for the University. This successful operation has been featured on local media outlets and the finished product provides a high quality fertilizer to area residents, proving also to be a profitable venture for the WLSSD.

Items composted through this program features both pre- and post-consumer food waste from the Dining Center and prep kitchens, along with compostable materials from throughout the campus collected in over 100 locations.

Please note: items are NOT composted on the UMD campus, but trucked to WLSSD's existing compost/yard waste site.

**Does the institution include the following materials in its waste diversion efforts?:**

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

<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	---
<b>Food composting</b>	Yes
<b>Cooking oil</b>	---
<b>Plant materials composting</b>	---
<b>Animal bedding composting</b>	---
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	---
<b>Laboratory equipment</b>	---
<b>Furniture</b>	---
<b>Residence hall move-in/move-out waste</b>	---
<b>Scrap metal</b>	Yes
<b>Pallets</b>	---
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

---



# Construction and Demolition Waste Diversion

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:

3,203.20 Tons

## Construction and demolition materials landfilled or incinerated :

156.10 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:

MN State B3 guidelines require demolition and construction waste diversion. Additionally, the University requires waste diversion through their design and construction standards, and in order to gain LEED-New Construction credits.

# Hazardous Waste Management

---

## Responsible Party

**Andrew Kimball**

Sr Envrn Health/Safety Tech  
UMD Environmental Hlth/Safety

---

## 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.

---

*"---" 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:**

Safety Training presentations include many references to using the least-hazardous chemical possible to complete the job/research project. Training videos and materials are available at:

<http://www.d.umn.edu/ehso/safety/lsptrain.html>

In addition, the Hazardous Chemical Waste Management webpage reminds departments that they are ultimately responsible for all waste they generate.

The University of Minnesota is committed to manage hazardous wastes (from cradle to grave) in a safe and environmentally sound manner. Therefore to reduce the burden of compliance and the cost of management of laboratory waste associated with research Chemical Waste Disposal is free of charge to all University Departments who follow basic waste management as required under:



Federal Resource Conservation and Recovery Act (RCRA), enacted in 1976, established the cradle-to-grave management system for hazardous waste (40 CFR Part 260-265 and 266-282), primarily to protect human health and the environment from indiscriminant hazardous waste management practices.

State (Minnesota Hazardous waste Rules, Chapter 7045),

Local (Western Lake Superior Sanitary District:WLSSD), and

University (Hazardous Waste Management Guidebook) regulations.

As generators of hazardous chemical waste, UMD departments are responsible for ensuring that their employees follow University of Minnesota guidelines regarding the proper management and disposal of hazardous chemical waste within their laboratories, shops or service areas.

Proper disposition of all hazardous materials used in laboratories is, in the first instance the responsibility of the principal investigator or researcher to whom a laboratory is assigned. Ultimate responsibility for hazardous materials management lies with each department.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

The Environmental Health and Safety Office provides an online guide to Preparing Chemical Waste for Disposal, which addresses steps from 1) Evaluating Waste to Collecting, Labeling, Segregating, and Transporting wastes.

See:

[http://www.d.umn.edu/ehso/waste\\_management/steps.html](http://www.d.umn.edu/ehso/waste_management/steps.html)

The Chemical Waste Management Guideline offers many resources (including training)on disposing of hazardous, universal, and non-regulated chemical waste.

See:

[http://www.d.umn.edu/ehso/waste\\_management/gb.html](http://www.d.umn.edu/ehso/waste_management/gb.html)

Hazardous Waste Management Training is given to designated employees that manage hazardous waste within each unit, laboratory or service area. Other employees who do not manage hazardous waste must at least be made familiar with the labeling, storage, requirements and how to respond to emergency situations involving hazardous materials.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

None have occurred.

**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):**

Electronic Equipment

Before you dispose of electronic equipment, and if the equipment still functions properly, put a piece of tape on the equipment and write on the tape the word "Works," otherwise mark the tape with the words "Does Not Work."contact other University departments to see if they can use the equipment. If other departments can use the equipment, notify University Inventory Services of the transfer. If no University department can use the equipment, contact University Inventory Services to have them delete the equipment from the inventory system. The equipment should then be collected by Facilities Management department for shipment to a state licensed recycler.

At the moment, the University sends its electronic waste to Asset Recovery Corp.

If you have large amounts of electronic equipment, it should be collected/ packaged in Gaylord boxes,

To request a pick up or a Gaylord box, call:

Environmental Health and Safety Office at 6764, or 7139

Questions about electronic waste, call:

Environmental Health and Safety Office at: 7139

Note: No hazardous chemicals should be sent or given to a recycler, or included with electronic equipment.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

Hazardous Chemical Waste Management

The University of Minnesota is committed to manage hazardous wastes (from cradle to grave) in a safe and environmentally sound manner. Therefore to reduce the burden of compliance and the cost of management of laboratory waste associated with research Chemical Waste Disposal is free of charge to all University Departments who follow basic waste management as required under:

Federal Resource Conservation and Recovery Act (RCRA), enacted in 1976, established the cradle-to-grave management system for hazardous waste (40 CFR Part 260-265 and 266-282), primarily to protect human health and the environment from indiscriminant hazardous waste management practices.

State (Minnesota Hazardous waste Rules, Chapter 7045),

Local (Western Lake Superior Sanitary District:WLSSD), and

University (Hazardous Waste Management Guidebook) regulations.

As generators of hazardous chemical waste, UMD departments are responsible for ensuring that their employees follow University of Minnesota guidelines regarding the proper management and disposal of hazardous chemical waste within their laboratories, shops or service areas.

Proper disposition of all hazardous materials used in laboratories is, in the first instance the responsibility of the principal investigator or researcher to whom a laboratory is assigned. Ultimate responsibility for hazardous materials management lies with each department.

The Chemical Waste Management Guidebook could be obtained free of charge from the UMD Environmental Health and Safety Office by calling 726-7139, or accessed on line at:

[http://www.d.umn.edu/ehso/waste\\_management/gb.html](http://www.d.umn.edu/ehso/waste_management/gb.html)

To dispose of your chemical waste follow our: Step by step Chemical Waste Disposal Guide

Additional Questions regarding waste disposal may be directed to:

Andrew Kimball

UMD-Environmental Health and Safety Office

Phone: 218-726-7139

Email:

[ehso@d.umn.edu](mailto:ehso@d.umn.edu)

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

[http://www.d.umn.edu/ehso/waste\\_management/special.html#electronic](http://www.d.umn.edu/ehso/waste_management/special.html#electronic)

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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:

Water usage taken from UMD Utility Database.

Baseline year: 1/1/2005-12/31/05

Performance year: 1/1/2010-12/31/10

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

## Level of water risk for the institution's main campus:

---

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	90,751 Gallons	92,153 Gallons

## Potable water use::

	Performance Year	Baseline Year
--	------------------	---------------

Potable water use	---	---
-------------------	-----	-----

**Figures needed to determine "Weighted Campus Users"::**

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	---	---

**Area of vegetated grounds::**

	Performance Year	Baseline Year
Vegetated grounds	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

**A brief description of when and why the water use baseline was adopted:**

---

**Water recycled/reused on campus, performance year:**

---

**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

---

**A brief description of any water metering and management systems employed by the institution:**

Water metering for our newer buildings and our chilled water plants (for air conditioning) have been made a priority in the past. However, many older buildings do not have separate water meters.

A priority water meter placement has been identified by students working on a water conservation project: in the gym/locker rooms of Rec Sports. This area of multiple showers is not metered separately, but could be used in the future to encourage water conservation by showing water use results to the users of the facility.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

---

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Xeriscaping is used around the UMD campus, dependent on the site. Certain plant species are chosen for high intensity sunlight areas for their ability to withstand the heat and little water. A large portion of the landscaping around the Swenson Civil Engineering building utilizes many native prairie plants, which are naturally adapted to survive drought conditions. (No irrigation was installed around the Civil Engineering building.)

**A brief description of any weather-informed irrigation technologies employed by the institution:**

---

**A brief description of other water conservation and efficiency strategies employed by the institution:**

---

**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

---



## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

*"---" 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:**

Mission: The mission of the University of Minnesota Duluth Storm Water Pollution Prevention Program is to reduce, to the maximum extent practicable, the possible negative impacts of the campus on the surrounding watersheds and ultimately the Lake Superior ecosystem.

To this end, the University of Minnesota Duluth will develop, implement, and enforce a storm water pollution prevention program to protect water quality and satisfy the appropriate requirements of the Clean Water Act.

## Goals

- \* To meet the requirements of the NPDES Phase II storm water requirements, the Clean Water Act, applicable Minnesota laws and statutes, and university of Minnesota environmental policies and Procedures.
- \* To minimize and/or regulate storm water surge volumes by promoting storm water sensitive design.
- \* To educate our community about storm water issues.
- \* To manage on-campus storm water problems efficiently and effectively.
- \* To promote overall watershed protection by working with Minnesota Pollution Control Agency (MPCA); Minnesota Department of Natural Resources (MNDNR); and the Municipal Separate Storm Sewer System (MS4) owners and agencies represented by the Regional Stormwater Protection Team (RSPT)

## **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:**

Some examples of storm water controls used at UMD are:

Rain Gardens and Bio-retention Areas are gardens that collect, filter and use storm water reducing the amount of water discharged to a storm water system. Flowering plants and grasses (preferably native species) that can withstand a cycle of flooding and drought are usually used.

Infiltration / Filtration Basins are open earthen impoundments designed to retain storm water and to infiltrate it into the soil. The design should include an inlet-settling basin to remove coarse materials prior to flowing into the infiltration basin. The surface may or may not be vegetated. Infiltration basins are used when you have permeable soils to accept the water, filtration basins have drain tile systems that collect the filtered water and discharge it to a storm sewer.

Infiltration / Filtration Trenches are trenches that are 1 to 2 feet wide, and 2 to 10 feet deep. They are typically lined on the sides and bottom with permeable filter fabric and backfilled with coarse aggregate. Trenches may be surface or subsurface levels, and design may include a vegetative filter strip. Trenches are effective in removing suspended sediments, floating debris, and bacteria. In most cases, trenches will have some overflow connection to the storm sewer. Infiltration trenches are used when you have permeable soils to accept the water, filtration trenches have drain tile systems that collect the filtered water and discharge it to a storm sewer.

Pervious (Permeable) Pavement is a structural support surface that allows water to flow through the material into a subsurface of gravel or rock, and ultimately into the soil or other post construction storm water control. Pavements can be made of concrete, asphalt, plastic, or composite materials. They can look like standard concrete or asphalt pavement, paving block or even grass.

Swales are vegetated, shallow channels with gentle side-slopes. Treatment occurs as storm water flows through the dense vegetation. Removal mechanisms for pollutants include filtration, sedimentation, adsorption, and infiltration into the soil profile. Swales are used to remove sediment and pollutants that adhere to the sediment.

Filter Strips are vegetated, gently sloped strip, 10 feet or more in down-slope length (50 to 75 feet is recommended for good performance). Vegetation may be turf, or forested with trees and shrubs. Filter strips must be designed to accept sheet flow, and are typically used in conjunction with other treatment control measures, such as grassy swales or infiltration trenches.

Underground Detention devices are tanks that can take large volumes of storm water quickly and then slowly discharge that water back into the storm water system. Underground systems are usually more expensive than other systems, but are useful on small sites.

**A brief description of any rainwater harvesting employed by the institution:**

A unique and visible feature of Swenson Civil Engineering is its management of storm water runoff including scuppers made from reclaimed wood and a French drain system. The scuppers on the roof of the building were constructed from recycled wood; and runoff is collected in tanks beneath the building. In non-winter months, the water in the tanks is used to fill a 2,000 gallon sediment transport/wave tank.

**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:**

---

**A brief description of any living or vegetated roofs on campus:**

Civil Engineering has a partial green roof, and the Bagley Outdoor Classroom's lower roof is a green roof. Both of these roofs utilize a tray system.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

There are various types of porous paving on our campus: one test area of two types of pavers (one a recycled-content rubber paver, the other a traditional cement brick paver) located on the loading dock of the Lund Building. There is another test area by the entrance to Rec Sports. The loading dock area of Civil Engineering also utilizes pervious pavers.

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

UMD has several rain gardens, as part of our commitment to protect Lake Superior. The largest is referred to as "The UMD Rain Garden" which can hold 60,000 gallons of water, and is located on College Street near the Lund Building.

Interpretive signs and self-guided tour brochures can be found along the sidewalk. Flowers bloom from as early as May to September.

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

UMD has two wet-ponds to treat post-construction stormwater runoff: Fire Hall Pond (built 1979) and Eric Clarke Pond (built 1965), both of which were dredged back to their original capacities in 2001.

Continued maintenance and inspection Best Management Practice for ponds and their outfalls is at:

<http://www.d.umn.edu/fm/stormwater/swppp/6b-3.pdf>

**A brief description of any bioswales on campus (vegetated, compost or stone):**

There are many vegetated swales on campus. The parking area at Glensheen was modified in 2004 to include a combination of grassy swales, a bioretention area, and outlet shoreline protection to improve the current quality and lessen the quantity of the discharge water. This project won a 2006 Governor's Minnesota Government Reaching Environmental Achievements Together (MnGREAT) Award for superior environmental achievement by Minnesota's public agencies.

Other vegetated swales exist on campus, described here:

[http://www.d.umn.edu/fm/stormwater/post\\_construction.html](http://www.d.umn.edu/fm/stormwater/post_construction.html)

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

All post-construction stormwater control technologies are described at:

[http://www.d.umn.edu/fm/stormwater/post\\_construction.html](http://www.d.umn.edu/fm/stormwater/post_construction.html)

The largest, and most exciting, example of treating stormwater is our campus UMD Rain Garden: the UMD Rain Garden is composed of plantings, a drain tile system, and a water level control system. It can hold as much as 60,000 gallons of water. Rain gardens are part of UMD's commitment to protect Lake Superior. More information, including a tour guide, is available at:

<http://www.d.umn.edu/sustain/raingarden/index.html>

Recently, the newest Resident Hall on campus, Ianni Hall, was constructed with a sand volleyball court that doubles as a stormwater filtration area.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

<http://www.d.umn.edu/fm/stormwater/>

# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:**

The UMD Sustainability Office is made up of a Director, a 25% sustainability Coordinator for Natural Resources Research Institute, two paid student positions, and several paid or unpaid interns throughout the year.

The Director provides leadership on campus collaborations, communications, and measurements of sustainability progress. The Coordinator assists in campus education, research, outreach, and other activities.

Student employees and interns assist in program implementation, graphic design, and supporting outreach efforts in print and online.

### **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 charge of the members of the UMD Sustainability Subcommittee is:

Facilitate continued incorporation of sustainability into UMD operations, education, outreach, and research activities at UMD.

Guide efforts at UMD to meet commitments for climate protection and support implementation of the U of MN Board of Regents

Sustainability and Energy Efficiency Policy and the UMD Strategic Plan.

Advance opportunities for sustainability-related education, service, and research

Serve on Working Groups to support sustainability improvements at UMD.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

University of Minnesota Duluth Sustainability Committees

There are three active subcommittees:

Stacey Stark, Chair of Subcommittee on Leadership and Modeling (UMD Geography/GIS)

Danny Frank, Students in Transition

Beth Ruark, Department of Education

Mindy Granley, Office of Sustainability

John King, Facilities Management

Rick Smith, American Indian Resource Learning Center

Okechukwu Ukaga, Northeast MN Regional

Sustainable Development Partnership

Jerry Pepper, Department of Communications

Jeff Gunderson, Minnesota Sea Grant

Bruce Munson, College of Education & Human Service Professions

Tim Bates, Chair of Subcommittee on Education (Outdoor Program)

Ken Gilbertson, Department of Health, Physical Education and Recreation

Geoff Bell, Department of Management Studies

David Syring, Department of Anthropology

Jesse Schomberg, Minnesota Sea Grant

Tim Chambers, Housing and Resident Life

Erin Zoellick, Rec Sports Outdoor Program

Bruce Reeves, Information Technology Systems and Services

Rachel Gilbertson, Health & Wellness Program

Nathaniel Blood, graduate student

Justin Anderson, undergraduate

Mindy Granley, Chair of Subcommittee on Energy

Carl Berwald, Student

Tom Ferguson, Department of Electrical and Computer Engineering

Richard Davis, Department of Chemical Engineering

Scott Norr, Department of Electrical and Computer Engineering

Josh Buck, Housing and Resident Life

Alison Hoxie, Department of Mechanical and Industrial Engineering

John Sawyer, Facilities Management

Dan Galyen, Facilities Management

Ex Officio Committee members: Chancellor Lendley Black, Vice Chancellor for Finance and Operations Mike Seymour, Vice Chancellor for Student Life Lisa Erwin, Vice Chancellor for Academic Affairs Andrea Schokker



**The website URL where information about the sustainability committee(s) is available:**

<https://umdsustain.wp.d.umn.edu/resources/sustainability-commitee/>

**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:**

UMD Sustainability inspires learning, understanding, and action around sustainability across campus and in the community. Our communication efforts, project and program coordination, and involvement in operational changes provide visible demonstrations of the campus commitment to sustainability.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1.25

**The website URL where information about the sustainability office(s) is available:**

<https://umdsustain.wp.d.umn.edu/about-us/meet-our-staff/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Mindy Granley, Director. Ryan Hueffemier, Coordinator.

**A brief description of each sustainability officer position:**

Mindy Granley - Director

The Director advances sustainability on campus through communication, coordination and assessment of progress in sustainability efforts on campus. The position is responsible for ensuring UMD implements sustainability goals and values identified in the UMD Strategic Plan, complies with Board of Regents Policy on Energy Efficiency and Sustainability, and works towards goals of our Climate Commitment. The Director is the primary focal point for campus sustainability efforts, both internal to the UMD and to external organizations.

Sustainability Coordinator – Ryan Hueffemier

The Coordinator creates and deliver sustainability-related programming and assist in communication and outreach both on and off campus.

- Promote sustainable choices and change to students, faculty and staff through communications and creation/delivery of sustainability-related programming.
- Educate the university community on best practices in environmental sustainability through outreach, programs and events.

**The website URL where information about the sustainability officer(s) is available:**

[STARS Reporting Tool](#) | [AASHE](#)



## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	No	No
<b>Buildings</b>	---	---
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	Yes	No
<b>Grounds</b>	---	---
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	Yes	Yes
<b>Water</b>	---	---
<b>Diversity and Affordability</b>	---	---
<b>Health, Wellbeing and Work</b>	---	---
<b>Investment</b>	---	---

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Sust Goal 2: Connect sustainability with student learning opportunities

D. Assist faculty and students in integrating sustainability into coursework and projects

- o Provide data and guidance to students in sustainability-related coursework/projects

- o Serve as guest speaker in courses

E. Upload Faculty Toolkit for Sustainability [(work with Dennis Falk (CLA), Brian Bluhm (M. Env. Ed. candidate), and Bryan French (upload/website assistance))] and promote via the UMD Sustainability website, UMD BizAnnounce, and faculty workshops.

F. Continue a revamped version of the 'Course Design for Sustainability' faculty workshop group

G. Utilize campus buildings, grounds, and operations as sustainability educational tools through classroom visits, internships, research projects, and tours. (Ex: Assist with low-carbon concrete demo project, campus energy studies, small wind research project at UMD SAP Farm, etc.)

H. Support integration of sustainability into existing programs, education, and research. Assist UMD staff in integrating sustainability into operations and programs:

- o Housing: Explore sustainability programming/communication options in Housing within existing staff and resources. Use Sustain. Survey results from Fall 2013 social psychology project to frame energy conservation outreach/messages in Residence Halls.

- o Student Life: Integrate sustainability topics into Kirby Leadership Program

- o Athletics: Support integration of sustainability into messaging, marketing, and operations.

- o Facilities: Support adoption of B3 Benchmarking Tool for campus buildings, to monitor energy use over time. Promote inclusion of district hot water and renewable energy systems into Master Campus Utility planning process.

- o Green Revolving Fund: Manage and support the UMD Green Revolving Fund, partnered with campus community.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Assessment Plans for Sustain Goal 2 Objectives:

A. Track number of events/programs and attendance with a sustainability focus; where possible, gain participant feedback.

B. Additional UMD students and faculty become involved in sustainability via course work.

C. Partner with Academic Administration to create sustainability survey or entrance/exit questions related to sustainability.

**Accountable parties, offices or departments for the Curriculum plan(s):**

UMD Office of Sustainability

UMD Academic Administration

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

---

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

---

**Accountable parties, offices or departments for the Research plan(s):**

---

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Sust Goal 3: Clearly communicate progress and challenges in sustainability research, operations, and education.

A. Develop and continue outreach campaigns to inspire action across campus to save energy, water, waste, and money.

- o Create a Green Computing website, in partnership with ITSS
- o Use annual sustainability-related events (Sustainability Fair, Earth Week, and other campus events) to engage additional students and campus community. along with making UMD Sustainability Office more visible across campus
- o Strengthen social media by promoting sustainability-related events and research from across campus and in the greater community ways to promote sustainable choices,
- o Use recycling, composting, and energy conservation messages as
- o Utilize existing communication portals both on and off campus (External Affairs staff, Statesman, Bulldog Update, DNT, local news, UMD View, U of MN Brief, AASHE Bulletin)

B. Communicate and support sustainability progress on operational changes in all areas of campus

- o Transportation: Promote alternative modes of transportation to single-car driver, including the bus (U-PASS program), car-pooling, biking, and walking
- o Energy: Continue to work on adoption of a Campus Temperature Standard, use building upgrades and studies to leverage energy efficiency and conservation opportunities (ex: Library recommissioning project, Dining Center renovation).
- o Energy: Support campus renewable energy projects and research
- o Waste: Work with Dining, Custodial, and Events staff to promote low-waste events. Conduct compost awareness campaigns.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Assessment Plans for Sust Goal 3 Objectives:

A. Monitor and track social media performance monthly, using existing analytics software.

B. Lead the Board of Regents sustainability update process/submission for UMD (metrics assessed in all categories: Education, Communication, Energy, Greenhouse Gas Emissions, etc.)

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

UMD Office of Sustainability  
UMD Facilities Management  
UMD Office of Student Life

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

Sust Goal 4: Assist community collaborations and campus partnerships related to sustainability.

A. Serve on the Urban Sustainability Accelerator project with the City of Duluth

- B. Continue to provide support for the Duluth Local Energy Action Plan, through role on the public sector leadership team.
- C. Partner with faculty, students, and community members on projects around sustainability (Ex: Georgetown University Prize)
- D. Continue board member role on NE MN Clean Energy Resources Team and MN Regional Sustainable Development Partnership.
- E. Serve on the University-wide Sustainability Committee (led by VP Wheelock)

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Assessment Plans for Sust Goal 4 Objectives:

- A. Through progress report and update on the UMD Energy Action Plan, assess goals and add or modify where needed, to reflect campus changes, developments in technology and energy, and align with Student Life and UMD Strategic Plan goals.
- B. Complete and publish 2013 full Greenhouse Gas Inventory results (full inventory every 3 years, annual tracking of major emissions sources).
- C. Track and assess other annual key metrics to encourage continuous improvement
- D. By October 23, 2014, submit STARS reporting for a campus grade.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

UMD Office of Sustainability  
UMD Facilities Management

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

---

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

---

**Accountable parties, offices or departments for the Air and Climate plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Buildings:**

---

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

---

**Accountable parties, offices or departments for the Buildings plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

---

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

---

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Energy:**

Sust Goal 2: Connect sustainability with student learning opportunities

D. Assist faculty and students in integrating sustainability into coursework and projects

- o Provide data and guidance to students in sustainability-related coursework/projects

- o Serve as guest speaker in courses

G. Utilize campus buildings, grounds, and operations as sustainability educational tools through classroom visits, internships, research projects, and tours. (Ex: Assist with low-carbon concrete demo project, campus energy studies, small wind research project at UMD SAP Farm, etc.)

H. Support integration of sustainability into existing programs, education, and research. Assist UMD staff in integrating sustainability into operations and programs:

- o Housing: Explore sustainability programming/communication options in Housing within existing staff and resources. Use Sustain. Survey results from Fall 2013 social psychology project to frame energy conservation outreach/messages in Residence Halls.

- o Student Life: Integrate sustainability topics into Kirby Leadership Program

- o Facilities: Support adoption of B3 Benchmarking Tool for campus buildings, to monitor energy use over time. Promote inclusion of district hot water and renewable energy systems into Master Campus Utility planning process.

- o Green Revolving Fund: Manage and support the UMD Green Revolving Fund, partnered with campus community.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

None specific to Energy, but B3 Benchmarking compliance will help show progress.

**Accountable parties, offices or departments for the Energy plan(s):**

UMD Office of Sustainability

UMD Facilities Management



**A brief description of the plan(s) to advance sustainability in Grounds:**

---

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

---

**Accountable parties, offices or departments for the Grounds plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Purchasing:**

---

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

---

**Accountable parties, offices or departments for the Purchasing plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Transportation:**

---

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

---

**Accountable parties, offices or departments for the Transportation plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Waste:**

Sust Goal 1: Increase diversion of recyclable and compostable materials from the landfill waste stream

A. Work with Dining/Catering and Custodial staff to expand and place compost bins in high-traffic areas on campus

B. Conduct outreach related to composting

C. Promote recycling and re-use of all commodities and clearly communicate how-to guides (cans/bottles, paper, books, batteries,

electronics, etc.)

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Assessment Plans for Sustain Goal 1 Objectives:

- A. Track waste diversion rate (recycling rate) for campus.
- B. Work with Custodial to gain data on volume/weight for compost diversion.

**Accountable parties, offices or departments for the Waste plan(s):**

UMD Office of Sustainability  
UMD Facilities Management  
UMD Dining Services

**A brief description of the plan(s) to advance sustainability in Water:**

---

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

---

**Accountable parties, offices or departments for the Water plan(s):**

---

**A brief description of the plan(s) to advance Diversity and Affordability:**

---

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

---

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

---

**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:**

Sustainability: We balance current environmental, economic, and social needs with those of future generations.

**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:**

Sustainability is expressed in the campus Strategic Plan as a overall Campus Value and a Campus Vision (We will create a campus that exemplifies resource sustainability, technology and information integration, global perspectives and connections, social justice, and collaboration.) In addition, Strategic Plan Goal 6 states that we will: Utilize UMD's infrastructure; technologies; and information, human and financial resources to support the campus in a sustainable manner.

<http://www.d.umn.edu/chancellor/planning/>

**The website URL where information about the institution's sustainability planning is available:**

<https://docs.google.com/a/d.umn.edu/viewer?a=v&pid=sites&srcid=ZC51bW4uZWR1fHN0cmF0ZWdpYy1wbGFuYy1uZXZ3g6NjExNTU5ZGQzM2Y3MmUzOA>

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:**

UMD Student Association (UMDSA)

The Student Association (UMDSA) is the official voice of the student body. It has the responsibility to advocate student concerns, needs, desires and opinions across campus through the media, administration, and committees involved in policy making. The UMD Student Association will advocate for the improvement of student life conditions; actively promote the goals of the University; organize and coordinate programs of co-curricular nature; promote better coordination of the rights and responsibilities of students to and between colleges, schools, departments, administrations, and the community; effectively reflect student opinion on all matters affecting students in their role as students; and cooperate effectively with faculty, administrators, and community in areas common to all as a university community.

**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:**

University Coordinating Council

The ex-officio membership of the University Coordinating Council will be composed of the chairs of UMD Student Association (UMDSA), Faculty Council, Staff Council, Teaching & Learning, Student Educational Experiences, Athletics, and Strategic Planning & Budget. Additional seats would be added as needed.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
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	---

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

---

**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:**

<https://drive.google.com/a/d.umn.edu/file/d/0Bz93F31vIhsNRkhjdUhBT0I5WGs/view>

**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:

<https://drive.google.com/a/d.umn.edu/file/d/0Bz93F3IvIhsNRkhjdUhBT0I5WGs/view>

**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	---
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	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

---

**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:**

<https://drive.google.com/a/d.umn.edu/file/d/0Bz93F3IvIhsNRkhjdUhBT0I5WGs/view>



**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:**

<https://drive.google.com/a/d.umn.edu/file/d/0Bz93F3IvIhsNRkhjdUhBT0l5WGs/view>

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
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	---

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

---

**The website URL where information about the institution’s governance structure is available:**

<http://www.d.umn.edu/chancellor/governance/>

# 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.

<b>Credit</b>
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

**Susana Woodward**  
Diversity Coordinator  
Office of Cultural Diversity

---

## 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:**

The Diversity Commission works to promote awareness and appreciation of diversity and to address equity issues through advocacy and education at the University of Minnesota Duluth.

The Office of Cultural Diversity collaborates with faculty, students, staff and alumni to implement programs that support the University's commitment to inclusivity, equity and multiculturalism. In addition, the Office of Cultural Diversity staff develops and implements programs and services that affirm and support the retention and graduation of African American, Asian/Pacific American, Latino/Chicano, International, Gay, Lesbian, Bisexual, and Transgender students.

<http://www.d.umn.edu/mlrc/ocd/>

In addition, UMD has a Campus Change Leadership Team , established a Campus Climate Response Team (CCRT) to respond quickly to incidents that harm the university's climate. In addition to facilitating a timely and appropriate response, the Campus Climate Response Team (CCRT) regularly reviews and analyzes how incidents are handled.

<http://www.d.umn.edu/chancellor/climate/>

**The full-time equivalent of people employed in the diversity and equity office:**

8

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.d.umn.edu/umdoeo/diversity/>

**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:**

UMD created a cabinet-level leadership position in May 2013 to facilitate campus climate initiatives for faculty, staff, administration, and students. The Fellow also serves as co-chair for the Campus Change Team.

UMD staff and faculty have participated in a training/orientation program presented by Alliance for Change. The goal of this program is to intentionally embed the values of social justice into the work and training of students and staff in Admissions, Housing and Residence Life, Athletics, Office of Cultural Diversity, First Year Experience and Students in Transition, Recreational Sports Outdoor Program, Kirby Student Center, Kirby Leadership Program and the new faculty orientation program.

Led by Fellow Paula Pederson, 7 co-horts of UMD staff, faculty, and administrators have participated in training via the Intercultural Leadership Development workshops.

There are also individual, stand-alone workshops offered, such as Appreciating Differences, which offers insights and approaches for understanding and working in today's diverse environments. It emphasizes understanding ones own perceptions and how they influence the work and learning environment.

**The website URL where information about the cultural competence trainings is available:**

<http://www.d.umn.edu/chancellor/climate/index.html>

# Assessing Diversity and Equity

---

## Responsible Party

**Susana Woodward**  
Diversity Coordinator  
Office of Cultural Diversity

---

## 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) :

A Subcommittee of the Campus Change Team (CCT) developed, vetted, and piloted two climate surveys based on assessment instruments used by the campus in 2002, 2009, and 2010. The CCT and the Leadership Team reviewed and approved the final surveys. One of the surveys was sent to 1828 UMD faculty and staff members in January 2013. The response rate was 19.4% (355 respondents). The other was sent to 9809 UMD undergraduate students in March 2013. The response rate was 4.0% (393 respondents).

Recognizing the importance of assessing the campus climate using multiple approaches, two Student Focus Group studies (

<http://www.d.umn.edu/chancellor/climate/surveys.html>

) and a Campus Labs student survey have been completed since June 2011.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

A Subcommittee of the Campus Change Team (CCT) developed, vetted, and piloted two climate surveys based on assessment instruments used by the campus in 2002, 2009, and 2010. The CCT and the Leadership Team reviewed and approved the final surveys. One of the surveys was sent to 1828 UMD faculty and staff members in January 2013. The response rate was 19.4% (355 respondents). The other was sent to 9809 UMD undergraduate students in March 2013. The response rate was 4.0% (393 respondents).

Recognizing the importance of assessing the campus climate using multiple approaches, two Student Focus Group studies (

<http://www.d.umn.edu/chancellor/climate/surveys.html>

) and a Campus Labs student survey have been completed since June 2011.

**Has the institution assessed employee diversity and employment equity?:**

No

**A brief description of the employee diversity and employment equity assessment(s):**

---

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

Although not a through diversity and equity assesment in terms of governance and public engagement, the campsu did create a shared governance model in 2013.

See:

<http://www.d.umn.edu/chancellor/governance/>

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

<http://www.d.umn.edu/chancellor/climate/surveys.html>

# Support for Underrepresented Groups

---

## Responsible Party

**Susana Woodward**  
Diversity Coordinator  
Office of Cultural Diversity

---

## 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:

On Housing options:

### HOUSING INFORMATION FOR GLBTA STUDENTS!

If you wish to room with someone who is gay, lesbian, bisexual, transgender or an ally, you may request to be placed with someone else who is looking for the same. The earlier you make your request, the better!

If you know the person you wish to room with, at the earliest time possible, please notify Angie Nichols, Director of GLBT Services to make arrangements with housing staff to accommodate your requests. Additionally, if you know the person with whom you wish to room, you may list each other's names on your housing applications, and in parentheses I recommended writing "GLBT" under any spaces for special considerations. However, that said, I do wish to know that you have made the request, in order to:

Do our best to accommodate you.

Get you acquainted early with UMD GLBT Services, as well as the Queer and Allied Students Union (QASU) if you happen to be interested in this group, housed inside of the Multicultural Center.

Familiarize you with our informal advising, and referrals on/off campus for any other information you are seeking.

Give you information on scholarship opportunities within reach, monetary awards for papers, and other scholarly opportunities. Other: as requested.

Give you the opportunity to enlist in our advising program.

Angie Nichols, GLBT Services Director, UMD

The bottom line is that we want you to succeed and help you feel a sense of belonging here at the University of Minnesota Duluth where you feel comfortable to the extent we can help make that possible.



From:

<http://www.d.umn.edu/mlrc/glbh/housing.html>

"---" 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:**

For the students the most popular support system comes from the Student organizations inside the Multicultural Center. The mission of the Multicultural Center is to enhance academic achievement, create a sense of belonging, celebrate diversity, and foster positive relations among UMD students, faculty and staff. This will be accomplished by:

- Providing a forum for communication, discussion and understanding of educational, political, social and cultural issues of concern to the students served at the Multicultural Center.
- Supporting programs and activities that promote appreciation and awareness for a truly multicultural and inclusive community.
- Providing support for and advising student organizations
- Serving as a catalyst for change and support of the University's effort to achieve pluralism.
- Providing personal and academic support, advising, and disability accommodations.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.d.umn.edu/mlrc/>

**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:**

UMD's Campus Change Leadership Team established a Campus Climate Response Team (CCRT) to respond quickly to incidents that harm the university's climate. In addition to facilitating a timely and appropriate response, the Campus Climate Response Team (CCRT) regularly reviews and analyzes how incidents are handled. This coming summer, the CCRT will provide the campus with a summary report of incidents that occurred the previous school year, and will also share recommendations for programming, education and other proactive approaches based on observed trends

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.d.umn.edu/chancellor/climate/>

**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

**Susana Woodward**  
Diversity Coordinator  
Office of Cultural Diversity

---

## 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:**

### Training & Development

UMD staff and faculty have participated in a training/orientation program presented by Alliance for Change. The goal of this program is to intentionally embed the values of social justice into the work and training of students and staff in Admissions, Housing and Residence Life, Athletics, Office of Cultural Diversity, First Year Experience and Students in Transition, Recreational Sports Outdoor Program, Kirby Student Center, Kirby Leadership Program and the new faculty orientation program.

In addition, the Faculty and Staff of Color Association (FSCA) was founded as part of UMD's strategic plan to create a more diverse and inclusive campus in November 2013. Approximately one of nine UMD students identify themselves as minority, according to UMD's Student Profile, which is available online. Minorities comprise 9.2 percent of faculty as of 2010, the most recent year the statistics were available. See

<https://bridge.wp.d.umn.edu/2015/01/mentoring-faculty-staff-of-color/>

**The website URL where more information about the faculty diversity program(s) is available :**

[STARS Reporting Tool](#) | [AASHE](#)



# Affordability and Access

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:**

UMD offers 4 main ways to help minimize the cost of attendance for low income students.

-First they offer multiple need based scholarship that are open to everyone who qualifies.

-Second they provide a list of Grants provided by the State of Minnesota. These need-based grants are awarded to Minnesota residents who are undergraduates, have not received their first baccalaureate degree, and have not attended post secondary institutions more than the equivalent of four years at full-time status.

-Third UMD offers the opportunity for Pell grants. Pell grants are grants for students who are pursuing their first baccalaureate degree. For 2009–2010, these grants ranged from \$976 to \$5,350.

-Finally, they offer the U Promise scholarship. The U Promise is the Universities Commitment to Minnesota undergraduate students whose families make up to \$100,000 per year. Residents of Minnesota who complete the FAFSA and are enrolled as full-time students in at least 13 credits, will automatically be considered for the U Promise scholarship. There are two types of scholarships under the U Promise umbrella: the U Promise Free Tuition Scholarship and the U Promise Middle Income Scholarship. Eligible students can receive only one type of U Promise scholarship.

### **A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

UMD does not have a any programs specifically for students of low income, instead UMD offers assistance programs available to all students. Some of these programs include the First year Experience and Students in Transition. Both of these programs provide resources for new students to UMD such as providing campus tours and putting on the orientation week.

### **A brief description of any programs to prepare students from low-income backgrounds for higher education:**

UMD prepares students for college by having campus tours. Also they have programs such as the Upward Bound Program which provides Tutorial Services, Academic Advising, Personal Advising, Career instruction and career exploration, Instruction in: math, science, foreign language, composition, and literature. Exposure to cultural events, academic programs, and other educational activities

### **A brief description of the institution's scholarships for low-income students:**

UMD offers the U Promise scholarship. The U Promise is the Universities Commitment to Minnesota undergraduate students whose families make up to \$100,000 per year. Residents of Minnesota who complete the FAFSA and are enrolled as full-time students in at least 13 credits, will automatically be considered for the U Promise scholarship. There are two types of scholarships under the U Promise umbrella: the U Promise Free Tuition Scholarship and the U Promise Middle Income Scholarship. Eligible students can receive only one type of U Promise scholarship. UMD also makes a list of all scholarship available for all students

### **A brief description of any programs to guide parents of low-income students through the higher education experience:**

UMD does not offer a parent guide specifically to low income students. UMD does provide a parent guide for all parents which can be found on the Students in Transition website (

[http://www.d.umn.edu/sit/parents-family/include/doc/parent\\_handbook.pdf](http://www.d.umn.edu/sit/parents-family/include/doc/parent_handbook.pdf)

)

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Upward Bound Vision Quest is a college access program funded by the U.S. Department of Education and sponsored by the University of Minnesota Duluth. It is focused to serve students who are from low income families and/or are the first generation of their family to attend college. The program is structured to serve 135 students in grades 9 - 12 in Minneapolis and Duluth public schools.

<https://sites.google.com/a/umn.edu/ubvq/home>

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Admissions application fees are waived for low-income students (if requested)

**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?:**

Yes

**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:**

UMD Children's Place strives to honor, support and celebrate the diversity of its children, families and staff. Diversity is interpreted in the broadest sense and includes race, language, faith background, family structure, sexual orientation, physical ability and economic status.

[http://www.d.umn.edu/cehsp/childrens\\_place/](http://www.d.umn.edu/cehsp/childrens_place/)

**A brief description of other policies and programs to support non-traditional students:**

Connect Peer-2-Peer Program connects UMD transfer students to further academic success, enhance networking, and build leadership skills. New incoming UMD transfer students are encouraged to sign-up to participate in the Connect P2P Program Spring 2015! Benefits include but are not limited to the following:

- Connect and network with current transfer students, UMD faculty, and staff
- Free to join Connect P2P Program
- Earn your certificate of completion
- Set and achieve academic goals
- Develop a sense of belonging in the UMD community
- Experience a higher level of satisfaction with your UMD experience
- Competitive advantage to earn credit and coach new transfer students upon successful completion of the program

See:

<http://www.d.umn.edu/sit/transfer/connect/p2p/program-participant/>

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

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

**Number of employees:**

1,694

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

420

**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:**

9

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

---

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Labor Represented employees head count was taken for 2014 from:

[http://www.oir.umn.edu/hr/employee\\_count/report](http://www.oir.umn.edu/hr/employee_count/report)

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

[STARS Reporting Tool](#) | [AASHE](#)

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**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 local legal minimum hourly wage for regular employees:**

---

**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

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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:**

64

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

The University of Minnesota conducted the 2014 E2 Employee Engagement survey in October. Benefits-eligible faculty and staff received a survey from the University's external vendor, Hay Group. Thank you to all faculty and staff who participated in the E2 Employee Engagement Survey. The overall result is 64% for the entire University with 53% of faculty and 68% of staff responded this year.

## **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 survey was just completed. Results will be shared with colleges and units in January through March of 2015 and with all faculty and staff through the Campus Conversation session in April.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,014

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://www1.umn.edu/ohr/training/e2/survey/index.html>

# Wellness Program

---

## Responsible Party

**Jean Rodvold**

Dietician

Student Life

---

## 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
- 

"---" 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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

The goals of the UMD Wellness Program are to:

- promote and preserve the health and well-being of UMD faculty and staff
- to encourage our campus community in maintaining a healthy living environment and active lives

Health Coaching:

A Health Coach can help motivate and encourage eligible UPlan members to better health. Your Health Coach provides unbiased up-to-date health information to assist you with the development of a personalized wellness plan to effectively change behavior.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.d.umn.edu/umdhr/wellness/>

STARS Reporting Tool | AASHE





# 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.

---

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

# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.

---

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

## **Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

Yes

## **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

The Social Concerns Committee is primarily concerned with the interrelationship between the University and the broader social community. It is concerned with the nature and extent of the University's response to social concerns. The committee has developed resolutions that encourage purchase of fair trade shade grown coffee, purchase of 30% content recycling paper, and the development and purchase of renewable energy. The Assets management team proactively reviews investments against available lists (Sudan divestment, for example) and communicates as appropriate to ensure investors are aware to steer clear of certain investments not consistent with university values and ethics. More recently, this committee has been examining divestment and discussing with U of M financial staff how divestment might affect the U of M investment portfolio.

See here for recent notes on the divestment discussion:

[http://conservancy.umn.edu/bitstream/handle/11299/166805/14\\_09\\_29\\_SocialConcerns.pdf?sequence=1](http://conservancy.umn.edu/bitstream/handle/11299/166805/14_09_29_SocialConcerns.pdf?sequence=1)

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

<http://www1.umn.edu/usenate/committees/soccon.html>

**CHAIR**

David Golden

Boynton Health Service

**ACADEMIC PROFESSIONAL REPRESENTATIVES**

Jayne Blodgett

Rodney A. Briggs Library

Deborah Hendricks

Clinical & Translational Sci Inst

**ALUMNI REPRESENTATIVES**

David Fuhs

Anne Sumangil

**CIVIL SERVICE REPRESENTATIVES**

Felicia Christy

Entomology

Breann Graber

Finance & Operations

Sandeep Kataria

Masonic Cancer Center

**EX OFFICIO (W/O VOTE)**

Stuart Mason

Investments & Banking

Michael O'Day

Equal Opportunity/Affirm Action

**FACULTY REPRESENTATIVES**

Laura Duckett

Nursing

Zan Gao

Kinesiology

Stephen Gross

Social Sciences

Brenda Kayzar

Geography

Naomi Scheman  
Philosophy  
Rachel Schurman  
Sociology  
Catherine Solheim  
Family Social Science

**STUDENT REPRESENTATIVES**

Katie Benson  
Natalie Pope  
Eric Svingen  
Abeer Syedah

**Examples of CIR actions during the previous three years:**

Resolution to ban purchase and further use of triclosan-related compounds.

<http://www1.umn.edu/usenate/soccon/triclosanres.html>

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

<http://www1.umn.edu/usenate/committees/soccon.html>

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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

---

**Submission Note:**

Because investment happens at a U of MN system, the data entered by UMN-Twin Cities is consistent for UMD.

See:

<https://stars.aashe.org/institutions/university-of-minnesota-mn/report/2012-10-25/PAE/investment/PAE-17/>

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

**Total value of the investment pool:**

977,604,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	37,158,196 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

As of Sept 30, 2012 the University of Minnesota Endowment balance was \$978 million. There were \$37 million (3.8%) invested in sustainable forests. We were not able to select out or track any of the other categories.

The University of Minnesota Foundation is managed by a third party entity. The investment pool is \$1,309,000,000 as of 6/30/2011. Values for investments are not available and so this total is not included in the data presented. Investments are made in the areas of Natural Resources – Sustainable forestry and Private Equity – Focus on reducing greenhouse gas emissions in developing countries.

The Minnesota Medical Foundation (MMF) is managed by a third party entity. The endowment balance was \$236,381,000 as of June 30, 2011.

As of June 30, 2011 the Minnesota Medical Foundation has no direct investments in renewable energy or sustainable forestry. MMF is unable to select out or track any of the other categories in the investment funds at Commonfund.

MMF had \$586,000 investment in Commonfund’s Natural Resources Partners VIII, LP which has a less than 5% allocation to Clean Energy. Founded in 1971 to serve the investment needs of college endowments, Commonfund manages funds for a majority of the largest 100 educational endowments in the U.S. as well as top foundations and healthcare organizations. The Natural Resources Partners VIII, LP referenced above is a fund of funds non-marketable investment.

While there is no formal policy regarding considering environmental/ sustainability factors, there are general practices with founded in the Board of Regents Energy Efficiency and Sustainability policy and Social Concerns Committee.

The Uof M Foundation receives donations designated for programs/initiatives with environmental and sustainability factors. For example, student scholarships and the Ann Salovich bequest.<http://zeropluscampus.umn.edu/salovich/>

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

---

**The sustainable investment policy:**

---

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

---

**A brief description of how the policy is applied, including recent examples:**

---

**Does the institution's sustainable investment policy include negative screens?:**

Yes



**A brief description of the negative screens and how they have been implemented:**

Within the last 3 years the University Office of Investments and Banking conducted a quantitative negative screen on all direct holdings. The screen was based on the Interfaith Center on Corporate Responsibility's social responsibility ratings. The screen did not identify any direct holdings that required action.

In the past, the University has taken actions to remove itself from investments based on social responsibility considerations. For example, the University removed itself from investments in Sudan in 2008. The concern over these investments was brought to the Social Concerns Committee. The committee recommended and resolved that the U of M remove any investments involved in this conflict. Investments were then taken out of the region and have not been added since. Each year, the committee reviews any issues of a similar nature.

**Approximate percentage of the endowment that the negative screens apply to:**

100

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

---

**A brief description of how managers are adhering to proxy voting guidelines:**

---

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

Yes

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

The University removed itself from investments in Sudan in 2008. The concern over these investments was brought to the Social Concerns Committee. The committee recommended and resolved that the U of M remove any investments involved in this conflict. Investments were then taken out of the region and have not been added since. Each year, the committee reviews any issues of a similar nature.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

---

**The website URL where information about the institution's sustainable investment efforts is available:**

<http://www1.umn.edu/usenate/committees/soccon.html>

# Investment Disclosure

---

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Managment

---

## 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.

---

### Submission Note:

The institution makes proxy voting records available to the school community and the public upon request. The Social Concerns Committee makes recommendations and decisions on proxy voting, which includes students, faculty, and staff. In addition, the University makes select information about its endowment holdings available to the general public per the open records law, including its asset allocation, a list of external managers, a list of mutual funds, and cash holdings.

*"---" 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:

100

### A copy of the investment holdings snapshot:

---

### The website URL where the holdings snapshot is publicly available:

<http://www1.umn.edu/usenate/committees/soccon.html>

# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

## 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.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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:

**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome :**

---

**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:**

---

**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	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

---

### Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

### 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.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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.

---



**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome:**

---

**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:**

---

**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	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

---

### Responsible Party

**Candice Richards**

Associate Director of Custodial and Grounds  
Facilities Management

---

### 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.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome:**

---

**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:**

---

**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	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

---

### Responsible Party

**Mindy Granley**

Sustainability coordinator  
Office of facilities Management

---

### 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.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome:**

---

**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:**

---

**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	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

---