Frostburg State University

The following information was submitted through the STARS Reporting Tool to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

Education & Research

Co-Curricular Education

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

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

Student Sustainability Educators Program

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

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

Total number of degree-seeking students enrolled at the institution :

Program name (1st program) :

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

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

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

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

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

The website URL for 1st Program :

Program name (2nd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

The name of the campaign(s) :

Recyclemania, Focus Frostburg, Arboretum Work Days, Sustainability Poster Contest

A brief description of the campaign(s) :

Recycle mania:
During the recycle mania event we try to increase the awareness of students, faculty and staff to recycle. The weights of glass, paper, aluminum, plastic and cardboard is measured before, during and after recycle mania. Also, there is a contest for which residence hall has recycled the most material in a predetermined week with dorm prize for that week.

Focus Frostburg:

This is a day of learning and discovery. Speakers provide talks on the subject of sustainability with concurrent sessions that run all day. Also, there is a separate daylong session filled with movies over the entire day that people may attend to see the movie or movies of interest. All movies are selected for their sustainability theme. Sustainability Poster Contest:

This event invites students to submit posters (with a sustainability theme) to an online forum (Face book) where anyone may like a given poster. The poster with the greatest number of likes wins the poster contest. This is also how the success of the campaign is judged. We receive additional interest in sustainability and contact information in this way.

Arboretum Work Days:

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

Recycle Mania:

Students gain a better understanding and an appreciation for recycling. The intent is for students to develop recycling habbits. The weights of glass, paper, aluminum, plastic and cardboard is measured before, during and after recycle mania. Also, there is a contest for which residence hall has recycled the most material in a predetermined week with dorm prize for that week.

Focus Frostburg:

The students and community gain an appreciation of sustainabinity and are able to learn from many presenters. The success of this is gauged by the number of persons who like the event and/or provide us with contact information. Focus Frostburg is open to the general public, students, staff, and faculty.

Sustainability Poster Contest

We receive additional interest in sustainability and contact information in this way.

Arboretum Work Grades:

The website URL where information about the sustainability outreach campaign(s) is available :

Sustainability in New Student Orientation

Responsible Party

Jeff Graham
Associate Dean of Students
Student Support Services

Criteria

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

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

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

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

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

Yes

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

• Two of FSU's 42 sections of Introduction to Higher Education was specifically dedicated to sustainability issues: Exploring Natural Resources (23 students) and Sustainability and Society (13 students).

• Exploring Natural Resources included a wildlife habitat component in the field and Sustainability and Society included an ecosystem service learning opportunity for students.

• Monday, September 19, 2011: Alec Loorz, Environmental Activist spoke to freshmen orientation students; sponsored by the Office of the President, SES, SCI, and LGLG.

• Wednesday, October 28, 2011: Water School event to promote sustainable water systems in Africa; presented to orientation students and sponsored by FSU CHILL

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

Sustainability Outreach and Publications

Responsible Party

Ann Townsell
Director of Publications
Office of Publications

Criteria

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

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

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

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

Yes

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

Frostburg State University's sustainability efforts are spearheaded by the Learning Green, Living Green (LGLG), its campus wide task force; the official website for LGLG is

http://www.frostburg.edu/lglg/

. LGLG uses the website as a way of keeping the campus informed and connected to out sustainability initiatives, including relevant info such as links to our climate Action Plan, our Energy-Efficient Purchasing Policy, and our latest press releases highlighting our events and activities relating to our sustainability efforts. We also outline our mission and vision on this website. In addition to our website, we also

try to maintain an active community of sharing ideas and initiatives about sustainability through our LGLG Facebook Page (https://www.facebook.com/frostburglglg)

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

http://www.frostburg.edu/lglg/

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

We like to think of our Facebook Page (

https://www.facebook.com/frostburglglg

) as a sustainability newsletter, where we share photos, announcements, links to relevant conferences and articles about sustainability and other resources. Additionally, we occasionally submit news items to the Office of News and Media Services, who crafts press releases about our sustainability efforts that are in turn sent to a variety of local and regional news sources.

The website URL for the sustainability newsletter :

http://www.frostburg.edu/lglg/

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

Yes

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

FSU is proud of its student-written and edited magazine on sustainability, E=(LG)², which is produced every year in the English department here. E=(LG)² means "Learning Green, Living Green" and so much more. It means taking initiative today for a better tomorrow, so that the future for us all will be brighter and more sustainable. Students in ENGL 402 (Editing and Production) edit, layout, provide text and artwork, advertise for submissions and make all publication decisions about the magazine. Students in ENGL 402 have presented at national conference and often use the magazine as portfolio submissions for graduate school. ENGL 402 is open to all majors who have completed the 300-level composition requirement.

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

http://www.frostburg.edu/dept/engl/publications/lg-magazine/

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

Yes

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

The Lane University Center is considered Leed Gold and has signage in it that points out green building features.

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

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

Yes

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

Food service area signage and/or brochures that include information about sustainable food systems – maintained by Aramark.

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

http://www.campusdish.com/en-US/CSMA/Frostburg/Sustainability/

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

No

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

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

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

Yes

A brief description of the sustainability walking map or tour :

• A sustainability walking map or tour – FSU publishes Arboretum tour map (

www.frostburg.edu/dept/biol/arboretum/map.htm

and

www.frostburg.edu/dept/biol/arboretum/TreesOnCampus.htm

)

The website URL of the sustainability walking map or tour :

http://www.frostburg.edu/dept/biol/arboretum/TreesOnCampus/

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

Yes

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

FSU disseminates a bus schedule for on campus and off campus students to travel to campus and to off campus community locations as well.

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

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

No

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

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

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

No

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

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 :

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

Yes

A brief description of this material :

Appalachian Center for Ethnobotanical Studies produces a regular newsletter. This newsletter contains materials on ethnobotany research, education and application at FSU.

The website URL for this material :

http://www.frostburg.edu/aces

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Kara Rogers Thomas
Assistant Professor
Sociology

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

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

Yes

The name and a brief description of each student group :

Student Sierra Club Coalition
Learning Green Living Green

List up to 4 notable recent activities or accomplishments of student group(s) :

1. Assisted with Arbor Day activities
2. Participated in Focus Frostburg- A Day of Workshops and Presentations on Sustainability Issues.
3. Worked with Aramark Campus Dining Services to create feasibility study on recycling and composting.
4. Supported and participated in FSU Appalachian Festival Symposium: Sustainability and Appalachia.

List other student groups that address sustainability :

Student Geography Club, Wildlife and Fisheries Club

The website URL where information about student group(s) is available :

Student Group

Organic Garden

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

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

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

Yes

A brief description of the garden :

FSU has two organic gardens. one is located adjacent to the Braddock House for community use. The other is located adjacent to the university child care building and was installed by the ethnobotany undergraduate students.

The website URL where information about the garden is available :

http://www.frostburg/aces/community-news-events/

Model Room in a Residence Hall

Responsible Party

Sean McNalley
Asst. Dir./Residence Life
Office of Residence Life

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :

No

A brief description of the model room :

Not at this time.

The website URL where information about the model room in the residence hall is available :

Themed Housing

Responsible Party

Sean McNalley
Asst. Dir./Residence Life
Office of Residence Life

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :

No

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

Not at this time.

The website URL where information about the themed housing is available :

The total number of residents in themed housing. :

Themed Housing

Sustainable Enterprise

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :

No

A brief description of the enterprise :

Not at this time.

The website URL where information about the sustainable enterprise is available :

Sustainable Enterprise

Sustainability Events

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

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

Yes

A brief description of the event(s) :

"Focus Frostburg" is part of Earth week and includes an all day event that has concurrent lecture sessions on sustainability topics. Other activities include a sustainable topic poster contest, "Tree Art", "Relay for Life", book exchange and other related activities.

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

Outdoors Program

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

A brief description of the program :

The website URL where information about the program is available :

Themed Semester or Year

Responsible Party

Stephen Simpson
Provost & VP for Acad. Affairs
Provost's Office

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

No

A brief description of the themed semester, year, or first-year experience :

Not at this time.

The sustainability-related book that was chosen, if applicable :

The website URL where information about the theme is available :

Themed Semester or Year

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Curriculum

Sustainability Course Identification

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

Part 1

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

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

•   Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

•   Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

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

Part 3

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

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

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

Yes

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

LGLG defines sustainability as improving the quality of life for current and future generations by addressing environmental, social and economic needs at Frostburg State University.

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

Yes

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

The College of Education, through the Department of Educational Professions, has the course ELED 474 Science Methods, "Environmental Factors in Elementary Science." The course explores science aspects in STEM Education for aspiring elementary/middle school teachers.

The College of Education received a grant from the Maryland Department of Education ($80,000) to develop Elementary Science STEM Certification. The focus is on teacher-preparation of STEM; direct focus on sustainability, and is offered to aspiring undergraduate students in teacher preparation with mentor teachers in the field.

The CoB has one sustainability-related course, MGMT 405, Business Ethics and Social Responsibility, that is currently being offered as part of the Common Body of Knowledge to undergraduate Business Administration and Accounting majors. It also serves as an elective course for the Sustainability Studies minor offered at the University. Although this course is taught by several instructors, sustainability issues are covered for at least one but, more commonly, two weeks of course work.

A comprehensive, College-wide discussion on sustainability will include a deeper discussion of specific sustainability-focused and sustainability-related courses. This will include a discussion on whether a sustainability-focus in the College menu of offerings or a certificate offering in the area of sustainability should occur. Resource requirements for creation of sustainability-focused courses are presently indeterminate.

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

Yes

The website URL where the sustainability course inventory is posted :

http://www.frostburg.edu/fsu/assets/File/ungrad/catalog/archive/supp2010-11.pdf

Sustainability-Focused Courses

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

17

The total number of courses offered :

1277

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

Intro to Sustainability SUST-155

Seminar in Sustainability Studies "Capstone Course" SUST-455

Forest Ecology and Conservation BIOL-425

Green: Environment and Economy in US History HIST-420

Literature and The Environment ENGL-440

Philosophy of the Environment PHIL-315

Resource and Energy Economics ECON-410

Environmental Public Policy POSC-450

Global Climate Systems GEOG-405

Food Systems GEOG-360

Regional Planning GEOG-421

Environmental Planning GEOG-472
Sociology of the Environment SOCI-345

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

http://www.frostburg.edu/dept/pdf/sust.pdf

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

17

The total number of courses offered :

1277

Number of years covered by the data :

One

A list of sustainability-related courses offered :

Of the 20 Departments in CLAS only 5 do not offer sustainability related courses. "Environmental Factors in Elementary Science" is the only Sustainability-related course; is offered to elementary-focused teacher preparation. See list at URL below.

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

http://www.frostburg.edu/dept/pdf/sust.pdf

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Joseph Hoffman
CLAS Dean
College of Liberal arts & Sciences

Criteria

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

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

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

15

The total number of departments that offer courses :

15

A list of departments that offer sustainability courses :

Department of Educational Professions- ELED 497
Management Department - MGMT 405, Business Ethics and Social Responsibility

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

Total number of graduates :

A list of degree programs that have sustainability learning outcomes :

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

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Responsible Party

Henry Bullamore
Professor
Geography

Criteria

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

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

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

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

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

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

The website URL for the program (1st program) :
http://www.frostburg.edu/academics/majors/sustainability

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

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

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

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

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

Frostburg State University offers a minor in Sustainability Studies to allow students pursuing a variety to academic majors to create an undergraduate program that focus on the full range of sustainability issues.

The program is the Minor in Sustainability Studies.
Program information is available at

www.frostburg.edu/academics/majors/sustainability

.

Information on this program is accurate.

In addition, Frostburg State University offer a major in Urban and Regional Planning, leading to the degree Bachelor of Science in Urban and Regional Planning that meets requirements of the undergraduate program in sustainability. Program information is available at

www.frostbug.edu/academic/majors/urban

.

Information on this program is accurate.

Graduate Program in Sustainability

Responsible Party

R. Scott Fritz
Associate Professor
Biology

Criteria

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

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

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

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

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

No

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

0

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

http://www.frostburg.edu/lglg/

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

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

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

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

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

Sustainability Immersive Experience

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

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

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

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

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

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

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

No

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

None at this time.

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

Sustainability Literacy Assessment

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :

A copy of the questions included in the sustainability literacy assessment :

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Responsible Party

Henry Bullamore
Professor
Geography

Criteria

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

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

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

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

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

Yes

A brief description of the program(s) :

Frostburg State University offers a minor in Sustainability Studies to allow students pursuing a variety to academic majors to create an undergraduate program that focus on the full range of sustainability issues.

The program is the Minor in Sustainability Studies.
Program information is available at

www.frostburg.edu/academics/majors/sustainability

.

Information on this program is accurate.

In addition, Frostburg State University offer a major in Urban and Regional Planning, leading to the degree Bachelor of Science in Urban and Regional Planning that meets requirements of the undergraduate program in sustainability. Program information is available at

www.frostbug.edu/academic/majors/urban

.

Information on this program is accurate.

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

Frostburg State University is actively seeking to enhance curricular offerings in Sustainability and to support faculty development efforts toward that goal. Although the program in Sustainability Studies only began in fall 2010, already several changes have been made to the curriculum to incorporate newly developed courses. Since creating the program, FSU has added the Geography of Food, The Geography of the Suburbs, and most recently, The Politics of Food to the Sustainability Studies program.

Faculty member are encouraged to seek support for curriculum development work. They can seek support from the Sustainability Studies Steering Committee, the Dean of the College, and the Faculty Development Subcommittee. All have supported faculty development work. Conference travel grants and reassigned time grants have both been used for such curriculum development work.

The website URL where information about the program is available :

http://www.frostburg.edu/academics/majors/sustainability

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

No

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

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

No

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

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

No

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

Faculty Engaged in Sustainability Research

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

0

The total number of faculty members engaged in research :

0

Names and department affiliations of faculty engaged in sustainability research :

None at this time

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

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

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

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

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

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

The total number of academic departments that conduct research :

0

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

0

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

Not at this time.

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

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

Sustainability Research Incentives

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

Part 1

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

Part 2

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

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

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

No

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

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

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 :

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Mary Mumper
Associate Professor
Department of Chemistry

Criteria

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

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

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

Yes

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

Our promotion decisions look at professional development. In our institution, professional development means many things, among them research. We do not differentiate between disciplinary research and interdisciplinary research. The promotion decision is not hindered by research that is interdisciplinary.

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

Operations

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

John Brewer
AD of planning & Construction
Physical Plant Department

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria" :

1435431 *Square Feet*

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

1373277 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

62154 *Square Feet*

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

0 *Square Feet*

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

http://www.frostburg.edu/lglg/lglg.htm

An electronic copy of the guidelines or policies :

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

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

There as yet is not a written policy but rather a climate at the institution to comply with sustainable building operation and maintenance.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

Lane University Center (Gold)

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Compton
Cumberland
Braddock
Hitchens
Frampton
Annapolis
Grey
Pullen
Campus Police
Frederick
Diehl
P.A.C
Tawes
West Minster
Brady Health
Guild
Dunkle
Cambridge
Sowers
Old Main
Fine Arts

Sandspring
Allen
Frost
Library
Chesapeake
Simpson
Lowndes
Lane Center
Lyric
Gunter
Stangle

Building Design and Construction

Responsible Party

John Brewer

AD of planning & Construction

Physical Plant Department

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

69154 *Square Feet*

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

7000 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

62154 *Square Feet*

New building space that is LEED Platinum certified :

0 *Square Feet*

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

http://www.frostburg.edu/lglg/lglg.htm

An electronic copy of the guidelines or policies :

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

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :

In the last three years FSU has one major building renovation and three minor building renovations. The major building renovation will be LEED gold status (Lane University Center).
The minor renovations have produced major reductions of energy consumption, improved interior air quality, used recycle materials, installed energy management systems, allowed green cleaning of materials used in construction (Gray Hall, Frost Hall, PE Center, Library).

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :

Indoor Air Quality

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

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

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

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

837667 *Square Feet*

Total occupied building space :

1435431 *Square Feet*

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

There is currently no written IAQ Plan. Buildings are assessed on an as needed basis or when conditions indicate an IAQ problem may occur. Persons are able to log complaints by simply calling the Physical Plant Dept. or calling the Safety Office. We have to IAQ instrumentation and a Certified Industrial Hygienist on staff to use these instruments. Many of the buildings are monitored centrally as to heating, ventilating and air conditions.

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

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Climate

Greenhouse Gas Emissions Inventory

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

http://rs.acupcc.org/

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

No

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

24748 *Metric Tons of CO2 Equivalent*

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

220 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005 :

0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005 :

1921

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

3249

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

775

Scope 1 and 2 gross GHG emissions, performance year :

14777 *Metric Tons of CO2 Equivalent*

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

220 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

5390 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

July 1 - June 30

On-campus residents, performance year :

2061

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

3656

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

679

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

July1 - June 30

Air Travel Emissions

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

No

A brief description of the policies and/or programs :

Frostburg State University does not have a policy or a program in place to reduce emissions from air travel.

The website URL where information about the policies and/or programs is available :

Local Offsets Program

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

We are currently working on a program but nothing has been implemented yet.

The website URL where information about the program is available :

Local Offsets Program

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Jeffery Mckinley
Manager
Food Service

Criteria

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

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

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

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

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

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

0

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

Main vendor is Sysco Virginia where Aramark is required to purchase items.

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

Trayless Dining

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

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

Yes

A brief description of the trayless dining program :

Since Fall 2006 Aramark at Frostburg State University has been trayless in our dining hall. No trays are available for anyone to use.

List the year the program was started :

Aug. 28, 2006

The overall percentage of meals served on campus that are trayless :

100

The percentage of meal plan meals served on campus that are trayless :

100

The percentage of retail facility meals served on campus that are trayless :

100

The percentage of conference meals served on campus that are trayless :

100

The website URL where information about the program is available :

Vegan Dining

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

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

No

A brief description of the vegan dining program :

Although Vegan dining options are available, they are not available at every meal. Approximately 30% of meals contain a vegan dining option.

We do offer vegetarian options at 100% of all meals

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

Trans-Fats

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

Yes

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

All frying oil along with pan spray, and other fats and oils are all 100% Non Trans-Fat.

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

Guidelines for Franchisees

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

No

A brief description of the guidelines for franchisees :

Taco Bell and Chick-fil-A are the two franchises we currently have on campus that do not participate in any sustainability initiatives. Java City does participate and approximately 40% of purchases are fair trade coffees.

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

No

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

Not at this time.

The overall percentage of meals for which pre-consumer scraps are composted :

The percentage of meal plan meals for which pre-consumer scraps are composted :

The percentage of retail facility meals for which pre-consumer scraps are composted :

The percentage of conference meals for which pre-consumer scraps are composted :

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

PostConsumer Food Waste Composting

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

No

A brief description of the postconsumer food waste composting program :

Not at thhis time.

The percentage of overall meals for which postconsumer composting is available :

The percentage of meal plan meals for which postconsumer composting is available :

The percentage of retail facilities for which postconsumer composting is available :

The percentage of conference meals for which postconsumer composting is available :

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

Food Donation

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

Does the institution donate leftover or surplus food? :

No

A brief description of the food donation program :

Not at this time.

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

Recycled Content Napkins

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

Yes

A brief description of the purchasing behavior :

All dining operations on campus use Tork 908EX Environmental Print Natural Napkins. Website of product:

http://www.torkusa.com/product/908EX/

Also all hand towels at all dining locations use Sysco Earth Plus Natural Non-perforated Roll Towels. Information on these towels can be found at:

http://www.syscoct.com/ordereze/Files/green%20brocure%20updated%201_12.pdf

All products are purchased through Sysco Distribution Center in Harrisonburg, Virginia.

The website URL where information about the purchasing is available :

http://www.syscoct.com/ordereze/Files/green%20brocure%20updated%201_12.pdf

Reusable Container Discounts

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

Yes

A brief description of the reusable mug program :

In our Java City Coffee Shop, patrons can purchase a Reusable Mug for hot beverages purchases. With this much, guests receive refills for a reduced price for all hot coffee and tea purchases.

After purchasing this refillable / reusable travel mug, you can get refills for $.99 versus a regular coffee with a paper cup for $1.89, which is a considerable savings.

Amount of the discount offered for using reusable mugs :

0.90

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :

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

Reusable To-Go Containers

Responsible Party

Jeffery Mckinley
Manager
Food Service

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

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

No

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

Not at this time.

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

Reusable To-Go Containers

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 warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

189977 *MMBtu*

Building space, 2005 :

1435431 *Gross Square Feet*

Total building energy consumption, performance year :

181337 *MMBtu*

Building space, performance year :

1435431 *Gross Square Feet*

List the start and end dates of the energy consumption performance year :

July 1 - June 30

Clean and Renewable Energy

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

10.44 *MMBtu*

Option 2: Non-electric renewable energy generated :

0 *MMBtu*

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

0 *MMBtu*

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

18097 *MMBtu*

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

51689 *MMBtu*

Total energy consumed during the performance year :

181337 *MMBtu*

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

WISE is a residential size demonstration system developed to generate electricity from wind and solar energy. The system is located on the Frostburg State University campus.

WISE consists of a 1.8-kW wind turbine (Skystream 3.7) on a 45' monopole tower and a 2-kW roof-mounted PV array. The grid-tie system supplements grid power supplying a residential type building on campus named "Fuller House".

This is a hybrid system that incorporates both a wind terbine and PV arrayThe PV part of the system started to generate electricity on June 8, 2007. The wind turbine started to operate on a temporary tower of 33' on July 6, 2007. The turbine was later installed on a 45' monopole tower and the system became fully operational on September 8, 2007.

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 RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :

Frostburg State University purchased 5,304 REC's in 2010 from Washington Gas Energy Services.

A brief description of cogeneration technologies deployed :

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

Timers for Temperature Control

Responsible Party

Ronald Mease
HVAC Chief
Physical Plant Department

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

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

Yes

A brief description of the technology used :

Timers are used for building occupancy with a night setback of 60 degrees unoccupied. We also use a building automation system. Both electronic and pneumatic systems are used.

The percentage of building space (square footage) with timers for temperature control :

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

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

Yes

A brief description of the technology used :

Frostburg State University has installed light sensors in Guild Center, Gunter Hall, Stangle Building and Lane University Center. FSU has installed three types of Occupancy Sensor Wall Switches

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

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

Yes

A brief description of the technology used :

LED lighting has been installed in a Laboratory in our Science Building (Compton Hall).
We also have LED lighting in out Aisle Lights in the Performing Arts Building as well as many high intensity stage lights are now LED.
Also the Lane University Center had LED down lights installed in the Game Room in that building.
All exit signs over the entire campus are now LED.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :

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

Vending Machine Sensors

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

Yes

A brief description of the technology used :

The Machine is new and has "vending-miser" type technology built into is and is located in Frederick Hall.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

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

No

A brief description of the management system :

FSU currently has an Energy Management system but does not allow us to track energy consumption.

The percentage of building space monitored with a centralized energy management system :

A description of what systems are shut down during unoccupied periods :

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

Energy Metering

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

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

Yes

A brief description of the metering system :

FSU has sub meters for water, electricity and natural gas in all buildings. Meters are read monthly and audited against the main meters on campus.

The percentage of building space with energy metering :

99

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

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

Criteria

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

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

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

The size of the campus grounds :

262 *Acres*

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

71 *Acres*

A brief description of the IPM plan(s) :

Frostburg State has three main managed areas: Athletic Areas, Planting Bed Areas, and Common Areas that follow the four-tiered IPM system. The Athletic Areas follow an intense system of IPM with no thresholds of acceptable damage, constant monitoring of pests, and preventative cultural/chemical controls. The Planting Bed Areas use a more cultural form of IPM with medium economical thresholds and use heavy monitoring and cultural preventative practices, and moderate chemical controls. The Common areas use an IPM program with high thresholds, intermitted monitoring, and mostly cultural preventive measures with very little chemical control.

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

Native Plants

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

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

Yes

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

Frostburg State University promotes the use of native plants on campus. The campus arboretum is a haven for all plants native to Western Maryland. The University is applying for membership into Tree Campus USA, with a focus of using trees native to the North Eastern United States. Several departments recommend the use of native plants during the review stages of new construction, and will require the use of natives in new construction as part of the Tree Campus USA guidelines. The University restricts the planting of invasive species on campus. Also there has been several mass planting of native trees on campus during the last couple of years.

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

Wildlife Habitat

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

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

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

Yes

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

FSU owns and maintains a 10 acre Arboretum that provides wildlife habitat for 45 species of birds, a state rare species of salamander (Jefferson salamander) and many other species of animals and plants. The Arboretum includes a variety of unique habitats that supports a diversity of species, including a wetland, a section of Sandspring Run, an open field area and a forest. The Arboretum is actively maintained by collaboration between the Arboretum Committee, the FSU Facilities staff, and many volunteer students and community members. We conduct multiple work days each semester during which 40-80 people regularly turn out to help remove exotic invasive plant species, plant and tend native tree and plant species and do many other activities to maintain this 10 acre natural area as quality wildlife habitat. The Arboretum is used by faculty and students in many FSU courses for outdoor field labs and experiences in Biology, Geography and other departments.
FSU also owns another patch of forest that is approximately 30 acres in size and is located near the Edgewood Commons student residential building. This forest is not currently protected or specially designated, but I have asked the FSU Administration to consider this. This area has been known to provide habitat for a rare shrew species and it has many unique features including large mature trees, high diversity of tree and herbaceous species, and large boulders. This area is also used for education and research by faculty in Biology and other departments. If this area could be preserved for continued education, research and conservation it would greatly increase the amount and quality of wildlife habitat owned and maintained by FSU.

The University has over 130 acres of forest that also contain 3 acres of wetlands, a pond, and creek. The arboretum off limits to any development. The forest areas have every type of native wildlife present. The wetlands and a pond have migrating water fowl. The university leaves these areas relatively untouched, which in turn promotes wildlife. There are several naturalized grass areas on campus that are home to wildlife. The campus property has white-tailed deer, gray squirrel, ground hogs, chipmunks, ducks, skunk, and raccoon. If wildlife encroaches too close to campus, such as sunk or raccoon, the university utilizes live trapping in most cases to remove and relocate the wildlife as a safety precaution.

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

http://www.frostburg.edu/dept/biol/arboretum/

Tree Campus USA

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

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

No

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

We have begun program development as specified by the Tree Campus USA program and held our first Arbor Day Tree Planting Ceremony. We hope to be recognized by fall or early in 2013.

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

Snow and Ice Removal

Responsible Party

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

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

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

No

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

Not at this time.

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

Landscape Waste Composting

Responsible Party

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

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

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

Yes

A brief description of the composting or mulching program :

Frostburg State University does meet these criteria. Almost all grass clippings are mulched and returned to the turf. The remaining collected grass clippings are taken to an area where it is mixed with other collected material such as: Leaves, old mulch, sticks, and branches. The material is not mixed regularly because it is used as fill.

At this time Frostburg State University does not chip wood debris prior to mixing it with other debris.

The percentage of landscape waste that is mulched or composted onsite :

The percentage of landscape waste that is mulched or composted off-site :

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

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Beth Kenney
Director/Office of ACIT
Academic Computing and Instructional

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.frostburg.edu/admin/policies/fsupolicy/

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

FSU purchases exclusively EPEAT Gold computers and monitors. Total expenditures on Gold EPEAT computers during the past year (March 2011-March 2012) was $478,416. Below are the details:

Part 1 – FSU has a policy for purchasing Energy Efficient products and equipment. The policy can be found at

http://www.frostburg.edu/admin/policies/fsupolicy/

under 'Energy Efficient Purchasing Policy'.

Part 2 – FSU purchases the following computers and monitors with EPEAT ratings (used throughout the entire campus):

HP 6005 Pro Small Form Factor Desktop, 80 Plus Gold Category 5 qualified

HP 6550b Notebook, Gold Category 5 qualified

Compaq 22" LCD WS DVI VGA 16:10 1680X1050, Gold Category 5 qualified

Compaq 19" LCD VGA 5:4 1280X1024, Gold Category 5 qualified

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

478416 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

478416 *US/Canadian $*

Cleaning Products Purchasing

Responsible Party

Gary Love
Admin./Housekeeping Services
Physical Plant Department

Criteria

Part 1

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

Part 2

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

Submission Note:

We do not have a cleaning contract. We purchase these eco friendly products for our staff to use.

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

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

Yes

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

http://www.frostburg.edu/lglg/lglg.htm

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

Currently use the following cleaning products and supplies with the described eco-friendly labels.
Green Seal Approved Products
1. Virex 256 : Manufacturer Diversey
2. Alpha HD: Manufacturer Diversey
3. Non-ammoniated Glance glass cleaner: Manufacturer Diversey
4. HD carpet pre spray: Manufacturer Diversey

5. Daily Choice and Foaming Hand soaps: Blind Industries Services of Maryland

Eco Logo Approved Products

1. 100 % recycled North River one ply toilet paper: BISM

2. 100% recycled Décor Natural brown paper towel both rolls and folded products: BISM

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

Yes

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

8000 *US/Canadian $*

Total expenditures on cleaning products :

8000 *US/Canadian $*

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

Office Paper Purchasing

Responsible Party

Alan Snyder
Coordinatro of Procurement
Procurement

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper? :
Yes

The URL where the recycled paper policy, directive, or guidelines are posted :
http://www.frostburg.edu/lglg/lglg.htm

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

Yes, at the request of the LGLG Committee we stopped purchasing virgin paper and now purchase 30% PCW copier paper for the campus.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)? :
Yes

Expenditures on 10-29 percent recycled-content office paper :
0 *US/Canadian $*

Expenditures on 30-49 percent recycled-content office paper :

60000 *US/Canadian $*

Expenditures on 50-69 percent recycled-content office paper :

0 *US/Canadian $*

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :

0 *US/Canadian $*

Expenditures on 90-100 percent recycled-content office paper :

0 *US/Canadian $*

Total expenditures on office paper :

60000 *US/Canadian $*

Vendor Code of Conduct

Responsible Party

Alan Snyder
Coordinatro of Procurement
Procurement

Criteria

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

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

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

No

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

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

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

No, I am not aware of such a policy. Without having centralized purchasing I don't know how a policy like this could be put into place at FSU.

Vendor Code of Conduct

Historically Underutilized Businesses

Responsible Party

Alan Snyder
Coordinatro of Procurement
Procurement

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

Yes

A brief description of how the institution meets the criteria :

The State of Maryland set a goal of 25% participation with MBE vendors and 10% with SBR vendors. MBE information can be searched on the MDOT web site. This information is reviewed when staff receive a Visa card to make purchases for the university and is posted on the Procurement web site.

Small Business Reserve Program (SBR)
The State of Maryland Small Business Reserve Program was developed to assist small businesses compete with larger, more established companies. University employees are encouraged to utilize these minority, small, and disadvantaged vendors when making purchases with the FSU Purchasing Card or when selecting recommended vendors for purchase orders. Visit their web site for more information on this program.

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

Local Businesses

Responsible Party

Alan Snyder
Coordinatro of Procurement
Procurement

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

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

Yes

A brief description of the program :

For goods and services under the 5K level I always encourage doing business with local vendors.

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

Local Businesses

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Campus Fleet

Responsible Party

Kevin Geary
Auto Shop Supervisor
Physical Plant

Criteria

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

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

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

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

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

7

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

0

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

3

100 percent electric vehicles in the institution's fleet :

3.30

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

92

Student Commute Modal Split

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

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

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

The percentage (0-100) of institution's students who use more sustainable commuting options :

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

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

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

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

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

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Criteria

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

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

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

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

0

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

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

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

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

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? :

No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

Not at this time.

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

Facilities for Bicyclists

Responsible Party

Robert Boyce
Director of Facilities
Physical Plant Department

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

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

No

A brief description of the facilities :

We do have bicycle racks on campus but we do not provide indoor bicycle storage. We have showers and lockers available in the PE building for cyclist to use.

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

Bicycle and Pedestrian Plan

Responsible Party

April Baer
Project Coordinator/Wellness Program
Student & Educational Services, Office of the VP

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

Frostburg State University is seeking to be more cycle-friendly, however there is still much more work to be accomplished to date. There are inadequate bike-racks near major classroom buildings for cyclists to properly store their bike; bike lockers by the residence halls are in an inconvenient location and students often complain about bee or wasp infestation; roads or paths through campus do not have bike lanes or are maintained enough during inclement weather. I feel that the students, staff, and faculty would be more open to biking to and around campus if these concerns were addressed.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Robert Boyce
Director of Facilities
Physical Plant Department

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

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

The university provides a no cost campus shuttle for the campus community through an agreement with the Allegany County Transit Authority. Besides campus access it also takes students to local shopping venues.

The website URL where information about the program is available :

Condensed Work Week

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

Yes

A brief description of the program :

All employees, with the approval of the supervisor, have the option to work a four-day week from the beginning of June until the end of August.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

Does the institution offer a telecommute program for employees? :

No

A brief description of the program :

FSU does not have a formal tele-work program although many individuals do perform work at home on occasion. Permission to do so is granted by the supervisor with the approval of the Office of Human Resources. Requests are reviewed on a case-by-case basis and are typically of short duration.

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

Robert Boyce
Director of Facilities
Physical Plant Department

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

Does the institution participate in a carpool/vanpool matching program? :

No

A brief description of the program :

I think because so many students live on or within walking distance to campus this has not been deemed a priority. Likewise most employees live close to campus also.

The website URL where information about the program is available :

Carpool/Vanpool Matching

Cash-out of Parking

Responsible Party

Tina Nightengale
Bursar
Office of University & Student Billing

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)? :

No

A brief description of the program :

Not at this time.

The website URL where information about the program is available :

Cash-out of Parking

Carpool Discount

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

Does the institution offer reduced parking fees for car and van poolers? :

No

A brief description of the program :

Not at this time.

The website URL where information about the program is available :

Local Housing

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

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

No

A brief description of the incentives or programs :

The great majority of our employees live in close proximity to the University. No incentive is necessary.

The website URL where information about the incentives or programs is available :

Prohibiting Idling

Responsible Party

Robert Boyce
Director of Facilities
Physical Plant Department

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

Not at this time.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

No

A brief description of the program :

Not at this time.

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management*.

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

Weight of materials recycled, 2005 baseline year :

332 *Tons*

Weight of materials composted, 2005 baseline year :

171 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

537 *Tons*

Weight of materials recycled, performance year :

515 *Tons*

Weight of materials composted, performance year :

264 *Tons*

Weight of materials disposed as garbage, performance year :

542 *Tons*

List the start and end dates of the waste reduction performance year :

January 1 - December 31, 2005

On-campus residents, 2005 :

1921

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

3249

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

775

On-campus residents, performance year :

2061

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

3656

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

679

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :

January 1 - December 31, 2011

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :

A brief description of the plan of action to achieve waste reduction goals :

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

http://www.frostburg.edu/lglg/

Waste Diversion

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management.*

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

1761 *Tons*

Materials disposed in a solid waste landfill or incinerator :

548 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

FSU has a set of recycling bins on each floor af each building. The bin set encludes seperate bins for each of the following: glass, paper, aluminum and plastic. Cardboard, electronics, steel and construction waste is also collected and recycled.

Construction and Demolition Waste Diversion

Responsible Party

John Brewer
AD of planning & Construction
Physical Plant Department

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

1265 *Tons*

Amount of construction and demolition materials landfilled or incinerated :

150 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

There is no way for FSU to accurately fill out the Construction and Demolition Waste Diversion table. We do not weigh the amount of general construction waste. I do have the figures on Construction and Demolition Waste Diversion from the LEED Gold renovation project.

Electronic Waste Recycling Program

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :
No

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met :

e-waste generated by FSU is collected at the Stangle building. JVC Electronics collects university generated e-waste.

A brief description of the electronic waste recycling program for institution-generated materials :

e-waste is collected at the Stangle facility and stored untill enough is present for JVC Electronics to pick up. Printer toner cartriges are also recycled throuh the Stangle facility.

A brief description of the electronic waste recycling program for student-generated materials :

There is not an official program for this currently.

The website URL where information about the e-waste recycling program is available :

Hazardous Waste Management

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

"---" 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 :

Hazardous waste has been reduced over time as the faculty has actively reduced the numbers and amounts of hazardous chemicals used on site. Universal waste remains relatively constant in the amounts of used oil, fluorescent lamps, and lead acid batteries generated.

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

Hazardous waste is handled by a hazardous waste broker who picks up our materials and completes the manifests. We normally have relatively little material generated. Lead acid batteries are recycled by the vendor where new batteries are purchased as are the fluorescent lamps.

The website URL where information about hazardous materials management is available :

Materials Exchange

Responsible Party

Beth Kenney
Director/Office of ACIT
Academic Computing and Instructional

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :

Yes

A brief description of the program :

The Purchasing Department handles the sale or disposal of surplus items. Surplus items are offered for redistribution on campus or sold to the highest bidder via a bid process.
Computers and electronics are recycled through JVS Environmental. Toner cartridges are recycled with the Envirosmart Company.

FSU has a written process for handling what is considered recycled as well as surplus computer equipment.
When computers are replaced with new models, they are recycled out to the campus for other uses such as Graduate Assistants, Adjunct Faculty, Student workers, and other non-critical uses and locations. The following process has been documented to show the detailed steps computer department personnel take to recycle the equipment and update the inventory system:

II. USED COMPUTERS/COMPUTER MOVES/REPLACMENT/REMOVAL
A. ACIT
1. Determine Computer Final Use in timely manner.
a. Move? (FSU Staff/Faculty/Lab/Classroom)
i. Description Verify (LAPTOP, COMPUTER, SERVER)
ii. Accountable Officer to Tech Pool, Tech Inventory, TBD, or name (as appropriate)
iii. Department (ACIT if Tech Pool, Tech Inventory, or TBD)
iv. Building
v. Room
b. Re-Distributable?
1. Reload if necessary.
2. Deliver to end location (user, Tech Pool Area)
3. Update Computer Inventory System:
i. Description Verify ii. Accountable Officer to Tech Pool, Tech Inventory, TBD, or Name
iii. Department
iv. Building
v. Room

Once a piece of equipment is identified as being beyond its life-span (generally 4+ years depending on the exact type of use), the following process is followed:

III. SURPLUS COMPUTERS

A. ACIT

1. Wipe hard drive and remove any good reusable parts (large HD, DVD/CDRW, memory, power supplies).

2. Move Weekly/Monthly Computer Batch to Stangle 124D

3. Update Inventory Database System:

a. Description Verify (LAPTOP, COMPUTER, SERVER)

a. Building to STANGLE

b. Room 124D

c. Department to PROCUREMENT

d. Accountable Officer to SURPLUS

e. Process with the new system coming soon If there are known issues with the computer, Check the Box 'Issues" and if desired update Issues Description.

4. Notify Asset Manager if a computer is going to be scrapped

or used for parts so it can be taken out of circulation in the inventory system. AM will get permission to dispose and update the system.

B. Receiving

1. Decide when sufficient amount of Computers are accepted for surplus Sale.

2. Get Report for all computers in Surplus Storage

(Stangle 124D)

a. Contact ACIT personnel to generate report.

b. New Inventory System report.

3. Send report to VP Admin & Fin. for disposal approval.

4. Put Computers Out for Bid.

5. Send Asset Manager the list of all disposals w/tag numbers and serial numbers.

C. Asset Manager

1. After Sale/Donation/Scrap - Update Inventory Database System:

a. When sold or donated, click Disposition Date and select the date.

b. If scrapped, AM will get permission for disposal for removal from inventory system.

c. Change Disposition Code:

i. 1=Sold

ii. 2=donated

iii. 3=scrap

iv. 4=stolen

The website URL where information about the program is available :

Limiting Printing

Responsible Party

Beth Kenney
Director/Office of ACIT
Academic Computing and Instructional

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

Does the institution limit free printing for students in all computer labs and libraries? :

Yes

A brief description of how printing is limited :

To date, printing has been limited in two ways:
1). All printers have been set to duplex printing (double-sided) which has greatly reduced the number of pages being printed by each student.
2). Many color printers throughout the campus are setup to charge students for this service. Because the university is phasing in the charge for printing, not all color printers have been setup to force a charge. Black and White printers are currently not setup to charge for printing, however, the system is installed and configured on all printers. Plans are being made to begin charging students for all printing in August 2012.

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

Materials Online

Responsible Party

Johnston Hegeman
Asst. VP for Educ, Svcs & Req.
Student & Educational Services

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :

Yes

A brief description of the practice :

The default for course schedules and directories is online. Schedules are available online via the institution's student record system and the directories accesses through FSU's website. No directories are printed by the university.

The website URL where information about the practice is available :

Materials Online

Chemical Reuse Inventory

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

No

A brief description of the program :

I am not aware of any campus-wide chemical inventory system for the purpose of reusing chemicals.

The website URL where information about the practice is available :

Chemical Reuse Inventory

Move-In Waste Reduction

Responsible Party

Sean McNalley
Asst. Dir./Residence Life
Office of Residence Life

Does the institution have a program to reduce residence hall move-in waste? :

No

A brief description of the program :

Not at this time.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Sean McNalley
Asst. Dir./Residence Life
Office of Residence Life

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

Does the institution have a program to reduce residence hall move-out waste? :

No

A brief description of the program :

Nothing formal at this time.

The website URL where information about the program is available :

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year :

30129950 *Gallons*

Water consumption, performance year :

26576800 *Gallons*

List the start and end dates of the water consumption performance year :

July 1 - June 30

On-campus residents, 2005 :

1921

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

3249

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

775

On-campus residents, performance year :

2061

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

3656

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

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :

July 1 - June 30

Indication of whether institution has a stated commitment to water use reduction goals :

A brief description of the plan of action to achieve water use reduction goals :

The website URL where information about the institution's water conservation initiatives is available :

Stormwater Management

Responsible Party

John Brewer
AD of planning & Construction
Physical Plant Department

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

No

A brief description of the institution's stormwater management initiatives :

We are mandated by the State to comply with State of Maryland Storm Water Management (SWM) regulations.

Secondly we are working with the local Allegany County Soil Conservation Service to design a large SWM pond. This pond will be used to treat storm water runoff from a one hundred acre drainage area in the City of Frostburg and FSU property.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available :

Does the institution have a living or vegetated roof? :

No

A brief description of the institution's living or vegetated roof :

Does the institution have porous paving? :

No

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

There are three retention ponds have been developed to improve water quality from impervious areas.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

These are part of the storm water management system set up as diversion ditches to treat water that runs into the campus.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

These swales are used to control storm water that comes from off campus.

Does the institution employ any other technologies or strategies for stormwater management? :

Yes

A brief description of other technologies or strategies for stormwater management employed :

FSU is also are in the process of installing rain gardens on campus which allow rain water to infiltrate into the ground water table. These rain gardens are installed to re-charge the ground water table by using the rain water runoff from our buildings. Previously this water was discharged into a storm water system.

Waterless Urinals

Responsible Party

Jason Hill
Asst. Dir. Physical Plant/Operations
Physical Plant Dept.

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

Does the institution use at least one waterless urinal? :

Yes

A brief description of the technology employed :

Both Compton Hall and Gunter Hall have waterless urinals. The urinals work based on the specific gravity of the chemical in a cartrage. The chemical is lighter than the urin thus floating on the urin and allowing the urin to enter the drain.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Jon Diamond
Administrative Specialist
Physical Plant

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

Does the institution have building-level water consumption meters for at least one building? :

Yes

A brief description of the water metering employed :

All buildings have water meters and are read and audited against the Campus Master meter monthly by our Plumbing Shop.

The percentage of building space with water metering :

100

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

Yes

A brief description of the source of non-potable water and how it is used :

Frostburg State University meets these criteria by using non-potable water to irrigate its athletic fields. The university has an irrigation pond that is fed by creek water and a drilled well. The creek feeds the pond most of the year, except when the creek level and flow is affected by prolonged dry weather. When this occurs the well is used to fill the pond.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Non-Potable Water Usage

Xeriscaping

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :

Yes

A brief description of the program or practice :

The Frostburg State University does follow the principles of Xeriscaping. The grounds department plans which type of plant materials are going to be used during the year. The plants that are selected have to be fairly drought tolerant and use minimal irrigation. If the soil is lacking organic material, the grounds department adds material so the soil holds more moisture. All planting beds are mulched to allow more moisture to stay in the soil. Plants are fertilized at specific times to maximize root growth. Weeds that would compete for available water are eliminated in planting beds. Perennials are selected for their tolerance to dry weather and low maintenance.

Athletic fields are maintained at 3" of height most of the year. Most of the grass clippings are returned to the field as mulch to hold moisture.

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

Weather-Informed Irrigation

Responsible Party

Gregory Partsch
Landscape Tech./Supervisor
Physical Plant Department

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

Yes

A brief description of how weather data or sensors are used :

The University does meet the criteria by using weather-informed Irrigation. The irrigation rotation the Grounds Department uses for irrigating the athletic fields is based on attempting provide the turf with at least .25" of water per irrigation cycle. The weather is monitored daily to check for potential rainfall, wind speeds, cloud cover, and humidity. The days that the humidity is up, and the wind is calm, and there is cloud cover the irrigation may be scaled back if possible. On days when it rains more than .25" the next irrigation cycle is cancelled. If more than .5" of rain has fallen, the irrigation cycle is cancelled until soil drying and wilt are visible.

Frostburg State University does not have weather sensors to automatically adjust irrigation practices.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

LGLG Mission - Frostburg State University's Learning Green, Living Green Initiative engages students, faculty, staff, and community members to develop and coordinate programs and projects that create sustainable solutions to environmental, social, and economic needs.

Members of the committee, including affiliations :

LGLG Executive Committee:
Susan R Snow; Student
Jessica A Elder; Student Frostburg State University (FSU)
Melissa J Zachritz; Student FSU
Daniel A Fiscus; Professor FSU
Kara RogersThomas; Professor FSU
Sunshine L Brosi; Professor FSU
Patrick W Obrien; Staff, FSU
Ann Townsell; Staff, FSU
Rebecca E Ramspott; Staff, FSU
Lawrence A Gingerich; Staff, FSU

The website URL where coordination about the sustainability committee is available :

http://www.frostburg.edu/lglg/index.htm

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Sustainability Office resides in the Physical Plant Department and consists of one person who has the title of Safety and Sustainability Coordinator. This office covers recycling, chairs the LGLG Sustainability Committee at large and chairs the LGLG Executive committee and organizes the meetings, is also responsible for reporting, and sustainability initiatives. This person also has safety, occupational health, fire safety, gas line safety and environmental duties including all reporting, training and compliance assistance as well as other duties. The second person reports to the one above and takes care of physically collection all the recycling material from across campus.

The number of people employed in the sustainability office :

2

The website URL where information about the sustainability office is available :

http://www.frostburg.edu/lglg/otherachievements.htm

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Lawrence Gingerich

Sustainability coordinator's position title :

Safety and Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The Safety and Sustainability coordinatror is located in the Physical Plant. This position covers recycling, chairs the LGLG Sustainability Committee at large and chairs the LGLG Executive committee and organizes the meetings, is also responsible for reporting, and sustainability initiatives. The Sustainability coordinator is to serve as an ambassador for climate and habitat awareness, promoting initiatives that will ultimately improve the quality of life for all individuals and species.
• Look for opportunities for boosting student recruitment and retention, and opportunities to explore external funding for sustainability. This person also has safety, occupational health, fire safety, gas line safety and environmental duties including all reporting, training and compliance assistance as well as other duties.

The website URL where information about the sustainability coordinator is available :

http://www.frostburg.edu/lglg/otherachievements.htm

Strategic Plan

Responsible Party

Robert Smith
Assistant Vice President
Planning, Assessment and Institutional Research

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted :
2009

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :
Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

As reflected in its mission statement and strategic plan, Frostburg State University is strongly committed to preserving the environment through sustainability. Through the Learning Green, Living Green (LGLG) sustainability initiative and numerous related measures, the University is preparing students, faculty, staff, and community members to address environmental issues. Frostburg State University's strategic plan, which puts into action its mission statement, is intended to move the institution to a position of national distinction and academic excellence. The plan identifies three institutional priorities designed to enhance teaching and learning at FSU: (1) make more intentional the University's focus on experiential and applied learning opportunities for students both inside and outside the classroom as the hallmark of an FSU education, (2) improve the University's facilities so that students live and learn in a modern and technologically sophisticated environment, and (3) increase student quality and improve student persistence to graduation.

The mission statement and strategic plan moves the institution to a position of national distinction and academic excellence by making more intentional the University's focus on experiential and applied learning opportunities for students, improving the University's facilities so that students live and learn in a modern and technologically sophisticated environment.

Submitting in September 2009 its Climate Action Plan to the Association for Sustainability in Higher Education. With a goal of climate neutrality in 2030, the University has identified 49 strategic initiatives to be implemented within two years.

In the fall of 2010, the University launched its new and innovative academic minor in Sustainability Studies.

Acquiring federal funding for the University's new Sustainable Energy Research Facility (SERF) located at Allegany Business Center at Frostburg State University. Construction of the facility began in 2011 highlights the University's role as an important regional center for energy policy discussion and renewable resources research and development.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

Below are excerpts from the strategic plan:
VISION
Frostburg State University will be recognized as a student-centered teaching and learning
institution. The University will be known nationally for its emphasis on experiential education,
its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long
learners, and technologically competent global citizens.

MISSION STATEMENT
Frostburg State University is a student-centered teaching and learning institution featuring
experiential opportunities. The University offers students a distinctive and distinguished
baccalaureate education along with a select set of applied master's and doctoral programs.
Frostburg serves regional and statewide economic and workforce development; promotes
cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet
the challenges of a complex and changing global society.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :

No

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :

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

http://www.frostburg.edu/splanning/FSU_StrategicPlan_2011.pdf

Physical Campus Plan

Responsible Party

Robert Boyce
Director of Facilities
Physical Plant Department

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

I think we have more than satisfied the sustainability criteria. The establishment of our Learning Green, Living Green Committee led to the hiring of our Sustainability Coordinator in 2010. We continue to reduce our carbon footprint as part of our Climate Action Plan. We purchase more than we are required to in renewable energy credits every year (REC's). Our newly renovated Lane Student Center which was designed to get Silver LEED designation is close to getting gold certification due to changes we made during construction. Our wind-solar-energy system (WISE) has led to the building of a sustainable energy research facility (SERF) which we will be breaking ground on this fall.

The year the physical campus plan was developed or adopted :

2011

The website URL where the physical campus plan is available :

Sustainability Plan

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students.   The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals.   The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

Learning Green Living Green Involves all these groups as stakehilders:
Community
Student
Faculty
Staff

A brief description of the plan's measurable goals :

On page 38 of the FSU Climate action are the implementation goals and strategies. Although this plan and these goals are part of the climate action plan they are comprehensive including outreach, education, research, sustainable cuisine, student commitment, financing and media and outreach. This is also in the 2011 strategic plan for FSU.

www.frostburg.edu/splanning/FSU_StrategicPlan_2011.pdf

A brief description of how progress in meeting the plan's goals is measured :

Goals are listed as short term, mid term and long term goals. The LGLG committee measures these goals through observation, projected completion and actual project start dates.

The website URL where more information about the sustainability plan is available :

http://www.frostburg.edu/lglg

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s).   The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes.   Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :
Yes

A brief summary of the climate plan's long-term goals :

Education & Research Strategies (ER)
ER.2 - Sustainability Toolbox – Education representatives will assist with the implementation of a web-based toolbox that is accessible to all FSU students, faculty, and staff.
ER.4 - Sustainability in the GEP - CLAS Sustainability Committee representatives will select one of the proposed methods of incorporating sustainability into the General Education Program for the 2011 catalog.
Outreach Strategies (OT)
OT.2 - Student Commitment – LGLG will seek student commitment to sustainability and reducing FSU's carbon footprint.
OT.4 - FSU Hiring Guidelines – LGLG will collaborate with
Education & Research Strategies (ER)
ER.1 - Minor in Sustainability Studies – CLAS Sustainability Committee representatives will work to establish a minor in Sustainability by 2010.
ER.3 - Sustainability and Co-curricular Activities – Education representatives will work to establish one or more of three co-curricular sustainability options for students.
ER.5 - Faculty Teaching Pledge – Education representatives will collaborate with others on campus to implement a voluntary faculty teaching pledge for faculty committed to including sustainability topics in the classroom.
ER.6 – Bio-fuel & Renewable Energy Research and Education – LGLG will make research of bio-fuel and renewable energy a priority by seeking interest and funding.
Outreach Strategies (OT)
OT.1 – Work Study/VISTA Worker – The Office of Sustainability will secure a work study student or VISTA worker to help coordinate community outreach activities on campus and beyond.
OT.3 - Business Alliances – Outreach representatives will form alliances with regional businesses to share best practices and facilitate

environmental consciousness.

OT.5 - Sustainability Award System – Outreach representatives will establish an award system that rewards FSU students, faculty, and staff that take part in sustainability efforts.

Finance Strategies

FN.1 – Sustainability Finance Plan – LGLG will develop and present a plan for financing various sustainability initiatives. Areas covered should include a revolving fund for mitigation strategies, grants and external funding for research in sustainability, potential for a sustainability fund through the FSU Foundation, and potential for establishing a sustainability alumni foundation.

A brief summary of the climate plan's short-term goals :

Human Resource representatives to identify ways to attract new employees that have an interest in sustainability education and research.

OT.6 – Media Toolkit – Outreach representatives will build and establish a media toolkit and plan for promoting events and communication through local, state, national, and social media.

Year the climate plan was formally adopted or approved :

2009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

1,2 and 3

The reduction level (percentage) institution has committed to :

50% by 2020

The baseline year the institution used in its GHG emissions commitment :

July 1, 2006

The baseline emissions level institution used in its GHG emissions commitment :

The target year the institution specified in its GHG emissions commitment :

June 30, 2020

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

http://www.frostburg.edu/lglg/cap.htm

Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Jonathan Gibralter
President
President's Office

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Mission Statement

The mission of the President's Advisory Council for Diversity, Equity and Inclusion is to promote harmonious human interaction that results in a campus community where we value and embrace our genders, our races/ethnicities, our languages, our sexual orientations, our ages, our faiths, our cultural and social class contexts, and our intellectual and physical abilities.

Goals

The goals of the PACDEI are to:

1. Assist in efforts to create a welcoming and safe campus climate for students, faculty and staff.
2. Assist in efforts to recruit and retain a culturally rich population of students, faculty and staff.
3. Assist in efforts to promote mutual respect through the voicing of concerns in civil discourse.
4. Encourage and support collaborative initiatives and activities.
5. Assist in efforts to assure that university policies and procedures are congruent with the above goals.
6. Utilize the principles and skill sets of NCBI in fulfilling our mission.

Members of the committee, including job titles and affiliations :

Recommended Membership

The membership of the PACDEI will represent specific components of the university community.

1. Student representative for racial/ethnic organizations (BSA, ASA, LASO, CCC)
2. Student representative for faith organizations (Hillel, Muslim, Christian)

3. Student representative for sexual orientation organization (Breaking Through Glass)

4. Representative for non-traditional and commuter students

5. Representative for Office of Disability Support Services

6. Representative for Diversity Center

7. Representative for Physical Plant

8. Representative for University Police

9. Representative for Women's Studies program

10. Representative for African American Studies program

11. Representative for International Studies program

12. Representative for Department of Foreign Languages

13. Representative for Center for International Education/International Education Council

14. Representative for ADA/EEO Compliance

15. Representative for Admissions Office

16. Representative for Provost's Office/Office of Student Success and Retention

17. Representative for Office of Student and Community Involvement

Members will be selected through an application and interview process.

The website URL where information about the diversity and equity committee is available :

http://www.frostburg.edu/cultural-diversity/presidents-advisory-council-on-diversity/

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

Diversity Center

The University's Diversity Center works specifically to foster a sense of community among students of all races, genders, and national origins. These goals are accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences. Additionally, the center assists in developing students' multicultural competencies within the first year of college by requiring all incoming freshmen to participate in cultural diversity activities, programs or workshops.

We offer workshops for faculty and staff to prepare them to address issues of diversity both in and out of the classroom. The Diversity Center also joins the FSU's Office of Student Volunteerism and Civic Engagement in providing campus-community programs that serve to promote multiculturalism and create a pluralistic environment between FSU students and the local community.

The office is currently staffed with a director, an administrative assistant and student office assistants. We are in the process of hiring an assistant director.

http://www.frostburg.edu/cultural-diversity/

Frostburg State University fulfills these credit criteria in several different ways. First of all, we have a Diversity Coordinator and a Diversity Center under the leadership of Robyn Wynder who coordinates all diversity efforts. This includes having a Diversity Retreat for many FSU freshmen at the beginning of each year. FSU also has a President's Council on Diversity that is Chaired by a member of our faculty and represented by diverse members of our faculty, staff and student body. We also have a President's Advisory Council on

Gender Based Violence that is also a diverse committee Chaired by a faculty member and comprised of faculty, staff and students. The student body at Frostburg State University is almost 30% from underrepresented groups and, of these, 23% are African American. We make every effort to assure this is campus that values and appreciates diversity. In addition, we have a broad based diversity plan within Human Resources that ensures that all faculty and staff searches have as diverse a pool of applicants as possible. This is coordinated by our Director of Compliance and Equal Opportunity Coordinator who is located within the Office of Human Resources. Frostburg State University's Cultural Diversity website is:

http://www.frostburg.edu/cultural-diversity/

Frostburg State University is a diverse campus and we make every effort to ensure that we educate our students, faculty and staff to be certain that our university community values and accepts diversity in every way. We do on going programming throughout the academic year that provides resources to students regarding diversity issues and even incorporate this into our required freshman orientation program and Learning Community program.

The number of people employed in the diversity office :

5

The website URL where information about the diversity and equity office is available :

http://www.frostburg.edu/cultural-diversity/

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Robyn Wynder

Diversity coordinator's position title :

Director/Diversity Center

A brief description of the diversity coordinator's position :

For more than 20 years, Wynder has offered support to FSU students and served numerous community organizations in Western Maryland. She started her FSU career in 1986 as advisor/counselor for Student Support Services. After taking time to care for her family, Wynder returned in 1999 as assistant director for the Diversity Center; she is now the director. As a consultant in diversity and cultural competency, she has conducted workshops for schools, colleges, businesses and civic groups. Wynder is a trained facilitator of the National Coalition Building Institute and serves on the leadership team for the National Black African Heritage Constituency of NCBI. She founded "Sister to Sister," a program mentoring females of color from elementary to college age, and co-founded the M.A.P. (Motivation and Academic Preparation) Summer Camp Program after learning that few local African-American children had prepared for or taken the PSAT or SAT exams.

The website URL where information about the diversity and equity coordinator is available :

Measuring Campus Diversity Culture

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Measuring Campus Diversity Culture

Support Programs for Underrepresented Groups

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

One program which is part of the PASS (Programs Advancing Student Success) office, is the TRIO Student Support Services program. That federally-funded grant program works solely with low-income, first generation college students, and students with disabilities. The program is funded to serve 275 FSU students each academic year. The main goal of the program is to assist these students as they work toward graduating with a bachelor's degree.

In the PASS office, one of our primary responsibilities is providing placement testing for incoming freshmen each year as well as transfer students who are not transferring in a math or writing class. Those students who score below the University's established criteria are placed in one of two levels of developmental math courses and in particular English (Freshman Composition) classes where they can receive additional assistance to improve their skills and help them be successful in college level math and writing courses. Providing these courses helps provide access and educational opportunity to those students who have been inadequately prepared for college studies.

Another important program in the PASS area is our Disability Support Services office, which provides access and accommodations for those students who come to us with documented disabilities. Providing accommodations and advocating for students with learning, psychological, and physical disabilities affords those students with the same educational opportunity enjoyed by their non-disabled peers and widens the range of diversity in the student population.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

HR conducts employee orientations and, upon request, provides mentoring for all new staff employees. While this outreach is not only for under-represented groups, many representatives of these groups take advantage of it.

Student and Educational Services provides the bulk of these initiatives.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

HR conducts employee orientations and, upon request, provides mentoring for all new staff employees. While this outreach is not only for under-represented groups, many representatives of these groups take advantage of it.

Student and Educational Services provides the bulk of these initiatives.

The website URL where more information about the programs in each of the three categories is available :

Support Programs for Future Faculty

Responsible Party

Joseph Hoffman
CLAS Dean
College of Liberal arts & Sciences

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

• Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).

• Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.

• Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :
Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Representatives from Human Resources meet with department representatives at the start of faculty searches to ensure that future faculty members from diverse populations are considered in those searches. Also, Beth Hoffman, Director of Compliance (ADA/EEO), meets with department search chairs before interviews begin and before hiring of new faculty to make sure that people from underrepresented populations are being considered in the hiring process. Beth collects data from applicants and reviews the data. Once faculty members are hired in the College of Liberal Arts and Sciences, Cindy Herzog, Associate Dean, pairs them with out-of-department mentors who provide support, information, and guidance. The Dean, Associate Dean, and Assistant Dean also meet with new faculty members minimally once in the fall semester and once in the spring semester to provide support in a diverse community.

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

Affordability and Access Programs

Responsible Party

Angela Hovatter
Director/Stud. Financial Aid
Financial Aid

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students? :

Yes

A brief description of the institution's participation in federal TRIO programs :

Frostburg State has 3 long standing Trio programs which, includes 2 Upward Bound programs, a regular UB and a Math/Science Upward Bound.
Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

http://www.frostburg.edu/clife/ubp/

The Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

http://www.frostburg.edu/clife/mscenter/

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

The Financial Aid Office receives an allotment of institutional funding to award annually. Once the dollar amount committed to financial aid is confirmed, committed dollars are subtracted to see what new monies are available.

Among the committed dollars is $130,000 for Student Support Services students. These students are first generation, low income students who need the additional financial assistance. The next commitment is the Academic Need Scholarship. Based on retention rates and previous expenditures, an amount of funding is committed to high achieving low income students. The next funding commitment is for the FSU Grant. Again, based on retention rates and expenditures from the previous year, an amount of FSU Grant money is committed to currently enrolled low income students for the upcoming year. Low income students are designated by the results of the Free Application for Federal Student Aid (FAFSA).

Once all the committed funds have been totaled, the remaining institutional funds are used to fund new low income students with Academic Need Scholarships and FSU Grants.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

A brief description of the institution's scholarships for low-income students :

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid polices or programs :

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

Gender Neutral Housing

Responsible Party

Sean McNalley
Asst. Dir./Residence Life
Office of Residence Life

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

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

No

A brief description of the program, policy, or practice :

Not at this time.

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

Gender Neutral Housing

Employee Training Opportunities

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

Does the institution make cultural competence trainings and activities available to all employees? :

Yes

A brief description of the cultural competence trainings and activities :

Many types of training are provided each semester. Content is based upon what campus wants (survey data) and what volunteers come forward to present.

The website URL where information about the trainings and activities are available :

Student Training Opportunities

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

• Paying prevailing wages for job type or classification
• Paying average or above average wages for the region or city where the institution is located
• Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors) :

926

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

926

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

All employees in the University System of Maryland are paid at minimum a liveable wage as defined by the State of Maryland.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2011

The website URL where information about the institution's compensation policies and practices is available :

Employee Satisfaction Evaluation

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

No

A brief description of the institution's methodology for evaluating employee satisfaction :

Not at this time.

The year the employee satisfaction evaluation was last administered :

2000

The website URL where information about the institution's employee satisfaction evaluation process is available :

Staff Professional Development in Sustainability

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :
No

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

Training conducted through the Office of Human Resources is provided by campus volunteers. Attendance is voluntary. Sustainability programs may be offered but there is no guarantee. Someone would have to volunteer to present the program.

However, many campus programs, exhibits, and events deal with sustainability issues and are available to all members of the campus community.

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

Sustainability in New Employee Orientation

Responsible Party

Mary Gartner
Associate Provost
Provost's Office

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

New Faculty and Administrators' Orientation both models sustainability and provides information about Frostburg State's commitment to sustainability. As a model, invitees are encouraged to use FSU's website to obtain information about a variety of issues that are enumerated on a New Employee Checklist, so that the University does not have to send extensive paper copies describing policies and procedures. Employees attending the orientation receive a recycled tote bag to use to collect information of interest and to reuse. Rather than providing paper descriptions of every area of interest, the Orientation includes a Services Fair when new employees can talk to representatives from numerous offices that provide services to students and employees and choose to collect the information most relevant for each new person. Among the programs represented at the Services Fair is Learning Green, Living Green, the University sustainability initiative.

In their presentations, the President and the Associate Provost both refer to the sustainability initiative as a high priority at FSU and describe relevant activities.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability 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 was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Sustainability Educators Program

Childcare

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

Full service child care and pre-school is located on campus. Tuition is modest.

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

Employee Wellness Program

Responsible Party

April Baer
Project Coordinator/Wellness Program
Student & Educational Services, Office of the VP

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

FSU has an Employee Assistance program which is part of the USM benefit package. In addition, wellness fairs are held once or twice each year and informational sessions regarding such issues as stress reduction, worker safety, smoking cessation, etc. are held throughout the year. We also conduct blood pressure and cholesterol screenings and a Weight Watchers is on campus every week.

It is dependent upon the definitions of counseling, referral, and services to determine if Frostburg State University meets these criteria. For more than 900 employees of the intuition, only one employee works to promote employee wellness. This professional counsels employees on benefits packages, some area resources, hosts an annual fair in which resources are highlighted, and promotes campaigns or programs open to employees through a newsletter. CHILL works to provide free wellness program opportunities, Activities for Life hosts low-cost aerobic and fitness classes, we have two free fitness centers on campus, smoking-cessation materials are currently available through CHILL at no cost, and much is being done to enhance current outlets to better include employees. However, if the criterion listed above is seeking more of a medical-based definition, there is no health educator or practitioner who works with employees in that regard.

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

Socially Responsible Retirement Plan

Responsible Party

Kathy Snyder
VIce President for HR
Human Resources

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

A wide variety of investment options are available to USM employees through select vendors. Many if not all offer socially responsible funds.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? :

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 :

Members of the CIR, including affiliations :

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1)   Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2)   Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Positive Sustainability Investments

Criteria

Institution invests in any of the following:

• Sustainable industries, such as renewable energy or sustainable forestry

• Businesses selected for exemplary sustainability performances

• Sustainability investment funds, such as a renewable energy investment fund

• Community development financial institutions (CDFI)

• Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

Value of holdings in businesses selected for exemplary sustainability performances :

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

Value of holdings in community development financial institutions (CDFIs) :

Value of holdings in socially responsible mutual funds with positive screens :

A brief description of the companies, funds, and/or institutions referenced above :

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

Responsible Party

Janelle Moffett
Accounting Analyst
Accounting

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

No

A brief description of the sustainable investment policy :

Not at this time

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Janelle Moffett
Accounting Analyst
Accounting

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

Yes

A brief description of the institution's investment disclosure practices :

The FSU Foundation, Inc. does make snapshots of its investment holding, including the amount invested in each fund available to the public by means of making our annual report and audits publicly available. These documents are scanned for on-line viewing and we place a paper copy for public reference at the University's Library.

The website URL where information about investment disclosure available :

http://www.frostburg.edu/foundation/publications/

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

The Appalachian Center for Ethnobotanical Studies is committed to supporting FSU's campus wide sustainability mission. ACES has a formal partnership with the non-profit organization United Plant Savers whose mission is native medicinal plant conservation and in collaboration with the Tai Sophia Institute has developed 12 native medicinal plant monographs highlighting issues in ethical and sustainable harvesting and growing practices of medicinal plants. A recent ACES partnership with Western Maryland RC & D is forging ahead under a $300,000 award from the EPA to construct high tunnel greenhouses and a shade tree nursery to serve as a site for industry training and local food sustainability education while re-establishing natural forested habitat on strip mined lands. Local food availability and ecotourism were the topic at the Pan Appalachian Colloquium for Culinary Heritage in which Maryland was represented by ACES. The outcome of this collaboration is to create a local Country Roads Cookoff which ACES is coordinating with the Appalachian Festival at FSU. ACES is also collaborating with Evergreen Heritage Center to provide K-12 modules for testing in their environmental wellness programming. ACES continues its research partnerships with WVU, University of Maryland, The Tai Sophia Institute, and FSU Biology and Chemistry Departments to assure the sustainability of black cohosh and other local wild medicinal plants in our region. Outreach efforts in collaboration with Mountain City Traditional Arts, University of Maryland Extension, and West Virginia University extension have included workshops for landowners that educate participants about non-timber forest product income opportunities while providing resources for cultural tradition appreciation and sustainable cultivation of high demand medicinal plants.

The CoB, via its Associate Dean and Director of the Trident Initiative (a Coleman Foundation-funded entrepreneurship program housed in the CoB), Dr. Sudhir Singh, and one faculty member, Dr. Marty Mattare, has established partnerships with the Western Maryland SCORE Chapter. SCORE is a resource partner with the U.S. Small Business Administration (SBA), and has been mentoring small business owners for more than forty years. The CoB also contributes faculty expertise and research assistance to the Western Region Small Business Development Center. On September 24-25, 2009, the Trident Initiative held its Fourth 2-day Annual Conference titled "Turning Your Green Ideas into Gold: Entrepreneurial Pathways to Shaping a Sustainable Future". (Conference brochure is available for perusal at

http://www.frostburg.edu/trident/2009%20Conference%20Flyer.pdf

).

Each of the five past Conferences held by the Trident Initiative have included significant discussions on the issue of sustainability with presenters including noted educationists, policy makers, government and thought leaders. (Details on each Conference are available at

http://www.frostburg.edu/trident/

).

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

Criteria

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

"---" *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 :

Collaboration with ACES (Appalachian Center for Ethnobotanical Studies), FSU is the home institution for ACES and partners with several other institutions to share information and best practices on sustainability of Appalachian ecosystems and Culture. This is best seen through it's news letter shared with all partnering institutions. ACES also convenes an annual conference.

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

AASHE
ACUPCC
CEDD (Council of Environmental Deans and Directors
NCSE (National Council for Science and the Environment

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

Collaboration with Allegany College of Maryland on Arbor Day and Tree Campus USA activities.
FSU collaborates with Garrett College for wildlife conservation efforts.

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

http://www.frostburg.edu/aces

Sustainability in Continuing Education

Responsible Party

Clarence Golden
Interim Dean/COE
College of Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

No

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

No

A brief description of the certificate program :

Year the certificate program was created :

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

Community Service Participation

Criteria

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

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

The number of students engaged in community service :

3327

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

4791

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

Community Service Hours

Responsible Party

William Mandicott
Assistant Vice President
Student & Community Involvement

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

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

20217

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

4791

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

Community Service Hours

Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Sustainability Policy Advocacy

Trademark Licensing

Responsible Party

Karen Treber
University Counsel
President's Office

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Is the institution a member of the Worker Rights Consortium? :

No

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

Graduation Pledge

Responsible Party

Sheila Pappas
Dir. of Special Academic Svcs.
Special Academic Services

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

No

A brief description of the graduation pledge program :

Not at this time.

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

Graduation Pledge

Community Service on Transcripts

Responsible Party

Johnston Hegeman
Asst. VP for Educ, Svcs & Req.
Student & Educational Services

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

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

No

A brief description of the practice :

not at this time.

The website URL where information about the practice is available :

Farmers' Market

Responsible Party

Lawrence Gingerich
Safety and Sustainability Coordinator
Physical Plant

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

Does the institution host a farmers' market for the community? :

No

A brief description of the farmers' market :

There is a local farmers market in the city of Frostburg.

The website URL where information about the market is available :

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Daniel Fiscis
Assistant Professor
Biology

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

The SERF (Sustainable Energy Research Facility) is currently being built. This building will be totally off the grid using combinations of solar electric, solar hot water, wind, geothermal, hydrogen fuel cell and hydrogen as sources to light, heat and cool this building. The building will be used for sustainable energy research.

A letter of affirmation from an individual with relevant expertise :

Letter of affirmation SERF.PDF

The website URL where information about the innovation is available :

http://www.fsuwise.org/renewable/SERF

Innovation 2

Responsible Party

Sydney Duncan
Associate Professor
English

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

E=(LG)2 is the only student-written and student-edited magazine in the country on sustainability.
E=(LG)2 means "Learning Green, Living Green" and so much more. It means taking initiative today for a better tomorrow, so that the future for us all will be brighter and more sustainable. Students in ENGL 402 (Editing and Production) edit, layout, provide text and artwork, advertise for submissions and make all publication decisions about the magazine. Students in ENGL 402 have presented at national conferences and often use the magazine as portfolio submissions for graduate school. ENGL 402 is open to all majors who have completed the 300-level composition requirement. Dr. Sydney Duncan is the advisor.

A letter of affirmation from an individual with relevant expertise :

STARS letter of affirmation.pdf

The website URL where information about the innovation is available :

http://www.frostburg.edu/dept/engl/publications/lg-magazine

Innovation 3

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

New Student Orientation

Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Food Education

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

Food and Beverage Purchases

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Confinement-Free Food Purchases

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Hormone-Free Food Purchases

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Seafood Purchases

Dishware

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

Energy Initiatives

Energy Use by Type

Criteria

Institution reports its energy use by type.

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

Energy Use by Type

Procurement

Criteria

Institution provides details about its procurement efforts.

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

Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

Sustainability Staffing