

University of Maryland, College Park

The following information was submitted through the [Campus Sustainability Data Collector](#) 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

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- 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 :

37631

Program name (1st program) :

Student Sustainability Advisors

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

3319

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

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

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

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Application process managed by the Office of Sustainability

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

The Office of Sustainability conducts formal training with student educators. Each student educator attend four 2-hour training sessions before they begin presenting material to first-year classes.

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

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

The website URL for 1st Program :

http://sustainability.umd.edu/content/curriculum/student_advisors.php

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

Sally DeLeon
Project Manager
Office of Sustainability

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) :

Green Chapter Program

A brief description of the campaign(s) :

The Office of Sustainability (OS) has partnered with the Department of Fraternity and Sorority Life (DFSL) on the Green Greek Challenge (GGC) – an initiative to encourage energy and water conservation among residents of Fraternity Row. For eight weeks each fall semester, residents of all 14 houses on Fraternity Row received weekly reports detailing their electricity and water use and overall progress in the competition. In 2012, OS and DFSL decided to replace the Green Greek Challenge with the Green Chapter Program, a voluntary initiative that promotes best environmental practices in fraternity and sorority houses throughout the year. The Green Chapter

Program is currently in development and will be piloted soon.

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

During the first two years each year of the GGC (2009 and 2010), residents on Fraternity Row used 12% less electricity than the pre-GGC (2006-2008) average – saving a total of 217,000 lbs. CO₂ and \$16,240 in two years. The winning house used 44% less electricity per person than the least energy efficient chapter on the row. The house that won the water competition in 2009 used 63% less water than the least water efficient chapter on the row.

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

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

Sustainability in New Student Orientation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

In 2008, the Orientation Office made great strides to infuse sustainability into the New Student Orientation Program. The Orientation Office now explained the environmental benefits of each campus green initiatives implemented in the program so that all new students learn that environmental stewardship is part of the culture of the University of Maryland.

To address the food waste generated from meals, the Orientation Office coordinated with the Department of Dining Services to use compostable paper plates and to collect waste for compost during orientation dinners. Using well-labeled bins for compost, recycling, and trash, many new students learned to separate their waste in a new way. The Orientation Office also worked with the caterer to replace polystyrene plates with compostable paper plates.

The Orientation Office also saved roughly 300,000 sheets of paper over the summer of 2008 by creating an online Virtual Folder that has all the fliers and resources students typically receive during the Orientation Program. The student Orientation Advisors created a high-energy and entertaining skit about adopting sustainable behaviors as Maryland students. The 2008 skit encouraged students to turn off lights and electronic devices when they leave their rooms, to recycle overwhelmingly long term- papers, and to dine-in at the dining hall instead of using disposable take-out containers.

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

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

Sustainability Outreach and Publications

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

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

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

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

Yes

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

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

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

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

Does the institution have a sustainability newsletter? :
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Yes

A brief description of the sustainability newsletter :

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

The website URL for the sustainability newsletter :

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

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

No

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

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

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

Yes

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

Building signage that highlights green building features is currently being developed and has an estimated completion date for summer 2012.

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

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

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

Yes

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

Signage about bio-retention ponds, community gardens, and other sustainable grounds-keeping strategies is posted around campus.

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 self-guided walking tour of the Sustainability Fund Projects is currently being developed. Interactive signs with QR codes were installed at project sites in 2011 and additional signs for new projects will be added every year. Maryland's Facilities Management created the Campus Tree Walk on McKeldin Mall. The walk shows off numerous trees that are a part of the campus' arboretum. Maryland's Facilities Management department also created a native garden tour with outdoor signage to teach the public about the gardens' current and regionally important forces of nature and man. The gardens also serve to increase public environmental literacy for a sustainable future.

The website URL of the sustainability walking map or tour :

<http://www.arboretum.umd.edu/discover/collections/walks/walks.html>

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 :

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

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

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

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

Yes

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

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

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

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

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)? :

Yes

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

The Diamondback—the primary student newspaper-- covers sustainability issues regularly with a reporter assigned to the sustainability beat.

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

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

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

Yes

A brief description of this material :

Through the Office of Sustainability's public reporting program, UMD publishes a Campus Sustainability Report every two years (see

http://sustainability.umd.edu/documents/2010_Campus_Sustainability_Report.pdf

), a Greenhouse Gas Inventory Report every year, and a Sustainability Metrics Report every year.

The website URL for this material :

http://sustainability.umd.edu/content/resources/involvement/resources_reports-involvement.php

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

Yes

A brief description of this material :

Greenhouse Gas Inventory Report
Campus Sustainability Data Collector | AASHE | Sierra Magazine

The website URL for this material :

http://sustainability.umd.edu/content/resources/involvement/resources_reports-involvement.php

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

Yes

A brief description of this material :

Sustainability Metrics Report

The website URL for this material :

http://sustainability.umd.edu/documents/Reports/metrics/UMD_2011SustainabilityMetricsReport-lowres.pdf

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

Yes

A brief description of this material :

The UMD Office of Sustainability uses social media to post current information about events, volunteer opportunities and other updates. Both Facebook and Twitter are used regularly.

<http://twitter.com/#!/SustainableUMD>

The website URL for this material :

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

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

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

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material) :

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) :

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) :

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

One of the main student groups involved in campus sustainability is the University of Maryland Student Sustainability Committee (SSC). The SSC—a department of the University of Maryland's undergraduate Student Government Association (SGA)—advises the SGA and University decision makers to ensure that the environmental sustainability priorities of the undergraduate student body are met.

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

SSC promotes and implements campus and community environmental sustainability projects in the areas of transportation, water and energy use, food and materials consumption, development and landscape planning, environmental education, and beyond. A sub-group of the SSC is working with Dining Services on incorporating more sustainable food into the university's purchasing.

List other student groups that address sustainability :

Other groups include: College Park Environmental Group, Ecological Economics Student Group, Emerging Green Builders, Public Health Garden Club, Quence, Rethink College Park, Society for Green Business, Engineers Without Borders, etc.

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

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

Organic Garden

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

The Public Health Garden, just one of The University of Maryland's (UMD's) organic gardens, is a student teaching and community garden demonstrating sustainable agriculture and environmental best practices in support of public, environmental and community health. In addition, UMD has two other organic gardens, St. Mary's Garden and the Rooftop Community Garden which students operate in cooperation with UMD Dining Services.

The website URL where information about the garden is available :

<http://www.sustainability.umd.edu/content/campus/dining.php#South>

Model Room in a Residence Hall

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

Themed Housing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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? :

Yes

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

The Environment, Technology, and Economy College Park Scholars students work to investigate the multiple dimensions of global sustainability, particularly in relation to their own majors. Students live together in Centreville Hall in the Cambridge Community, and student exploration will extend beyond the classroom through field trips, internships, on-campus events, and community service. Their weekly colloquia explore varied and rich topics like corporate social responsibility and movement toward renewable energy sources.

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

<http://www.scholars.umd.edu/ete/index.cfm>

The total number of residents in themed housing. :

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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? :

Yes

A brief description of the enterprise :

The Maryland Food Cooperative, located in the basement of Stamp Student Union, serves wonderful organic food—some of which is locally grown. It is a worker-owned business, meaning everyone who is hired as a “paid worker” shares an equal role and all responsibilities in operating the business of the natural food store. Volunteers are welcome. Together, the workers and volunteers co-operate to provide cheap, healthy, veg-friendly food at fair prices.

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

<http://www.stamp.umd.edu/food/MDFoodCo-op.shtml>

Sustainability Events

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"--- " 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) :

Every spring, the School of Architecture and the Office of Sustainability co-sponsor a speaker series on sustainability and the university. A list of topics and speakers from 2012 is available online at

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

. The Center for Social Value Creation (CSVC) at the Robert H. Smith School of Business hosts an annual Social Enterprise Symposium. In the words of the CSVC's executive director, "The Social Enterprise Symposium aims to inform, educate and influence future leaders, students, professionals and stakeholders on cutting edge innovation in creating impactful, sustainable social change." The agenda from the 2012 symposium is available online at

<http://www.rhsmith.umd.edu/ses/agenda.aspx>

. The Clark School of Engineering hosts an annual Engineering Sustainability Workshop around Earth Day. The schedule from the 2012 workshop is available online at:

<http://eng.umd.edu/events/sustainability-workshop2012>

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

Outdoors Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the program :

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

The website URL where information about the program is available :

<http://www.ttc.umd.edu/index.php?page=about>

Themed Semester or Year

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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? :

Yes

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

Maryland's First Year Book program selects a book that is given to all new students. The First Year Book provides an opportunity for community dialogue on a topic from the perspective of different disciplines, from the sciences to the humanities. In recent years, some chosen books have focused on environmental or social aspects of building a sustainable future. The 2010 book, *Half the Sky: Turning Oppression into Opportunity* chronicles the courageous stories of women who, through education and microfinance strategies, were able to break free from a life of sexual slavery, gang rape, or poor maternal health. The authors believe that empowering women is not only a moral issue, but also an economic and political issue that affects the well-being of individuals, the household, the community, the workplace, and the broader society. The 2007 book, *The Ravaging Tide*, explains the science of global warming, raises fundamental questions about our responsibilities to future generations, and critically examines the implications of climate change for the Chesapeake Bay and the broader Baltimore-Washington metropolitan area.

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

Half the Sky: Turning Oppression into Opportunity

The website URL where information about the theme is available :

<http://www.firstyearbook.umd.edu/half/>

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

Sustainability Course Identification

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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? :

No

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

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 :

In preparation for launching UMD's new sustainability minor, an advisory committee of faculty, staff and students went through all of UMD's courses to inventory sustainability-focused and related courses that could be considered to fulfill requirements of the minor.

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

No

The website URL where the sustainability course inventory is posted :

Sustainability-Focused Courses

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*.

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

Sustainability-Related Courses

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*.

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

Sustainability Courses by Department

Criteria

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

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

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.

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

Undergraduate Program in Sustainability

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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) :

Environmental Science and Technology

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

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

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

Environmental Science and Policy

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

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

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

Agriculture and Resource Economics

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

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

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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

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

Graduate Program in Sustainability

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Sustainable Energy Engineering

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

<http://www.oaee.umd.edu/sustainable/>

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

Sustainable Development and Conservation Biology

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

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

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

Urban and Regional Planning and Design

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

<http://www.arch.umd.edu/doctoral/>

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

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

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

Sustainability Immersive Experience

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(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? :

Yes

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

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

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

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

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

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

).

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

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

Sustainability Literacy Assessment

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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? :

Yes

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

No

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

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

<http://www.sustainability.umd.edu/documents/Reports/UMD%20Sustainability%20Literacy%20Assessment%20-%20pre-publication%20copy.pdf>

A brief description of how the assessment was developed :

With input from Office of Sustainability staff, a graduate student reviewed literacy assessments from other schools and then developed an assessment that is unique to the University of Maryland.

A brief description of how the assessment was administered :

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

A brief summary of results from the assessment :

We received about 1400 responses to the assessment survey. Findings show that in general UMD students have a good understanding of sustainability concepts. There was slight variation between UMD's twelve colleges. Proficiency was correlated with the number of sustainability-related courses a student has taken in their time at UMD.

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

<http://www.sustainability.umd.edu/documents/Reports/UMD%20Sustainability%20Literacy%20Assessment%20-%20pre-publication%20copy.pdf>

Incentives for Developing Sustainability Courses

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

The Chesapeake Project Faculty Workshop is part of the university's initiative to integrate sustainability across the curriculum. Faculty members participate in a two-day, interactive workshop to help them revise syllabi to include sustainability concepts. During the summer following their workshop (in May), faculty revise at least one course, submit their revised syllabus to the Office of Sustainability, and teach the revised course(s) the following year.

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

Chesapeake Project faculty participants receive a \$500 stipend for completing the workshop and integrating sustainability concepts into at least one of their courses. After they have completed the workshop, they are included in a faculty learning community and invited to catered lunches throughout the year to continue dialogue on sustainability with their peers.

The website URL where information about the program is available :

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

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

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

Submission Note:

In 2012, the University of Maryland Council on the Environment was formed to serve as an advisory group to the University of Maryland on research, education, outreach, and economic development as they relate to the environment, both globally and regionally. The Council is working to create an inventory of faculty and departments involved in research that pertains to environmental sustainability. More information is available online at <http://www.umresearch.umd.edu/environment/welcome.cfm>

"---" 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

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.

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

Departments Engaged in Sustainability Research

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.

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

Sustainability Research Incentives

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.

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

The University of Maryland's Strategic Plan emphasizes recruitment, support and retention of outstanding faculty and "high-impact, multidisciplinary research that addresses significant societal issues." The plan goes on to state: "Because much important original research occurs on disciplinary borders, the University will continue to develop effective models for high quality interdisciplinary research and education programs. These include certificate programs that offer interdisciplinary credentials; umbrella Ph.D. programs that encompass large general research areas with highly flexible subdivisions reflecting faculty interests; and Field Committees that identify specializations and emerging research areas and can change as the expertise and interest of the faculty evolve."

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

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

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

Building Design and Construction

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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
-

Submission Note:

The buildings listed as designed and constructed in accordance with green building guidelines and policies but not LEED certified are all awaiting certification from the Green Building Certification Institute.

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

New building space that meets "Eligible Buildings Criteria" :

1087385 Square Feet

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

309117 Square Feet

New building space that is LEED Certified :

74183 Square Feet

New building space that is LEED Silver certified :

20645 *Square Feet*

New building space that is LEED Gold certified :

53538 *Square Feet*

New building space that is LEED Platinum certified :

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

<http://www.facstage.umd.edu/DCFS2011/>

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 :

Knight Hall

Fraternity/Sorority Multibuildings (Phase 8 Renovation)

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

Oakland Hall

Denton Dining Hall

Chincoteague Hall

Shuttle Bus Facility 1

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

14000000 *Square Feet*

Total occupied building space :

14000000 *Square Feet*

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

Maryland's Occupational Safety & Health Unit (OSH) of the Department of Environmental Safety is responsible for routine indoor air quality monitoring and responding to any complaints or incidents across campus. The OSH unit is staffed with certified industrial hygienists and certified safety professionals. The unit maintains the indoor air quality sampling equipment. Additionally, on-call industrial hygiene contractors respond to any incidents that may arise. Furthermore, Maryland's HVAC team in Facilities Management also performs continuous maintenance and routine inspections of all heating and ventilation equipment. The HVAC team responds to any complaints and also has on-call contractors. All of Maryland's building space is covered by these indoor air quality practices.

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

<http://www.des.umd.edu/os/iaq/index.html>

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

Greenhouse Gas Emissions Inventory

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

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

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

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.

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

Air Travel Emissions

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

Local Offsets Program

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

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

Sally DeLeon
Project Manager
Office of Sustainability

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) :

10

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

In both FY 2009 and FY 2010, 11 percent of Dining Services' total food budget went toward purchases of sustainable food, including items sourced within 250 miles of campus and Fair Trade coffee. Local purchases to date have primarily been chicken and dairy products. In FY 2012, Dining Services conducted a thorough baseline assessment of their food purchasing using the Real Food Challenge's Real Food Calculator and AASHE's STARS as guidelines. The assessment revealed that 10 percent of expenditures meet STARS criteria (a decrease of 1 percent from previous years because a local chicken processing plant shut down and moved operations out of state).

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

<http://dining.umd.edu/about/news/purchasing>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD's newest dining hall, 251 North, is a trayless dining hall. It is open five nights a week and an average of approximately 1,200 student meals are served each evening.

List the year the program was started :

Sept. 1, 2011

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

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

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

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

The website URL where information about the program is available :

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the vegan dining program :

Dining Services offers many vegetarian and vegan selections including a vegan station in The Diner, and Seasons 12 Mongolian Grill at South Campus, and a large selection of vegetarian and vegan items in the newest dining hall, 251 North. UMD placed eighth for large schools in People for the Ethical Treatment of Animal's (PETA's) annual competition for the most Vegan Friendly Campus. The Vegetarian Advisory Board (VAB), sponsored by the Dining Services, includes students, Maryland's staff dietitian, student nutritionists, the director of Dining Services, and DS staff. The VAB meets monthly to discuss menu selections and new recipe ideas. Current dining room menus include many recipes that have passed the VAB student taste test.

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

<http://dining.umd.edu/menus/special>

Trans-Fats

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD's Dining Services uses trans-fat free oils. The only food items that contain trace amounts of trans-fats are bakery items with icing.

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

Guidelines for Franchisees

Responsible Party

Sally DeLeon

Project Manager

Office of Sustainability

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

Pre-Consumer Food Waste Composting

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

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

Dining Services works with the Department of Building and Landscape Services Recycled Green Industries, LLC to compost pre-consumer food wastes in the Diner, South Campus Dining Room, Denton/Catering and at the Student Union. Pre-consumer food waste from the Salad Room at South Campus dining hall is being turned into soil amendment on site, and the product is then used for campus rooftop gardens. Last year, the average amount of food waste (including pre-consumer and post-consumer portions) that was composted each month during the academic year increased from 10 tons to up to 28 tons .

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 :

<http://dining.umd.edu/about/news/waste-recycling>

PostConsumer Food Waste Composting

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the postconsumer food waste composting program :

Dining Services works with Recycled Green Industries, LLCthe Department of Building and Landscape Services to compost post-consumer food wastes in the Diner, South Campus Dining Room, Denton/Catering and at the Student Union. Last year, the average amount of food waste (including pre-consumer and post-consumer portions) that was composed each month during the academic year increased from 10 tons to up to 28 tons.. Composting is also being utilized at large special events including Maryland Day and the SGA Crab Fest and Spring BBQ. Renovations are underway to make post-consumer composting collection available throughout the student union in 2012. Post-consumer food waste and paper towel composting is also being piloted by Building and Landscape Services in office building kitchens and bathrooms.

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 :

<http://dining.umd.edu/about/news/waste-recycling>

Food Donation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Though the University of Maryland tries to minimize unused food items, the leftover and surplus food items from two dining halls and concessions are donated to DC Central Kitchen with the help of student volunteers for The Food Recovery Network.

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

<http://www.foodrecoverynetwork.org/p/about-us.html>

Recycled Content Napkins

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

The 1500 cases of dinner napkins and the 600 cases of cocktail napkins used annually contain a minimum of 95% recycled fiber.

The website URL where information about the purchasing is available :

<http://dining.umd.edu/about/news/purchasing>

Reusable Container Discounts

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD Dining Services provides a \$0.20 discount for customers who use a reusable mug or cup.

Amount of the discount offered for using reusable mugs :

0.20

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

Reusable to-go containers are being used every week by students in the two main dining halls. Participants in the program save 25 cents every time they carry food out of the dining halls.

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

Reusable To-Go Containers

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

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

UMD Dining Services piloted a reusable carry-out program during the 2011-2012 academic year. Reusable to-go containers are being used every week by students in the two main dining halls. Participants in the program save 25 cents every time they carry food out of the dining halls. So far the program has been very successful and it will continue in the 2012-2013 academic year.

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

<http://dining.umd.edu/whats-new>

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

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

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

Clean and Renewable Energy

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

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

Timers for Temperature Control

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

Lighting Sensors

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

LED Lighting

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

Vending Machine Sensors

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

Energy Management System

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

Energy Metering

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

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

Sally DeLeon
Project Manager
Office of Sustainability

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 :

1250 Acres

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

1250 Acres

A brief description of the IPM plan(s) :

Maintenance practices are developed in acknowledgement of the heavy use the landscape receives for recreational as well as academic purposes. Plant health is emphasized over pest control and a system of integrated pest management is used to keep pest populations below acceptable thresholds with environmentally sensitive means. Recycling of organic material helps to build better soils and better plant health. Maryland strives to use minimal pesticides.

Since January 2011, staff members from all different departments have volunteered to adopt specific areas on campus in order to reduce chemical use in those areas. Any staff member interested in reducing chemical use is encouraged to volunteer. Maryland also holds large-scale student volunteer activities to control pests, such as weed removal.

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

<http://www.arboretum.umd.edu/learn/managementStrategies.html>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

University of Maryland strives to plant a minimum of 50% native plants throughout the grounds. No planting of known invasive species occurs and the Maryland DNR's do not plant list is honored. The arboretum and botanical garden is an invaluable resource for Maryland's flagship campus. The native plant gardens are used to document, understand and teach about current and regionally important forces of nature and man. The gardens also serve to increase public environmental literacy for a sustainable future. The plants in our native plant gardens are grown from seeds collected during plant explorations conducted throughout Maryland. The seeds provide a "bank" of locally valuable Maryland plant species and wildflowers. The flowers you see will produce seeds to be sown to restore our native plant populations. Unlike lawns, native grasses and wildflowers can thrive without watering, mowing or weed killers. They are locally adapted to provide food and shelter for wildlife such as migratory birds, insect pollinators, frogs and turtles. The Sun Garden is a prime example of one of Maryland's native plant gardens. It displays grasses, flowers, shrubs and trees that thrive with a minimum of supplemental watering and fertilizers.

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

<http://www.arboretum.umd.edu/discover/collections/gardens/nativeGarden.html>

Wildlife Habitat

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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? :

No

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

Although Maryland has no current policy set in place to protect and/or create wildlife habitat on university owned land, the Grounds Management staff is working on creating a land stewardship plan as well as a master plan. Creating a plant pollinator garden is an aspiration for Grounds Management. The garden would have plants that require pollinators, which in turn would attract new wildlife.

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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

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

For four consecutive years, the University of Maryland has earned Tree Campus USA recognition for its dedication to campus forestry management and environmental stewardship. The University of Maryland met the five core standards of tree care and community engagement in order to receive Tree Campus USA status. The standards are: establish a campus tree advisory committee; evidence of a campus tree-care plan; verification of dedicated annual expenditures on the campus tree-care plan; involvement in an Arbor Day observance; and the institution of a service-learning project aimed at engaging the student body.

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

<http://www.newsdesk.umd.edu/university/release.cfm?ArticleID=2637>

Snow and Ice Removal

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

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

The University of Maryland uses ice removal material that is as benign as possible. Molasses is one alternative currently used, although other sustainable options have previously been pursued.

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

Landscape Waste Composting

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

University of Maryland automatically recycles all grass clippings on site through lawn mowers. Leaves and mixed debris, including weeds and branches, are collected on campus and taken to an offsite area for recycling. Maryland uses offsite composting because there is not enough land on campus. However, the Department of Building and Landscape Services we receives some of the compost generated offsite back to use for landscaping on campus.

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

Sally DeLeon
Project Manager
Office of Sustainability

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.president.umd.edu/policies/docs/VIII-310C.pdf>

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

Through the Green Office Program, the Office of Sustainability educates offices around campus about green purchasing options and policies. The Green Office program check-lists include a link to the EPEAT website to help purchasers find the right computer for their needs.

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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.

"---" 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.president.umd.edu/policies/docs/VIII-310C.pdf>

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

There are four custodial units responsible for cleaning buildings on campus: Facilities Management, Residential Facilities, Dining Services, and the Stamp Student Union staff. Each unit has been made aware of the policy and has developed a green cleaning program. All four units report and publish percent of expenditures on green cleaning products through the Office of Sustainability annually.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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.president.umd.edu/policies/docs/VIII-310C.pdf>

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

Through the Green Office Program, the Office of Sustainability educates offices around campus about recycled paper purchasing options and policies. The Office of Sustainability also raises awareness through its annual Sustainability Metrics Report, which includes information about the paper purchasing policy and a metric to show how well it is being followed.

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 :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

130769 *US/Canadian \$*

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

20433 *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 :

46195 *US/Canadian \$*

Total expenditures on office paper :

481379 *US/Canadian \$*

Vendor Code of Conduct

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.

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

Historically Underutilized Businesses

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

Local Businesses

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

Transportation

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

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

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

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.

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

Student Commute Modal Split

Criteria

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

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

Employee Commute Modal Split

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.

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

Bicycle Sharing

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

Facilities for Bicyclists

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

Bicycle and Pedestrian Plan

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

Mass Transit Programs

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

Condensed Work Week

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

Telecommuting

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

Carpool/Vanpool Matching

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

Cash-out of Parking

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

Carpool Discount

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

Local Housing

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

Prohibiting Idling

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

Car Sharing

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

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

Sally DeLeon
Project Manager
Office of Sustainability

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 :

3100.61 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

9203.39 Tons

Weight of materials recycled, performance year :

8939.35 Tons

Weight of materials composted, performance year :

138.12 Tons

Weight of materials disposed as garbage, performance year :

5289.58 Tons

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

Jan. 1 2010-Dec. 31 2010

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

10771

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

26363

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

6591

On-campus residents, performance year :

11200

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

28562

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

6985

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

Sept. 1 2010- Aug. 31 2011

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

Yes

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 :

Waste Diversion

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

This credit 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 :

8939.35 Tons

Materials disposed in a solid waste landfill or incinerator :

5289.58 Tons

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

Construction and Demolition Waste Diversion

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.

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

Electronic Waste Recycling Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

By choosing a secured electronic waste recycling company, Terrapin Trader, Maryland is ensured that waste is recycled responsibly. Terrapin Trader is the University's surplus redistribution operation that plays a major role in the reuse, redistribution, and recycling of used office furniture, lab equipment, and electronics. Through a variety of different programs, Terrapin Trader has been responsible for keeping a wide array of material from ending up in local landfills.

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

All recycled electronic equipment at the University is considered surplus equipment and is collected by Terrapin Trader. Functional equipment may be sold to the general public and that which cannot be sold or does not work is sent to a qualified vendor where it is deconstructed into individual components, which are recycled.

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

Terrapin Trader, which is open to students, staff, faculty, and the general public, sells products, accepts bids on products, and also hosts auctions. Electronic waste is also collected during Move Out/Trash to Treasure events and is transferred to Terrapin Trader.

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

<http://www.purchase.umd.edu/ttrader/index.htm>

Hazardous Waste Management

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

Maryland has a variety of methods to reduce and control hazardous waste. Guidelines include pollution reduction and control, improve chemical operations, environmentally sound recycling, reduce environmental risks, and manage waste efficiently.

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

Hazardous waste is managed in accordance with federal, State, local and University requirements. Maryland faculty, staff, and students are expected to dispose hazardous and other regulated waste in accordance with the Department of Environmental Safety's manual.

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

<http://www.des.umd.edu/hw/min/guide.pdf>

Materials Exchange

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

Maryland recycles and reuses office supplies by partnering with Terrapin Trader. The Green Office Program also facilitates the reuse of office supplies by providing guidelines for offices that will reduce their environmental footprint.

The website URL where information about the program is available :

<http://www.purchase.umd.edu/ttrader/geninfo.htm>

Limiting Printing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

It costs \$.10 each page for black and white printing, and \$.50 each page for color in the University of Maryland's libraries.

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

<http://www.lib.umd.edu/PUBSERV/printing/faq.html>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD's Office of the Registrar posts course catalogs, schedules, and directories online.

The website URL where information about the practice is available :

<http://www.testudo.umd.edu/Registrar.html>

Chemical Reuse Inventory

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the program :

In Department of Environmental Safety, the Environmental Affairs team manages a Chemical Exchange Page that redistributes surplus chemicals.

The website URL where information about the practice is available :

<http://www.des.umd.edu/hw/min/exchange.html>

Move-In Waste Reduction

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the program :

During Move-In, Residential Life and Residential Facilities work together to collect and recycle all the cardboard boxes discarded by students.

The website URL where information about the program is available :

<http://www.sustainability.umd.edu/content/campus/recycling.php#Moving>

Move-Out Waste Reduction

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

A brief description of the program :

UMD's "Trash to Treasure" donation drive is a partnership with Goodwill, Student Government Association, Residence Hall Association, Residential Facilities, and Resident Life. Collection stations are set up around campus to collect donated material from residents as they move out of the halls. Donated materials include TVs, clothes, small pieces of furniture, small appliances, and carpets. In addition, "Terrapin Junktion", a community yard sale during Move-Out, provides an outlet for unwanted goods and benefits the surrounding College Park community by offering low prices for household goods.

The website URL where information about the program is available :

<http://www.sustainability.umd.edu/content/campus/recycling.php#Moving>

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

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.

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

Stormwater Management

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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? :

Yes

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

Green roof designs have been incorporated on two campus buildings, Cumberland Hall and the Adele Stamp Student Union within the last several years. These vegetated roof systems exploit the ability of plants to absorb and transpire rainwater, slowing or eliminating storm water runoff, and to insulate structures from extremes of heat and cold, reducing heating and cooling costs and possibly extending the life of roofing structures as well as reducing heat island effects.

Rain Gardens are used in and near parking lots to slow, cool and filter storm water before it reaches tributaries of the Chesapeake Bay. Cisterns, which capture rainwater for use as needed to irrigate landscape plants, have been incorporated in several areas, including Washington Quad and Knight Hall, further reduce the movement of excess storm water off campus.

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? :

Yes

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

Does the institution have porous paving? :

Yes

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 :

Does the institution have stone swales? :

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

A brief description of the institution's vegetated swales :

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

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

Waterless Urinals

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

Waterless urinals have been piloted on campus with limited success.

The website URL where information about the technology is available :

<http://www.sustainability.umd.edu/content/campus/water.php#Toilets>

Building Water Metering

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

There are 66 buildings on Maryland's campus that have water meters.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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

Yes

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

The Washington Quad, surrounded by residence halls, now features a stormwater irrigation system. A 10,000 gallon cistern receives stormwater from the roofs of the surrounding buildings. A computer controlled system then directs the water to a drip irrigation system to the plant beds nearby. The system eliminates the need to water all the planted beds during warm periods.

Knight Hall, home to the school of Journalism, is a green building surrounded by green space that now captures the rain that falls on the site in a 10,000 gallon cistern buried under the courtyard. This system collects rainwater from roof drains, channels the water through a high capacity filter in the courtyard, and stores it in an underground cistern. A drip irrigation system detects the amount of moisture in the soil so that plants are only watered as needed. When the irrigation system calls for water, pumps send water from the cistern through the irrigation system for distribution on-site.

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 :

<http://www.sustainable.umd.edu/content/campus/stormwater.php#Quad>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD uses xeriscaping to reduce water use. Plants with lower moisture requirements are preferred. Furthermore, The Cumberland Hall and the Adele Stamp Student Union vegetated roof systems exploit the ability of plants to absorb and transpire rainwater. Organic mulches are also preferred and help to preserve the moisture in the soil. Installation of soil moisture sensors, reduced flow irrigation heads, and drip irrigation has further enhanced our ability to efficiently use a limited water resource in times of drought.

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

<http://www.arboretum.umd.edu/learn/managementStrategies.html>

Weather-Informed Irrigation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

UMD now has areas with automatic irrigation systems that are operated by moisture sensors, such as those installed by Campus Recreation Services on the Engineering Fields (athletic fields). These sensors require water to be used only when the soil is too dry instead of simply running the sprinklers on a timer.

The website URL where information about the practice is available :

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

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

Sally DeLeon
Project Manager
Office of Sustainability

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 :

1. The University Sustainability Council exists to advise the President, the Office of Sustainability, and the campus community about issues related to the integration of sustainability into campus operations. Campus operations include the physical campus as well as the University's core missions of teaching, research, and service. To assist the University in implementing its Climate Action Plan, the Council considers the costs and benefit of various carbon reducing expenditures as well as policy activities that support carbon neutrality and sustainability.

Members of the committee, including affiliations :

Membership in the Council includes faculty, students and staff some of whom are permanent members while others have fixed terms. Members holding fixed terms are eligible for reappointed for one additional term. A full member list with affiliations is available online at

http://sustainability.umd.edu/content/about/sustainability_council.php

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

http://sustainability.umd.edu/content/about/sustainability_council.php

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

2. The University of Maryland Office of Sustainability supports and advances environmental performance, economic prosperity and social equality through a variety of initiatives. The staff facilitates the development and implementation of sustainable policies, practices and curricula for the campus community.

The number of people employed in the sustainability office :

5

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

http://sustainability.umd.edu/content/about/office_of_sustainability.php

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Scott Lupin

Sustainability coordinator's position title :

Director of Sustainability

A brief description of the sustainability coordinator's position :

The Director of Sustainability reports to the Vice President of Administrative Affairs. The position manages the Office of Sustainability staff, coordinates material and research for the University Sustainability Council, and partners with departments around campus to advance the university toward its goal of becoming a national model of a green university.

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

http://sustainability.umd.edu/content/about/office_of_sustainability.php

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

2008

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 :

The values and principles of the strategic plan state:

“Take Responsibility for the Future, with dedication to enhancing the quality of life of all people, sustaining the natural environment, and reinforcing the capacity of Maryland’s citizens to thrive and prosper in a diverse, ever-changing, globally competitive environment. World-class universities anticipate emerging concerns and opportunities and marshal all their intellectual resources to address big issues. Maryland takes its responsibility to the future as a fundamental action principal with implications both near and far. We will be a campus that is a model for the sustainability of its environment, and we will be a university that seeks solutions to the world’s most challenging and vexing problems.”

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 :

The University Strategic Plan addresses the social dimensions of sustainability. One leading principle includes strengthening community relations:

“Build an inclusive community that celebrates differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. We will integrate academics, the arts, athletics, learning outside the classroom, and service to others into a complete university community that values and energizes all its members.”

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

Yes

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

The University Strategic Plan addresses the economic dimensions or sustainability. One of the transformational changes states:

“The University will transform its surrounding area into an economically, socially, and culturally vibrant community that is welcoming and attractive to students, faculty, staff, neighbors, and visitors. ...With expansion of the M Square Research Park, Maryland will develop the largest and most successful research park in the State of Maryland. More than 6,000 new jobs will be created, and the added value to economic development will exceed \$2 billion.”

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

http://sustainability.umd.edu/content/about/university_strategic_plan.php

Physical Campus Plan

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

Strategies, recommended actions to meet the plan's goals, and proposed development projects are guided by twelve planning principles, including: Practice environmental stewardship in landscape maintenance and design; Enhance environmental performance of buildings and utilities on campus; Encourage the use of transportation other than personal vehicles; Increase the access and appeal of the campus for pedestrians; and Emphasize the importance of open spaces. The plan is organized into three main global issues, each with goals and recommendations: Environmental stewardship and sustainability; Landscape design and land use; and Vehicular and pedestrian circulation systems. In the section on environmental stewardship and sustainability, goals and recommended actions emphasize water conservation and efficient use, stormwater management, promotion and education about sustainable behaviors for campus users, and green building.

The year the physical campus plan was developed or adopted :

2011

The website URL where the physical campus plan is available :

<http://www.facilities.umd.edu/sitepages/FPmasterplan.aspx>

Sustainability Plan

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.

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

Climate Action Plan

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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*.

Submission Note:

The long term reduction level (percentage) to which the institution has committed is 100 percent by 2050. The drop-down boxes would not allow selection of 2050, so I put a short term goal of 50 percent by 2020 (to which the plan has also committed the institution) above.

"---" 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 :

The University of Maryland's Climate Action Plan (CAP) is a 40-year strategic plan for how the campus will become carbon neutral by 2050. There 13 long-term goals under the Administrative Policies category, 13 goals in the Power and Operations category, 15 goals under the Transportation category, 2 goals under the Solid Waste category, and 9 goals under the Education and Research category.

A brief summary of the climate plan's short-term goals :

In the short-term, the plan set the following targets:

15 percent reduction compared to 2005 GHG emissions by 2012; 25 percent reduction compared to 2005 GHG emissions by 2015; 50 percent reduction compared to 2005 GHG emissions by 2020.

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 :

scope 1, 2, and 3

The reduction level (percentage) institution has committed to :

50 percent

The baseline year the institution used in its GHG emissions commitment :

July 1, 2004

The baseline emissions level institution used in its GHG emissions commitment :

321544

The target year the institution specified in its GHG emissions commitment :

Jan. 1, 2020

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

http://rs.acupcc.org/site_media/uploads/cap/278-cap.pdf

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

Sally DeLeon
Project Manager
Office of Sustainability

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 :

The Equity Council serves as an advisory group to the President and supports the longstanding and continuous goal of the University of Maryland to be a national leader in recruiting and retaining a diverse community of faculty, staff, and students.

The Council provides leadership in the articulation and development of affirmative action policies and procedures for the campus community. A particular focus of the Equity Council is to review and recommend, as appropriate, search and selection policies and procedures for the university and its colleges and departments.

Upon the approval of the President, these policies and procedures will be implemented and monitored by major unit heads (Presidents, Vice Presidents, and Deans) at the College and major unit level with the assistance of their individual Equity Administrators. The Council, therefore, serves as an advisory resource to individual council members and the campus community, and provides analytical reports and observations to the President.

Members of the committee, including job titles and affiliations :

A list of members of the Equity Council, their job titles and affiliations is available online at

<http://www.president.umd.edu/EqCo/membership.htm>

The website URL where information about the diversity and equity committee is available :

<http://www.president.umd.edu/EqCo/brochure.htm>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

On behalf of the Office of the President, the Office of Diversity Education and Compliance focuses on two primary areas of responsibility, legal compliance and proactive education with regard to issues of diversity. Its proactive educational efforts are oriented toward the creation of a campus community in which every member of the community is valued. Its legal compliance efforts are dedicated toward ensuring that no member of the campus community is denied access to full participation in the community. Proactive education is the prescription for the prevention of discrimination, and legal compliance is its cure, if and when it occurs.

The number of people employed in the diversity office :

4

The website URL where information about the diversity and equity office is available :

<http://www.ohrp.umd.edu/index.html>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Gloria Bouis

Diversity coordinator's position title :

Office of Diversity Education and Compliance, Executive Director

A brief description of the diversity coordinator's position :

The Executive Director responsible for planning, implementing, coordinating, and evaluating programs and training activities on human relations, with particular emphasis on diversity, equity, and intergroup communication issues.

The website URL where information about the diversity and equity coordinator is available :

<http://www.ohrp.umd.edu/aboutus/staff.html>

Measuring Campus Diversity Culture

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

Year the assessment was last administered :

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

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

<http://www.umd.edu/diversity/web/>

Support Programs for Underrepresented Groups

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

Student groups that support campus diversity include: Center for Minorities in Science and Engineering (

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

), Graduate Lambda Coalition (

<http://www.studentorg.umd.edu/glc/>

), Multicultural Involvement and Community Advocacy – Stamp Student Union (

<http://thestamp.umd.edu/mica/>

), Disability Support Services (

<http://www.counseling.umd.edu/DSS>

), Black MBA Association (

http://www.stars.umd.edu/orgs/org_details.aspx?id=20995

), Asian American Student Union (

http://www.stars.umd.edu/orgs/org_details.aspx?id=45

), and many more. For a complete list of student organizations go to:

<http://www.stars.umd.edu/orgs/>

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

The LGBT Staff and Faculty Association, founded in 1990, strives to create a support group that provides a safe space on campus for individuals of all sexual orientations. The group holds monthly meetings to socialize and discuss issues on campus.

The Black Faculty and Staff Association aims to enhance, encourage, create an inclusive environment, and provide educational and career opportunities for the Black community.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

The LGBT Staff and Faculty Association, founded in 1990, strives to create a support group that provides a safe space on campus for individuals of all sexual orientations. The group holds monthly meetings to socialize and discuss issues on campus.

The Black Faculty and Staff Association aims to enhance, encourage, create an inclusive environment, and provide educational and career opportunities for the Black community.

The website URL where more information about the programs in each of the three categories is available :

<http://www.umd.edu/diversity/group/>

Support Programs for Future Faculty

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 :

Some of the colleges have their own programs. The School of Public Health has tailored their program for University of Maryland students based on a national model called Preparing Future Faculty (PFF). PFF is a campus-based national program designed to better equip doctoral students with the information and skills they need to be successful faculty members and family professionals. The Council of Graduate Schools and the Association of American Colleges and Universities originally developed the PFF program. See

http://sph.umd.edu/fmsc/graduate/ff_program.html

for more information. The Clark School of Engineering has a Future Faculty Program that often enrolls students from under-represented groups (

<http://www.eng.umd.edu/academics/future-faculty>

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

Affordability and Access Programs

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

The University has many options for low-income students. One option is the Maryland Pathways Program, which reduces debt and increases the grant component of low-income student's financial award package. Another opportunity is need-based grants, which are awarded based on financial need and do not need to be repaid by the students. Additionally, there are service grants available. Service grant programs provide grants to students who will provide a particular type of service in exchange for the granted money. The Federal Work Study is also available and assists students with meeting their educational and living expenses through part-time employment.

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 policies 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 :

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

Gender Neutral Housing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

The University accommodates transgender and transitioning students on a case-by-case basis and also has mixed gender housing.

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

<http://www.resnet.umd.edu/housing/lgbt/>

Employee Training Opportunities

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

The Office of Diversity and Inclusion, the equity compliance and diversity education arm of the Office of the President, develops and implements a broad range of proactive multicultural educational programs for faculty, staff, and students. The Office also sponsors initiatives that promote intergroup relationship building, sexual harassment prevention, and hate crimes prevention.

The website URL where information about the trainings and activities are available :

<http://www.uhr.umd.edu/development/resources.cfm#ODI>

Student Training Opportunities

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

The Office of Diversity and Inclusion, the equity compliance and diversity education arm of the Office of the President, develops and implements a broad range of proactive multicultural educational programs for faculty, staff, and students. The Office also sponsors initiatives that promote intergroup relationship building, sexual harassment prevention, and hate crimes prevention.

The website URL where information about the trainings and activities are available :

<http://www.uhr.umd.edu/development/resources.cfm#ODI>

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

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.

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

Employee Satisfaction Evaluation

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.

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

Staff Professional Development in Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

Sustainability in New Employee Orientation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

"---" 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 :

Maryland's Sustainability Enhancement Coordinator attends each new employee orientation and gives a fifteen-minute speech. The Enhancement Coordinator explains what the Office of Sustainability's purpose is and why it was formed. The employees are taught that Maryland produces most of its energy on campus. The Enhancement Coordinator describes programs including "Can the Can," single stream recycling, the University's commitment to become carbon neutral, and the Green Office Program. The new employees are directed to the Office of Sustainability website (

www.sustainable.umd.edu

) for use as a resource to learn about behavior changes that will reduce Maryland's environmental footprint.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

9106

Program name (1st program) :

Green Office Program

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

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

The GO Reps volunteer for the job themselves. The only requirement is that the individuals are willing to rally their staff around a common goal and are enthusiastic. No environmental background is needed.

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

The GO Reps each receive a one-hour long training session. They learn about the five steps to become a Green Office, which are:

1. GO Rep. Select a staff person from the office to become the Green Office Representative (GO Rep). This person will need to dedicate approximately 4 hours per month to the program.
2. GO Audit. Complete the Green Office pre-audit before you get started. This will allow the office to track progress over time. The Office of Sustainability can assist with this.
3. GO Pledge. Make an announcement to the entire office about beginning the Green Office journey and ask them to sign the GO Participation Pledge.
4. Get GOing. Download the Bronze level checklist and start greening your office! The checklists come with a toolbox of support and supplies to make the implementation as easy as possible. Once the office has completed Bronze, they can green their way through Silver and Gold level certifications.
5. GO certification. Once the office has achieved 75 percent of the actions on the checklist, the GO Rep can send it to the Office of [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Sustainability for recognition.

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

The Office of Sustainability's Enhancement Coordinator provides GO Rep training, pre and post audits, ongoing consultation and support, checklists, and tools (posters, stickers, prizes, PowerPoints, etc).

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

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

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

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

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

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

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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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 :

The Center for Young Children has been operating for over 60 years and is dedicated to providing an exemplary early childhood program and committed to fostering the continued growth and development of each child on a cognitive, physical, emotional, and social level. Furthermore, The University of Maryland Family Care Resource and Referral Service provides free resources and consultation to students, faculty, and staff who have child and elder care needs/concerns.

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

Employee Wellness Program

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

The Faculty Staff Assistance Program has seen employees (including a number of their family members) for a variety of problem areas, including: job difficulties, alcohol and drug problems, marital and family problems, emotional distress, legal, financial and a variety of other concerns. The FSAP is available to meet with all full and part-time employees for assessment, referral and in many instances, short-term counseling services at no cost.

FSAP Counselors are also available to provide presentations on a variety of wellness topics. Counselors are also available to meet with departments for a debriefing following a death or other traumatic event and to consult with supervisors & department heads regarding how to best handle a difficult employee or a difficult situation at work. Coaching is also provided to managers in how they can best work with their employees.

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

<http://www.health.umd.edu/fsap/services.html>

Socially Responsible Retirement Plan

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

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 :

The Maryland State Retirement and Pension System offers the option to invest in socially responsible mutual funds.

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

<http://sra.maryland.gov/Agency/Investment/OptionalRetirementProgram-InvestmentSummary.aspx>

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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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.

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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

There are two possible approaches to 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.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

No

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

The University System of Maryland Foundation passed a resolution prohibiting direct investments in Sudan in 2006; this resolution remains in effect.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

<http://www.usmf.org/usmf/leader-notes/2006/07/20/university-system-of-maryland-foundation-to-divest-from-sudan/>

Positive Sustainability Investments

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

215627000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

2000000 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens :

0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above :

The University System of Maryland Foundation invests an estimated 1-2% of its endowment in three renewable energy and clean tech funds.

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

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

Investment Disclosure

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

"---" 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? :

No

A brief description of the institution's investment disclosure practices :

The University System of Maryland Foundation provides snapshots of asset allocation in its annual report and quarterly investment reports, but the snapshots do not include the amount invested in each fund and/or company. The USMF does not have the ability to submit proxy votes, as its investments are held indirectly through investment managers. USMF will provide detailed snapshots on request whenever possible, where doing so would not violate contractual obligations to investment managers.

The website URL where information about investment disclosure available :

<http://www.usmf.org/usmf/clients-investment-info/investment-reports/>

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

Sally DeLeon
Project Manager
Office of Sustainability

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 University of Maryland has developed several sustainability-related community partnerships including ones with College Park City University Partnership, local schools, and the Riverdale community. College Park City University Partnership includes a sustainability committee with members from the University of Maryland and the City of College Park. The CPCUP is a non-profit development corporation focused on stimulating commercial and housing development and redevelopment near campus (

<http://www.collegeparkmd.gov/Documents/Planning/ED%20Reports/ED%20report%201999.pdf>

). The College of Education works with local schools to help improve the quality of education. This effort increases the number of faculty and staff living close to campus. Maryland also maintains a garden in Riverdale where youth and community members can farm their own plots.

The University of Maryland Extension (UME) program is a statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. UME educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park.

The Environmental Finance Center at the University of Maryland has designed a new initiative to support Maryland's municipalities in implementing sustainable practices. The initiative, called Sustainable Maryland Certified, has already registered 21 communities to participate. Registered municipalities create and train Green Teams, develop action plans, and work toward sustainability certification by completing selected actions from eight sustainability-related categories: community action, community based food system, energy, greenhouse gas, health & wellness, local economies, natural resources, and planning & land use.

The website URL where information about sustainability partnerships is available :

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

Inter-Campus Collaboration on Sustainability

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

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

"---" 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 :

Member of the University of Maryland staff present at national conferences on various aspects of campus sustainability. The Office of Sustainability contributes to the AASHE Bulletin and the ACUPCC Implementer.

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

- The Association for the Advancement of Sustainability in Higher Education (AASHE)
- The American College and University President's Climate Commitment
- The University System of Maryland (USM)
- Maryland Green Registry
- U.S. Green Building Council
- The Metro D.C. Sustainability Consortium

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

Maryland is willing to answer questions and provide information about its own sustainability initiatives to help other institutions. The Office of Sustainability presents at national conferences and hosts the Smart and Sustainable Campuses conference every spring.

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

Sustainability in Continuing 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.

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

Community Service Participation

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

18800

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

31936

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

http://thestamp.umd.edu/lcsl/about/quick_facts/index.html

Community Service Hours

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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 :

122330

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

31936

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

http://thestamp.umd.edu/lcsl/about/quick_facts/index.html

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.

Trademark Licensing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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? :

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

Yes

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

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers' market :

Dining Services, The Wellness Coalition and the Office of Sustainability collaborate to hold a weekly Farmer's Market in front of Cole Student Activities Center. These events feature local produce, handmade art and items, and cooking demonstrations.

The website URL where information about the market is available :

<http://www.crs.umd.edu/cms/wellness/farmersmarket.aspx>

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

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 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 2

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 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 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 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, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 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

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

Provide a brief description of the presentations, speakers or skits :

The Orientation Office explains the environmental benefits of campus green initiatives during the summer orientation program for all new students. By including sustainability in new student orientation, all new students hear that environmental stewardship is part of the culture of the University of Maryland. Every year, the student Orientation Advisors put on a high-energy and entertaining skit about adopting sustainable behaviors as Maryland students.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

The Department of Resident Life has put together a Guide to Sustainable Living in the Residence Halls (

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

). Residential Advisors (RAs) present the guide to students living in their residences. The RAs talk with students about recycling, energy and water conservation as well as alternative transportation options on and around campus.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

All students are engaged in collecting compostable and recyclable waste and depositing their waste in collection containers with educational signage at orientation dinners. Guidance on how to properly compost and recycle in the dining halls is given, with the expectation that students will take these steps on their own once orientation is over.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Yes

Provide a brief description of the efforts :

To address the food waste generated from meals, the Orientation Office coordinates with the Department of Dining Services to use compostable paper plates and to collect waste for compost during orientation dinners. Using well-labeled bins for compost, recycling, and trash, many new students learn to separate their waste in a new way. The Orientation Office also saves paper by creating an online Virtual Folder that has all the fliers and resources students typically receive during the Orientation Program.

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

All incoming freshmen are required to enroll in a one-credit seminar that helps them answer the question “How can I get the most out of the University of Maryland?” Many of the professors who teach these seminars include a lesson on sustainability and invite an upper-class Student Sustainability Advisor, trained by the Office of Sustainability, to deliver an interactive, one-hour lesson about sustainability and climate change and how each affects students, their studies, and future career prospects.

Food Education

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Many sections of UNIV 100 and UNIV 101, a required seminar for all incoming section, include an interactive lesson on sustainability that educates students about making eco-positive food choices. The environmental impacts of various meal choices are presented as well as suggestions for incorporating more vegetarian fare into one's diet. There are also a number of other courses that incorporate information on the environmental impacts of food choices.

Are students educated in dining facilities about how to make eco-positive food choices? :

No

Provide a brief description :

All dining halls have balanced vegetarian and vegan meals available for students who choose to eat them.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Students are educated about how to make eco-positive choices with regards to take-out packaging and waste disposal.

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

At a variety of campus events, information is provided about making eco-positive food choices.

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

There are three campus gardens where students learn and grow their own food. In partnership with Dining Services, students have constructed two rooftop community gardens. Classes can tour the gardens and get hands-on experience. The gardens are open for individual gardening projects and produce is primarily distributed among students and staff who maintain the gardens. The Public Health Student-Teaching Garden serves as a living classroom where faculty, staff, and students can engage in experiential education on issues directly related to community, public, and environmental health. The garden is run by volunteers and produce is distributed among all participants. The St. Mary's Garden is a small, but prominent student-run garden near student center. Produce is shared among members of the St. Mary's Garden Club.

Food and Beverage Purchases

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Consistent with STARS, we measure and track the percentage of food and beverage expenditures that were grown and/or processed within 250 miles of the institution. We do not see it as a good use of our time and resources to go back to our raw data and separate out food expenditures within 100 miles as this is not in line with any standards that we plan to use. Based on a radius of 250 miles, 8.74% of UMD's food and beverage expenditures are processed locally by companies that are locally owned and operated, and 3.93% of UMD's food and beverage expenditures are grown and processed locally.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

The Real Food Challenge's Real Food Calculator and AASHE's STARS

List items procured for dining services from on-campus organic garden(s) :

none

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

0

List all Fair Trade certified items purchased :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

Confinement-Free Food Purchases

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of its confinement-free animal product purchases.

Submission Note:

Rather than tracking confinement-free, vegetarian-fed, and hormone-free products separately, UMD’s dining services tracks humane products as a category. All Certified Humane Raised and Handled beef is confinement-free. 1.00 % of food and beverage expenditures are spent on products that are Certified Humane or meet the definition of humane specified by the Real Food Principles and Rational for Criteria for the Real Food Challenge.

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

Type of cage-free / free-range eggs purchased :

whole eggs

Percentage purchased :

100

Comments :

Type of confinement-free product purchased (1st product) :

Certified Humane Beef Products

Percentage purchased (1st product) :

1

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

Submission Note:

Rather than tracking confinement-free, vegetarian-fed, and hormone-free products separately, UMD's dining services tracks humane products as a category. Products that are pasture raised or meet the American Grassfed Association Grassfed Standards are considered humane. 1.00 % of food and beverage expenditures are spent on products that are Certified Humane or meet the definition of humane specified by the Real Food Principles and Rational for Criteria for the Real Food Challenge.

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

Type of vegetarian-fed product purchased (1st product) :

Beef products

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of its hormone-free animal product purchases.

Submission Note:

Rather than tracking confinement-free, vegetarian-fed, and hormone-free products separately, UMD's dining services tracks humane products as a category. All Certified Humane Raised and Handled beef is hormone-free. 1.00 % of food and beverage expenditures are spent on products that are Certified Humane or meet the definition of humane specified by the Real Food Principles and Rational for Criteria for the Real Food Challenge.

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

Type of hormone-free product purchased (1st product) :

Beef products

Percentage purchased (1st product) :

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

All fish and seafood including sushi

Percentage purchased (1st product) :

100

Standard used (1st product) :

Monterey Bay Northeast Sustainable Seafood Guide (January 2011): Best Choices or Good Alternatives

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

Availability of plastic dishware is limited to plastic straws, lids and utensils, and recyclable plastic clamshells for grab and go salads and sandwiches from coolers.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

No

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Yes

Provide a brief description. :

Some of UMD's dining halls offer reusable carryout containers that students can bring out and then return later for cleaning. Learn more at <http://dining.umd.edu/whats-new/1088>

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Percentage of total building space square footage was calculated on a whole building basis, meaning any buildings that underwent energy performance contract work, HVAC renovations, or hallway lighting renovations were counted in total. Calculations related to total energy consumption and thermal energy consumption are unknown because savings are tracked primarily in kWh. For the most part, affected HVAC is powered by an on-campus cogeneration plant so tracking in kWh is appropriate. With regards to energy efficiency of new construction, UMD follows LEED-NC guidelines and does not use the ENERGY STAR label.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

38

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

3.59

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution reports its energy use by type.

Submission Note:

A small portion of UMD's electricity use in Calendar Year 2011 was produced from local wind farms. UMD, along with other schools in the University System of Maryland and the Maryland Department of General Services, has entered into a Power Purchase Agreement to buy renewable power from local wind and solar projects.

The on-campus cogeneration plant produces the majority of energy for heating UMD's buildings and the majority of electricity consumed in these buildings (over 91 percent). The cogeneration plant is fueled by natural gas. Because the majority of energy used for heating is not easily separated from the electricity that the cogeneration plant produces, calculations for heating energy are based on total amount of natural gas burned at the co-generation plant and in smaller stationary boilers around campus, along with fuel oil and propane burned in campus boilers. Most, if not all buildings that depend on the cogeneration plant for heat use steam and were categorized above as dependent on natural gas for heating (and not on electricity).

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

The percentage of total electricity use from coal. :

3.90

The percentage of total electricity use from wind. :

0.70

The percentage of total electricity use from biomass. :

0.10

The percentage of total electricity use from natural gas. :

92.35

The percentage of total electricity use from solar PV. :

0.20

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

2.80

The percentage of total electricity use from hydro. :

0.20

The percentage of total electricity use from other. :

Provide a brief description. :

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

0

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

99.30

The percentage of total energy used for heating buildings from geothermal. :

The percentage of total energy used for heating buildings from fuel oil. :

0.40

The percentage of total energy used for heating buildings from other. :

0.30

Provide a brief description. :

A small percentage of UMD's buildings use propane for heating, mostly at agricultural research facilities.

If cogeneration, please explain. :

Most of the natural gas use for heating buildings and for electricity use is in the on-campus cogeneration plant which produces steam for heating, and also produces electricity for campus power.

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details about its procurement efforts.

Submission Note:

The University of Maryland's Environmentally Preferable Procurement Policy is available online at www.president.umd.edu/policies/docs/VIII-310C.pdf

. The policy specifies that only general purpose office paper made from 100% post-consumer recycled content will be procured beginning in July 2012, and that for other types of paper post-consumer recycled-content paper products from FSC certified sources are favored. UMD tracks procurement spending on paper by percentage of post-consumer recycled content but not by FSC certification. In 2011, 41 percent of expenditures on general purpose paper were for post-consumer recycled content paper.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution's vendor code or policy require vendors to use less packaging? :

No

Bike Sharing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

The Department of Transportation Services is working with the City of College Park to launch a Bike Share program. Eight Capital Bikeshare stations are planned, four on campus and four throughout the city. More information available at <http://www.diamondbackonline.com/news/dots-to-help-fund-capital-bikeshare-1.2870806#.T8jX8tmbou>
Y

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

The number of bicycles available through bike sharing programs :

0

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details about its water initiatives.

Submission Note:

The Division of Student Affairs Sustainability Plan includes provision of bulk water containers at Division sponsored events and in high traffic areas and reduction of the use of bottled water on campus.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

Yes

Provide a brief description of any bottled water ban or restriction :

Dining halls do not sell bottled water and instead provide filtered water stations so that students can refill a bottle or jug.

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

Endowment

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution provides details about its endowment.

Submission Note:

The University of Maryland's endowment is managed through two separate offices. The majority of the endowment is held with the endowments for the eleven other University System of Maryland schools and nine other community colleges, and managed by investment managers contracted through the USM Foundation. The Market Value reported above is the value of the endowment managed by the USM Foundation. The University of Maryland, College Park (UMD) has limited influence and control of the USM Foundation's approach to managing the endowment. A smaller portion of UMD's endowment is held by the College Park Foundation, over which UMD has more influence, and this is invested in mutual funds where proxy voting is not a possibility.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

215627000 US/Canadian \$

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Yes

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Yes

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

No

Sustainability Staffing

Responsible Party

Sally DeLeon
Project Manager
Office of Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

Unpaid student interns also work in the Office of Sustainability for academic credit, or simply to build their work experience.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

4.50

FTE staff on payroll :

5

FTE student intern/fellow :

0