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To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.
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**Institutional Characteristics**  
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|---|---|
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|  |
|---|---|
| 182 |

**Innovation**  
**Innovation**  
|  |
|---|---|
| 246 |
# Summary of Results

**Score**: 56.19  
**Rating**: Silver

| Institutional Characteristics |  
|-------------------------------|---|
| Institutional Characteristics | 0.00 / 0.00  
| None |  

| Academics |  
|----------------|---|
| Curriculum | 25.44 / 40.00  
| Research | 16.09 / 18.00  

| Engagement |  
|----------------|---|
| Campus Engagement | 10.80 / 20.00  
| None |  
| Public Engagement | 16.34 / 22.00  

| Operations |  
|----------------|---|
| Air & Climate | 3.46 / 11.00  
| None |  
| Buildings | 4.40 / 8.00  
| Dining Services | 0.00 / 7.00  
| Energy | 2.72 / 10.00  
| Grounds | 3.50 / 4.00  
| Purchasing | 2.76 / 6.00  
| Transportation | 2.88 / 7.00  
| Waste | 1.62 / 10.00  
| Water | 2.76 / 6.00  
| None |
### Planning & Administration

<table>
<thead>
<tr>
<th>Category</th>
<th>Score / Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>5.83 / 8.00</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>4.25 / 10.00</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>2.06 / 7.00</td>
</tr>
<tr>
<td>Investment</td>
<td>0.00 / 7.00</td>
</tr>
</tbody>
</table>

### Innovation

<table>
<thead>
<tr>
<th>Category</th>
<th>Score / Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>4.00 / 4.00</td>
</tr>
</tbody>
</table>

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

**Points Claimed** 0.00  
**Points Available** 0.00

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
<td>0.00 / Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Operational Characteristics</td>
<td>0.00 / Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Academics and Demographics</td>
<td>0.00 / Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
</tbody>
</table>
Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

This won't display

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

Institution type (Associate, Baccalaureate, Doctorate, or Master's):

Doctorate

Institutional control:

Public

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

N/A

**Reason for excluding medical school:**

N/A

**Reason for excluding pharmacy school:**

N/A

**Reason for excluding public health school:**

N/A

**Reason for excluding veterinary school:**

N/A

**Reason for excluding satellite campus:**

N/A

**Reason for excluding hospital:**

N/A

**Reason for excluding farm:**

N/A

**Reason for excluding agricultural experiment station:**

N/A
Narrative:

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

FIU has two major campuses: Modesto A. Maidique Campus in West Miami-Dade County, and Biscayne Bay Campus in North Miami Beach.

FIU also has various other locations which include the Engineering Center, near MMC, the Broward Pines Center in Pembroke Pines, the FIU at I-75 Center in Miramar, the business center in Downtown Brickell, and the Miami Beach Urban Studios (MBUS) on South Beach.

In addition to our campuses, FIU operates vital research and cultural centers in South Florida such as the Aquarius undersea research program, The Jewish Museum of Florida-FIU and the Wolfsonian FIU art and history museum in Miami Beach.

For the purpose of the FIU STARS Report data collected and included is from the following campuses: Modesto Maidique Campus, Biscayne Bay Campus, and Engineering Center.
Operational Characteristics

Score

Total adjusted for non-applicable credits

Close

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

n/a

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

Endowment size:
176,000,000 US/Canadian $

Total campus area:
573 Acres

IECC climate region:
Hot-Humid

Locale:
Urban fringe of large city

Gross floor area of building space:
9,774,810 Gross Square Feet

Conditioned floor area:
---

Floor area of laboratory space:
215,710 Square Feet

Floor area of healthcare space:
21,154 Square Feet

Floor area of other energy intensive space:
Floor area of residential space:
1,277,667 Square Feet

Electricity use by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>2.10</td>
</tr>
<tr>
<td>Coal</td>
<td>22.63</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>0.09</td>
</tr>
<tr>
<td>Natural gas</td>
<td>60.88</td>
</tr>
<tr>
<td>Nuclear</td>
<td>12.12</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0.11</td>
</tr>
<tr>
<td>Wind</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>2.08</td>
</tr>
</tbody>
</table>

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

In addition to the sources of electricity specified above Petroleum constitutes 0.82% of "other" electricity usage source and the remaining 1.26% is unspecified other.

Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
<tr>
<td>Electricity</td>
<td>100</td>
</tr>
<tr>
<td>Source</td>
<td>Usage</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>0</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Not applicable

**Data source(s) and notes about the submission:**

Data was gathered from the Department of Analysis and Information Management, Housing and Residential Life, and the Office of Academic Space Management.

Data for the institutions specific energy usage is unknown so data was collected from the U.S. Energy Information Administration's most recent 2014 report "Net Generation by State by Type of Producer by Energy Source" Total Electricity Consumption data set for the state of Florida.

Total Campus Area includes Modesto Maidique Campus (342 acres), Biscayne Bay Campus (195 acres), and Engineering Center (36 acres).
Academics and Demographics

Score

0.00 /

Total adjusted for non-applicable credits

Close

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

n/a

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

Number of academic divisions:
12

Number of academic departments (or the equivalent):
14

Full-time equivalent enrollment:
30,411

Full-time equivalent of employees:
5,914

Full-time equivalent of distance education students:
7,220

Total number of undergraduate students:
39,081

Total number of graduate students:
8,367

Number of degree-seeking students:
47,448

Number of non-credit students:
Number of employees: 6,963

Number of residential students: 3,195

Number of residential employees: 7

Number of in-patient hospital beds: 0

Data source(s) and notes about the submission:

For the purpose of the FIU STARS Report data collected and included is from the following campuses: Modesto Maidique Campus, Biscayne Bay Campus, and Engineering Center.

Data is collected from the most recent fact books and reports from the fiscal year 2015 (July 2014 - June 2015) provided by the Office of Planning and Institutional Research and the Annual Accountability Report submitted to the State University System of Florida's Board of Governors.
Academics

Curriculum

Points Claimed  25.44  
Points Available  40.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
<td>6.23 / 14.00</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>7.21 / 8.00</td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Graduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Immersive Experience</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
<td>0.00 / 2.00</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
<td>4.00 / 4.00</td>
</tr>
</tbody>
</table>
Academic Courses

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.23 / 14.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in Standards and Terms or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.
Figures required to calculate the percentage of courses with sustainability content:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of courses offered by</td>
<td>4,832</td>
<td>4,620</td>
</tr>
<tr>
<td>the institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sustainability courses</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of courses offered that</td>
<td>182</td>
<td>119</td>
</tr>
<tr>
<td>include sustainability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

10

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

14

Number of years covered by the data:

Three

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

STARS-Academic-Courses_1.pdf

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

See document attached or view online at

http://gogreen.fiu.edu/academics/index.html

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

http://gogreen.fiu.edu/education/academics/courses/index.html

A brief description of the methodology the institution followed to complete the course inventory:
For our first STARS report in 2013 a FIU STARS Curriculum Working Group made up of three faculty members from different departments decided on a working definition of sustainability in the curriculum that was used for reporting on the AASHE STARS report. Working off the definition for the previous year the Office of University Sustainability staff examined the course catalog to classify courses into three categories; sustainability related, sustainability focused, or neither. The Office uses the Version 1 terms “sustainability related courses” and “sustainability focused courses” to represent the Version 2 terms “sustainability courses” and “courses that include sustainability” respectively in public lists on the Office of University Sustainability’s website to remain consistent to previous year’s lists. Florida International University follows a general definition that is derived from the widely-cited 1983 Brundtland Commission of the U.N. definitions of sustainable development, which defines sustainability as: “Meeting the needs of the present without compromising the ability of future generations to meet their own needs”.

FIU recognizes three dimensions of sustainable systems (e.g. institutions, communities, regions, countries etc.). They must be: environmentally sound, socially just, & economically viable. A consideration of the intersection between these dimensions is fundamental to both assessment and promotion of sustainability.

In accordance with the definition provided above, general criteria will be used to identify sustainability-related and focused courses in the FIU curriculum and additional criteria will be used to distinguish between these two categories.

Sustainability-related Courses meet the general criteria and are consistent with at least one of these approaches:

- Focus significantly on the intersection of at least two dimensions of sustainability;
- Focus principally on one dimension of sustainability but explicitly and regularly relate this dimension to the other dimensions;
- Focus a significant sub-theme, module, major course assignment, significant project or service-learning experience on the concept of sustainability.

Sustainability-focused Courses meet the general criteria and either:

- Concentrate centrally on the concept of sustainability, including all three dimensions;
- Focus on examining an issue or topic using sustainability as a lens.

The Office of University Sustainability also created a form available on the GoGreen website for faculty to self-report courses.

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

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

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

Not applicable

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Practicums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>Yes</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>Yes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

No

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

No

**Data source(s) and notes about the submission:**

Courses included in this data come from the 2013-2014, 2014-2015, 2015-2016 Academic Year catalogs for both graduate and undergraduate courses. Some courses are only taught once a year or every few years so including three academic years of courses allowed for all courses a student has the option of taking during their study to be counted. Each course is counted a single time regardless if it falls under multiple colleges or departments or if it is offered more than one year in a row. Global Learning courses are denoted with '(GL)' at the end of the course title.
Learning Outcomes

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.21 / 8.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

### Criteria

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

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

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

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

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

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

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

11,104

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

12,318

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

---

**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**
FIU is home to Global Learning for Global Citizenship. A program distinguished by its commitment to engage every undergraduate FIU student in the development of a global perspective rooted in innovation, respect, and the need for action. In order to graduate with a Bachelor's degree from FIU, students must take a minimum of two Global Learning (GL-designated) courses. Every undergraduate course and campus activity that is part of Global Learning for Global Citizenship empowers students to achieve the following learning outcomes:

- Global Perspective: the ability to view the world from multiple perspectives
- Global Awareness: knowledge of the interconnectedness of issues, trends, and systems
- Global Engagement: willingness to address local, global, international, and intercultural issues

Ultimately Global Learning for Global Citizenship is a promise to every FIU student: graduates of the University will be empowered with the knowledge, skills, and attitudes they need to become informed and engaged citizens of the world.

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

One example of the Global Learning signature courses is Global Supply Chains, a core class that explores the ethical, environmental, and social repercussions of international business. Co-taught by a cultural geographer, engineer, and business faculty member, students in this course participate in a semester-long supply chain simulation.

Further examples of courses include:
- Hurricane Engineering
- Nursing Leadership in Global Health
- Oceanography
- Managing Global Cities
- Environmental Ethics
- Health Without Borders
- Women, Culture and Economic Development
- Earth Ethics
- Social Welfare Policy
- World Nutrition
- Social Responsibility in the Hospitality Industry
- Geography of Global Change
- Sustainability Tourism Practices
- Coastal Environments

For a full list of Global Learning Courses, including syllabi with specific course learning outcomes, visit:

https://goglobal.fiu.edu/resources/syllabi-assessments/

Students in global learning courses enhance and extend their scholarship through integrated co-curricular activities such as language and culture clubs, lecture and discussion series, film festivals, concerts, and art exhibitions. Activities include: Tuesday Times Roundtable, Issue Forums, Service & Residential Learning, and Connecting Countries Video Chats.

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

stars.aashe.org
Data source(s) and notes about the submission:

Degrees Awarded data is from the Office of Planning & Institutional Research

http://opir.fiu.edu/factbook.htm

Total number of graduates includes students graduating from undergraduate and graduate programs. The number of graduates covered by sustainability learning outcomes through Global Learning is only a requirement for FIU undergraduate students. Most recent data is from the 2013-2014 Academic Year.
Undergraduate Program

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>3.00 / 3.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
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<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Arts in Sustainability and the Environment

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

The B.A. in Sustainability and the Environment introduces students to the challenges of managing natural resources needed for today while conserving adequate supplies of those resources for the future. Students will learn about factors that determine the sustainability of human institutions, organizations, cultures, and technologies in different environments. This program not only builds on the skills generated by discipline-based study, but makes it possible to address the linkages between people in their social, natural, and built environment. Students will work on real-world challenges using various approaches. By engaging a breadth of knowledge and experience, and by acquiring the skills to integrate various domains of knowledge, sustainability students prepare themselves for a variety of careers.

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

http://earthenvironment.fiu.edu/programs/undergraduate/environmental-studies-program/ba-in-environmental-studies/
The name of the sustainability-focused, undergraduate degree program (2nd program):
Bachelor of Science in Environmental Studies

A brief description of the undergraduate degree program (2nd program):
The Bachelor of Science degree provides students with a strong background in the natural sciences as preparation for technical work in the environmental field. The program is particularly strong in its chemistry and biology requirements and many students take a minor in either subject. However, the B.S. degree is interdisciplinary in nature, and majors are also required to take courses in environmental economics and policy, as well as a course in environmental ethics.

The website URL for the undergraduate degree program (2nd program):
http://earthenvironment.fiu.edu/programs/undergraduate/environmental-studies-program/bs-in-environmental-studies/

The name of the sustainability-focused, undergraduate degree program (3rd program):
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A brief description of the undergraduate degree program (3rd program):
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The website URL for the undergraduate degree program (3rd program):
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The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
---

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

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

A brief description of the undergraduate minor, concentration or certificate (1st program):
The Environmental Certificate is designed to provide students in various majors with the unique perspective of interdisciplinary environmental education to both enrich and expand the breadth of their primary training. The Certificate seeks to provide participants with an analytical basis for understanding local and global environmental problems and processes. The Program requires no prerequisite and is complimentary to majors in all disciplines and schools at the University. This Certificate is also appropriate for persons who already have a degree but would like to increase their knowledge of contemporary environmental issues.
The website URL for the undergraduate minor, concentration or certificate (1st program):
http://earthenvironment.fiu.edu/programs/undergraduate/environmental-studies-program/certificat
e-in-environmental-studies/

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
This is a new undergraduate certificate program in interdisciplinary agroecology and urban landscapes offered by the Department of Environmental Studies in strategic alliance with the Miami-Dade College, MAERC, and USDA's Agricultural Research Service. The program requires a total of six courses (18 credit hours), of which two are core courses: (i) Sustainable Agriculture and (ii) Agroecology. These courses focus on theory, problems and issues in agriculture and urban development, involve farm/field apprenticeship, sampling and monitoring, and chemical and geo-spatial laboratory analysis. The program also requires a minimum of two courses in general environmental science, ecology and natural resource management. The remaining two courses will be devoted to quantitative techniques.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://earthenvironment.fiu.edu/programs/undergraduate/environmental-studies-program/certificat
e-in-agroecology/

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
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A brief description of the undergraduate minor, concentration or certificate (3rd program):
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The website URL for the undergraduate minor, concentration or certificate (3rd program):
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The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:
---
## Graduate Program

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<tr>
<td>3.00 / 3.00</td>
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</tbody>
</table>

### Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Science in Environmental Studies

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

The Department offers an environmental studies graduate degree in a Master of Sciences in areas of environmental policy, natural resource science and management, and sustainable development, with particular focus on the South Florida region, the Caribbean Basin, and Latin America. An emphasis of the program is the cultural and political milieu in which environmental issues of the region are embedded. In addition, students may select a concentration in the regional geology of Southern Florida, the Caribbean, and Latin America, including problems related to the above-mentioned fields.

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

http://earthenvironment.fiu.edu/programs/graduate/environmental-studies-grad-programs/

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

Offered by the Department of Earth and Environment, PSM-EPM focuses on diverse areas of environmental policy and management, including conservation biology, water resource management, public land management, and environmental analysis using GIS and statistical methods. Students will have access to state-of-the-art labs and instrumentation through their participation in hands-on workshops taught by expert faculty. Students will also have opportunities to interact with established environmental policy and management practitioners through guest speakers, classroom visits and field visits. PSM-EPM is ideal for current practitioners interested in career and leadership development, and for students looking to launch careers in the private and public sectors, international organizations and non-governmental organizations.

The website URL for the graduate degree program (2nd program):
http://earthenvironment.fiu.edu/programs/graduate/psm-epm-professional-science-masters-environmental-policy-and-management/

The name of the sustainability-focused, graduate-level degree program (3rd program):
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A brief description of the graduate degree program (3rd program):
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The website URL for the graduate degree program (3rd program):
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The name and website URLs of all other sustainability-focused, graduate-level degree program(s):
---

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

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
Grad Certificate in Water, Environment, and Development Studies

A brief description of the graduate minor, concentration or certificate (1st program):
The goal of the Graduate Certificate in Water, Environment, and Development Studies is to provide students with a multidisciplinary education in the occurrence, characteristics, and management of water resources in South Florida and internationally. Students will learn about the natural occurrence and dynamics of surface and ground water, the key biological and chemical factors affecting water resource quality, and the fundamental linkages between water and development. The graduate certificate program promotes an integrated understanding of the theoretical and practical elements of water resources management.
The website URL for the graduate minor, concentration or certificate (1st program):
http://earthenvironment.fiu.edu/programs/graduate/grad-certificate-in-water-environment-and-development-studies/

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

A brief description of the graduate minor, concentration or certificate (2nd program):
This graduate certificate is an interdisciplinary program focused on various environmental issues that is analogous to the undergraduate Certificate in Environmental Studies. It is aimed primarily at graduate students in Politics and International Relations, Economics, and Global and Sociocultural Studies as well as those doing an environmental concentration or track in graduate programs in Tourism, Liberal Studies, Journalism, Education (particularly Parks and Recreation Management), and Latin American Studies. The Certificate Program provides an analytic basis for understanding local, regional and global environmental problems and their solutions.

The website URL for the graduate minor, concentration or certificate (2nd program):
http://earthenvironment.fiu.edu/programs/graduate/graduate-certificate-in-environmental-studies/

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
Graduate Certificate in Geographic Information Systems

A brief description of the graduate minor, concentration or certificate (3rd program):
The Graduate Certificate in Geographic Information Systems provides students with an interdisciplinary background in GIS. The program consists primarily of graduate level courses in Geographic Information Systems with electives in related disciplines such as Biology, Civil Engineering, Environmental Studies, Geography, Geoscience, International Relations, Landscape Architecture, Sociology, Public Health, and Urban Planning. A Geographic Information System (GIS) is a set of computer hardware and software used to organize, manipulate, and analyze maps and spatial data. GIS is a rapidly developing technology that can be applied to many areas of the natural and social sciences. Applications areas include: Architecture, Engineering, Earth and Environmental Sciences, Economics, Sociology, Political Science, Public Health, and Urban Planning. There is an increasing demand for GIS specialists in the job market as a result of advancements in information technology, and the development of spatial/geographic database management programs.

The website URL for the graduate minor, concentration or certificate (3rd program):
http://earthenvironment.fiu.edu/programs/graduate/graduate-certificate-in-geographic-information-systems/

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

---
Immersive Experience

Score
2.00 / 2.00

Responsible Party
Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

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

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

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

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

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

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

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

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

Yes

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

Green Family NeighborhoodHELP™ is a centerpiece of the curriculum at FIU’s Herbert Wertheim College of Medicine. Medical students partner with colleagues in nursing, social work, public health, law and other disciplines to work with a household in an under served neighborhood. Medical students work with the household for three years, helping families address societal and environmental challenges that impact their health.

The FIU Organic Garden is a hands-on teaching facility through the Agroecology program under the Department of Earth & Environment in FIU's College of Arts & Sciences. Students gain experiential learning right on campus about food production and its relationship to the ecosystem through gardening and plotted experiments. The garden is nestled adjacent to the FIU Nature Preserve, providing excellent opportunities to understand the various interaction between growing food and ecosystem needs. It contains 9 distinct areas for research and education: Shade house, class plots, community plots, herb garden, fruit grove, meditation gardening, composting, biofuels, and aquaponics.

For various projects, the Agroecology Program has partnered with universities in India and Honduras where students can travel and get hands-on education in other areas of the world.

http://agroecology.fiu.edu/about/

The Medina Aquarius Program is dedicated to the study and preservation of marine ecosystems worldwide. As part of the FIU Marine Education and Research Initiative, the Program is enhancing the scope and impact of FIU on research, educational outreach, technology development, and professional training. At the heart of the program is the one-of-a-kind Aquarius Reef Base, the world’s only undersea research laboratory.

Deployed 60 feet beneath the surface in the Florida Keys National Marine Sanctuary, Aquarius is a globally significant asset that provides unparalleled means to study the ocean, test and develop state-of-the-art undersea technology, train specialized divers and astronauts, and engage the world’s imagination. At Aquarius, scientists are at the cutting edge of research on coral reefs, ocean acidification, climate change, fisheries and the overall health of the oceans.

At Aquarius Reef Base, Florida International University is pushing the capabilities of what can be achieved underwater, putting students at the forefront of marine research. With each mission, Aquarius is inspiring the next generation of researchers and explorers through innovative education and outreach programs that reach millions of kids globally. Leveraging onboard video conferencing capabilities, scientists inside Aquarius and on the adjacent reefs are able to engage audiences worldwide through interactive classes and other live programming.

At FIU, researchers are able to teach classes from the depths of the ocean and visit by offering virtual fieldtrips of the undersea lab and their coral reef study sites. Aquarius also features the Teacher Under the Sea program, which provides unique experiential learning opportunities to engage today’s explorers and tomorrow’s problem-solvers.

https://aquarius.fiu.edu

The Field Work Clinic: Things to Know Before You Go is an interactive workshop promoting the interaction between students and FIU research faculty and outside research organizations. Hosted by FIU's School of Environment, Arts, and Society (SEAS) in partnership with the Deering Estate this field work clinic will offer researchers tips on general field safety, professional etiquette in terms of international collaboration, and dealing with interpersonal relationships while in the field.

https://seas.fiu.edu/students/opportunities/2016/field-work-clinic-2016-things-to-know-before-you-go/
The website URL where information about the immersive program(s) is available:

Sustainability Literacy Assessment

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<th>Responsible Party</th>
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<td>0.00 / 4.00</td>
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</table>

Criteria

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

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

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### Incentives for Developing Courses

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<td>0.00 / 2.00</td>
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</table>

**Criteria**

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

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

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

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

<table>
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<th>Score</th>
<th>Responsible Party</th>
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<td>4.00 / 4.00</td>
<td>Alexandra Dutton</td>
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<tr>
<td></td>
<td>Program Manager</td>
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<td></td>
<td>Office of University Sustainability</td>
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</table>

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:
<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air &amp; Climate</td>
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</tr>
<tr>
<td>Buildings</td>
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</tr>
<tr>
<td>Dining Services/Food</td>
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<tr>
<td>Energy</td>
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<tr>
<td>Grounds</td>
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<tr>
<td>Purchasing</td>
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<td>Transportation</td>
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<td>Waste</td>
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<tr>
<td>Water</td>
<td>Yes</td>
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<td>Coordination, Planning &amp; Governance</td>
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<td>Diversity &amp; Affordability</td>
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<td>Health, Wellbeing &amp; Work</td>
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<td>Investment</td>
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<td>Public Engagement</td>
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<tr>
<td>Other</td>
<td>Yes</td>
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</tbody>
</table>

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

The institution is using the campus as a living laboratory for Air & Climate by having an academic student intern from the Office of University Sustainability spend a semester assisting on the completion of the University's annual greenhouse gas emissions report. Information from the report was also used in the submission of the STARS report.

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

Doctoral civil engineering students used the Wall of Wind lab at FIU's Engineering Campus to conduct tests on large-scale building models to test performance of building envelopes and roofing systems under various wind loads and the response of envelope components under realistic wind conditions. Conclusions derived from these experiments can help civil engineers design building that withstand realistic wind conductions more effectively.

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

---

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

FIU and Florida Power and Light (FPL) have partnered on the construction of a 342,000-square-foot solar array will provide electricity for FPL customers (FIU included) via the electric grid located on FIU's Engineering Center. FIU Electrical and Computing Engineering students are currently gathering information which will be critical in the installation of the solar array, including historical weather data and energy production and usage patterns. The research will take Florida’s unique weather conditions into consideration and help determine the types of technology that may be needed to ensure the grid’s reliability is not negatively affected by fluctuations in solar PV production due to clouds, thunderstorms, and other variables.

---

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

Students from Department of Civil and Environmental Engineering have been reviewing a section of the on-campus 11-acre Nature Preserve that has been recently cleared of invasive plant species to determine the best planting conditions and locations for native plants that are being provided through a grant. This hands-on experience will take students a step further beyond their development of a plan on paper and make it a reality benefiting the biodiversity of Nature Preserve.

---

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

---

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

---

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:
In accordance with Panther Dining's steps toward sustainability plan, Panther Dining and Aramark Facilities assists the School of Environment, Arts, and Society's Agroecology program in composting food scraps in the campus garden. Panther Dining is able to divert food waste from the landfill and agroecology students get a first-hand look at the composting process and are able to use the compost they produced in their organic garden as a natural fertilizer.

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

Henington Lake on FIU's main campus functions as a freshwater wetlands research area. The Department of Earth and the Environment's Field Ecology Course identifies wetland species around the lake, tests water quality, and conducts ecological land topography measurements.

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

A university student wrote her doctoral thesis on crisis management in a university setting. She observed the president of the university and administrative staff's behaviors in crisis management and the role it plays in higher education. Through her recorded observations she was able to make recommendations regarding coordination and planning in managing crisis situations in multiple levels of the university.

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

A graduate student presented her project at FIU's Undergraduate Research Conference on the issues surrounding The “UniversityCity Project”, which is an expansion of the institutional boundaries into the neighboring city. Through research findings, semi-structured interviews and participant observation on campus and the surrounding community the project seeks to answer how students and community members feel about the possibility of the project displacing low-income and minority individuals that live in the Li’l Abner Mobile Home Park, in the vicinity of the University.

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

SHAPE is a group of students, known as Peer Educators, who are trained in a variety of health-related topics to inform and educate their peers through university-wide presentations and programs. These program topics may include, but are not limited to, Nutrition and Fitness, Substance Use and Abuse, Stress Management, Sexual Education, and Preventative Health.

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

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

The Honors College class "Inhabiting Other Lives" constructed a LEGO project in order to critique ongoing changes in the FIU Nature Preserve. The installation was set up in the Nature Preserve to represent the stark contrast between nature and man-made structures. Students extensively studied the nature preserve and its natural processes before designing their art.

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

---

Data source(s) and notes about the submission:

Information on how the campus was used as a living laboratory was compiled from the following reports, presentations, projects, and internships completed by students in the last 3 academic years in which the campus was utilized in their project. Online Thesis and Dissertations can be found on DigitalCommons: http://digitalcommons.fiu.edu/etd/. Class projects were often reported by the professor.
This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

<table>
<thead>
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<th>Credit</th>
<th>Points</th>
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<td>Academic Research</td>
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<td>Support for Research</td>
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<td>Access to Research</td>
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Academic Research

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</table>

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

55

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

254

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

7

The total number of academic departments (or the equivalent) that conduct research:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:
Sustainability Related Research_1.pdf

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

See attached document for full list, or find it on the web:
http://gogreen.fiu.edu/academics/index.html

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

Research lead by staff who work at research centers on campus who also do not teach at least one class were included in the total number of the institution's faculty and/or staff engaged in research but their institute or center was not included in the total number of academic departments that conduct research (in attachment shown in red). Total number of faculty and staff engaged in research is from the Division of Research, the total number of P.I.s awarded in fiscal year 2015 (July 2014 to June 2015).

http://research.fiu.edu/facts-figures/pages/monthly-awards.html

The Office of University Sustainability has created a Sustainability Research Identification form to allow for self-reporting throughout the year, which is available on the

gogreen.fiu.edu

website.

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

Professor Mahadev G Bhat of Earth and Environment developed a multi-institutional consortium in Florida and Puerto Rico for training Hispanic students in agricultural, biological and natural resources sciences for career placement in USDA and other federal agencies. The Consortium has recruited more than 50 bachelor students and four masters’ students from underrepresented communities into training in biological and natural sciences (BARS track) specialty areas relating to food productivity and the environment.

Todd Alan Crowl of FIU's Department of Biological Sciences continues his work on Puerto Rico on the integration of research and educational activities through a focus on climate change and land use change. Through the Luquillo Long-Term Ecological Research Program (LUQ) researchers are better able to understand how the environment of northeast Puerto Rico is changing, the consequences of such change for biodiversity, biogeochemistry, and ecosystem services, and how society can manage or adapt to these changes.
Henry O Briceno at FIU's Southeastern Environmental Research Center (SERC) promotes the continuation of the Water Quality Monitoring Project for the Florida Keys National Marine Sanctuary (FKNMS). The Water Quality Monitoring Project has helped scientists and managers begin to understand the big picture of water quality, not only related to marine ecosystems but the fresh waters of the Kissimmee-Okeechobee-Everglades ecosystem that South Florida residents are a part of.

Maria Donoso of the Earth and Environment department directed the Global Water for Sustainability Program (GLOWS). GLOWS programs were coordinated by FIU and implemented around the world, in regions like Sub-Saharan Africa, South Asia, Latin America, and the Caucasus. The program focused on providing water management services to people and ecosystems, including integrated water management policies, water supply, sanitation, and hygiene improvements, and research and education programs in the water sector.

The website URL where information about sustainability research is available:

http://research.fiu.edu/

Data source(s) and notes about the submission:
Support for Research

Score | Responsible Party
---|---
3.00 / 4.00 | Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

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

The FIU Sustainability Committee allots funding each fiscal year for student projects. Projects approved by the Committee receive assistance from the Sustainability Committee members and Office of University Sustainability staff during their process.

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

http://gogreen.fiu.edu/get-involved/project-funding/index.html

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes
A brief description of the institution’s program(s) to encourage faculty research in sustainability:

Global learning fellowships fund research collaborations between faculty or staff and undergraduate students. This program is designed to cultivate global learning models that combine research mentorship and innovative active learning strategies. Funded projects will generate new knowledge in the researchers’ field and involve methods for using results to facilitate engaged global learning. Funded projects will focus on increasing students’ global awareness, global perspective, and global engagement. Global learning fellowship research will build FIU’s institutional expertise and expand knowledge of effective global learning strategies in higher education. Recipients will share research findings and teaching strategies at conferences and through high impact conferences and journals.

2015 Fellowship Projects included "Does Acting Locally Help Youth to Think Globally? Engaging in Global Learning through Digital Participatory Research". The goal of this research is to help students engage in DPR projects concerning their local contexts while also facilitating cross-cultural discussions among students at all three sites. The research will also serve to establish an international collaboration between the Jamaican public school system and the Secondary Social Studies Education program at FIU.

2014 Fellowship Projects include "Research on Globalization and Sustainable Development in the Rukullakta Indigenous Territory, Ecuadorian Amazon". Participatory action research examined sustainable development activities that the indigenous residents of the Ecuadorian Amazon are undertaking as a means to address cultural, economic, and political changes in the region. The research trip will serve as the pilot for a future study abroad offering in the Ecuadorian Amazon.

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

https://goglobal.fiu.edu/resources/fellowships/

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

No

A brief description or the text of the institution’s policy regarding interdisciplinary research:

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

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

Yes

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

FIU Libraries Library Subject Liaisons provides students and faculty with one-on-one and in-class consultations for help with their research needs.

https://library.fiu.edu/researchtools/library-liaisons
FIU’s library has a series of Library Guides (LibGuide) that provide students with an overview of and a list of resources to covering hundreds of different topics including sustainability related research topics such as:

- 'International Climatic Changes'
- 'Latin American Environmental History'
- 'Environmental Politics'
- 'Women, Culture, & Economic Development'
- 'Global Learning'
- 'Introduction to Global Gender & Women's Studies Online'

http://libguides.fiu.edu/

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

http://libguides.fiu.edu/
Access to Research

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 2.00 / 2.00 | Alexandra Dutton  
Program Manager  
Office of University Sustainability |

**Criteria**

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

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

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**Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**
11

**Number of divisions covered by a policy assuring open access to research:**
11

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

The FIU Open Access Publishing Initiative supports the publication of FIU research in approved scholarly open access (OA) journals, making our research freely and globally available. FIU students and faculty are encouraged to deposit their theses/dissertations and pre-print scholarly articles in Digital Commons@FIU.

**A copy of the open access policy:**

---

**The open access policy:**

While no formal policy exists FIU supports the principle of open access through FIU Libraries. FIU Libraries provides access to resources such as Digital Commons@FIU, OA Publishing Discounts, and the institutional repository. The repository is open to all faculty, staff, graduate students and affiliates of FIU.

Policies and guidelines pertaining to user rights, author rights, applicable materials, and more can be found informally on the Digital Commons@FIU website.
http://libguides.fiu.edu/c.php?g=208220&p=1767326

The website URL where the open access repository is available:
http://libguides.medlib.fiu.edu/c.php?g=214686&p=1416587

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

Digital Commons@FIU is the official online institutional repository for capturing, archiving and disseminating the research, creative and scholarly output of the Florida International University community. FIU students, faculty, and staff can find many materials here either scholarly or FIU-related. FIU students and faculty are encouraged to deposit their theses/dissertations and pre-print scholarly articles in Digital Commons@FIU.

The website URL where information about open access to the institution's research is available:
http://digitalcommons.fiu.edu/
Engagement

Campus Engagement

**Points Claimed**: 10.80

**Points Available**: 20.00

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

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<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student Educators Program</td>
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<tr>
<td>Student Orientation</td>
<td>1.80 / 2.00</td>
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<tr>
<td>Student Life</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Outreach Materials and Publications</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Outreach Campaign</td>
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<td>Employee Educators Program</td>
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<td>Employee Orientation</td>
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<td>Staff Professional Development</td>
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**Student Educators Program**

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<td>0.00 / 4.00</td>
<td><strong>Alexandra Dutton</strong></td>
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<td>Office of University Sustainability</td>
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**Criteria**

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

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

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

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

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

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

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<td>1.80 / 2.00</td>
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**Criteria**

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

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

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

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

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

90

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

The Office of University Sustainability participates in Involvement and Information Fairs for Freshman and Transfer Orientations. We have a dedicated group of staff members that talk to the new students about internship and volunteer opportunities, and sustainability programs on campus. At this orientation, we also display program information and give a brief presentation for 2-3 minutes. Free giveaways for the New Student Orientation include items such as reusable bags, various items made from recycled materials, and promotional items to increase awareness and exposure to campus sustainability. The Office of University Sustainability also has a dedicated page in the New Student Handbook, and provides campus sustainability facts to orientation tour guides.

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

---

stars.aashe.org
Data source(s) and notes about the submission:

Orientation information is from the academic year 2013/2014.
Student Life

Score

2.00 / 2.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

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

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

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

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

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

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The name and a brief description of each student group focused on sustainability:
GLADES (Growth of Leadership, Academics, and Diversity in Ecological Sciences) is FIU’s premier ecology club and a chapter of Strategies for Ecology Education Diversity and Sustainability (SEEDS), a student program of the Ecological Society of America. GLADES strives to grow and diversify the field of ecology by reaching out to students at FIU, one of the top minority serving institutions in the country. GLADES currently hosts meetings twice a month for students to learn about ecological research at FIU and career building opportunities in ecological sciences. They offer volunteer opportunities at locations across South Florida with local environmental organizations. In the future GLADES will establish a research project at our very own FIU Nature Preserve, host ecological workshops, and plan outdoor adventure trips. A subunit of GLADES is Students for Environmental Action (S.E.A.) is a student organization that focuses on educating students about local, and global environmental issues. It is a multi-dimensional club in that we work with on campus issues, while still seeking to address environmental issues on a political level. S.E.A. organizes clean-ups and hosts educational seminars throughout the semester, as well as, the State of the University in the Fall semester.

IDEAS (Intellectual Decisions on Environmental Awareness Solutions) strives to create self-sustaining, proactive university groups on campuses across the U.S. which empower youth leaders to initiate the type of environmental change that our communities need to see. Each university chapter focuses on an interdisciplinary approach to Educate, Empower and Engage peers in environmental sustainability by offering innovative solutions through Research and Development (R&D), Action, and Environmental Awareness. With a focus in educational outreach, IDEAS provides service learning and volunteer opportunities through hands-on, action based practices which focus on environmental education, stewardship and conservation. In addition, IDEAS performs scientific research in advanced biofuels, energy efficiency and renewable energy technologies.

Garden Club - maintains the FIU Organic Garden and meets weekly. A portion of the produce is harvested from the garden for sale at the weekly on-campus farmers’ market.

Organic Farmers Market Consortium - coordinates and manages a weekly Farmers Market during the Fall & Spring semesters on FIU’s Modesto Maidique Campus. Some of the produce sold at the markets is grown in the organic garden on campus. The Consortium also invites local organic farmers and vendors to participate in the market. Proceeds go to the consortium to help with the organic garden on campus and the managing of the market.

Age of Aquarius is a student-run organization at FIU dedicated to educating students and society about the health of our oceans and the vital role that Aquarius Reef Base plays in the future. While focusing on education, outreach and service, Age of Aquarius helps to engage and inspire the community and provide an outlet for students to become a part of the legacy of Aquarius.

The website URL where information about student groups is available:
http://gogreen.fiu.edu/get-involved/student-groups/index.html

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

The FIU Organic Garden was established in the Summer semester of 2007 on the southwest corner of the Modesto Maidique campus, adjacent to the university’s 11-acre Nature Preserve. It was started as a research plot by one of the graduate students for his master's project.

The FIU Organic Garden is a hands-on teaching facility where students gain experiential learning about food production and its relationship to the ecosystem through gardening and plotted experiments. The garden contains 9 distinct areas for research and education: shade house, class plots, community plots, herb garden, fruit grove, meditation gardening, composting, biofuels, and aquaponics.

Two entities are involved in the maintenance and operation of the garden: the Agroecology program and the Garden Club. The garden is a USDA sponsored 'People's Choice' Garden.
The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://agroecology.fiu.edu/campus-garden/

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

The Organic Farmers Market Consortium is a student run organization that coordinates and manages a weekly Farmers Market during the Fall & Spring semesters each Wednesday from 12pm to 3pm on FIU’s Modesto Maidique Campus. Students manage all money made by the market and use profits to improve the campus garden and operations of the market. Some of the produce sold at the market is from the organic garden on campus. The Consortium also invites other local organic farmers, vendors, and campus departments to participate in the market.

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


A brief description of the sustainable investment or finance initiatives:

Founded in 2008, the Student Managed Investment Fund (SMIF) was created with the idea of giving students a hands-on experience with equity analysis and portfolio management. The Fund is arranged to resemble a diversified buy-side fund, split into sector teams with managers and analysts. The teams meet on a weekly basis, exchanging ideas and working together to identify potentially profitable equity positions in the markets. After consolidating the information into a full report, the teams present their picks to the advisory board, comprised of the Fund Manager, Flavio Carrillo, and other faculty and professionals. At the end of each term, the SMIF writes and publishes an annual report that is sent to its donors and board.

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

https://business.fiu.edu/students/smil/

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

The Office of University Sustainability coordinates annual campus events that coincide with national events such as: Campus Sustainability Day, FIU Earth Day and RecycleMania.

The School of Environment, Arts and Society (SEAS) hosts a number of academic events and lecture series that include "Water & Sustainability" and "Our Common Future" lectures. The school also hosts various community events that reach out to the South Florida community such as: "Zoo FIU," "Ocean Life," and the "Eat, Think and Be Merry" science cafes.

The Agroecology program holds a number of educational events throughout the year for students. One being their annual "Agroecology Symposium" which creates a dialog between well-known panel guests and students regarding global development in sustainable agriculture topics. This 1-2 day-long event also highlights students’ research projects through poster and oral presentation sessions. The event is attended by more than 120 participants, ranging from FIU students and faculty, high school students, local farmers and businesses, and the USDA.
http://www.arc.fiu.edu/feature/water-sustainability-lecture-series-history-of-hydraulic-research

https://seas.fiu.edu/community-events/zoo-fiu/

https://seas.fiu.edu/community-events/ocean-life/

https://seas.fiu.edu/community-events/eat-think-and-be-merry/

https://agroecology.fiu.edu/events/

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

http://gogreen.fiu.edu/

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

Eco Couture was created with the purpose of promoting sustainability through fashion. It is made possible by the collaborative effort from Florida International University's students, FIU's Department of Architecture, and the Office of University Sustainability. Eco Couture is a one of a kind event featuring a recycled fashion show competition, giveaways of recycled projects constructed by students, and recycled art installations.

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

http://www.eco-couture.org/
A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

FIU has an outdoor program managed and offered through the Wellness and Recreation Center. The outdoor program is called Adventure X Programs and it is designed to get the FIU community outdoors to experience recreation opportunities available in South Florida, the state, and the Southeastern U.S. Trips and classes are open to FIU students, Recreation Members and the FIU Community (FIU-affiliated, non-Recreation Members) at differing costs. Recent trips have included an annual ski trip, whitewater rafting, horseback riding, and cycling. The Recreation Center contracts with different companies to host trips, when choosing a partner, FIU looks for companies who use the 'Leave No Trace Principles'.

On the Biscayne Bay Campus, the School of Environment, Arts and Society hosts an EcoAcademy summer camp for ages 6-16. The camp features marine science activities, swimming, kayaking, and arts and crafts and two additional weeks of marine science exploration and fun.

https://seas.fiu.edu/outreach/ecoacademy/

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

http://studentaffairs.fiu.edu/wellness/recreation/mmc/adventure-recreation-trips/index.php

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

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The website URL where information about the theme is available:

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

FIU is also proud of its newest residential hall on campus, Parkview, the first LEED certified dorm on campus. It was built adjacent to FIU’s Nature Preserve and incorporates sustainability education opportunities for its residents into the building. This building will soon be home to the newest living community.

This past semester from a large pool of applicants a Sustainability Living Community (SLC) was selected based on part to the individuate's likelihood to contribute and participate in sustainability initiatives on campus. Such initiatives include arranging expert and peer education for learning sustainable life skills.

When there is an available room, Housing and Residential Life works with the Office of University Sustainability to showcase environmentally preferable products, decor and eco-tips in the housing showroom. Products and tips demonstrated were gathered as part of a student intern project by an Masters of Public Health student who also developed a “Green Room” checklist for students living on campus. This checklist is also available on line.

With more than 50,000 students, FIU has a relatively small residential student community of just over 3,000 students. The number of students wanting to live on campus is growing and the requests for on-campus housing is increasing. We expect that the SLC will reach out to all residents for sustainability life skills learning opportunities.
The website URL where information about the sustainable life skills program(s) is available:

http://gogreen.fiu.edu/topics/housing/index.html

A brief description of sustainability-focused student employment opportunities:

The Office of University Sustainability offers several different student employment opportunities. One is through the Federal Work Study (FWS) program. The FWS Program is designed to help students who show financial need to earn a portion of their educational expenses through meaningful employment. The program is administered by the Financial Aid and Scholarships Office (FASO).

Another student employment opportunity offered through the Office of University Sustainability is the FIU Urban Forestry Internship Program. The FIU Nature Preserve serves the university community as an outdoor teaching laboratory and is the primary training facility for urban forestry interns. Through hands-on field experience, conducting and assisting with primary research, presenting at and attending conferences, interns are able to learn about some of the various career options that are available to them in the growing field of urban forestry.

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

http://gogreen.fiu.edu/get-involved/volunteer/index.html

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

In 2013 and 2014 FIU graduates participated in pledging activities affiliated with the Green Pledge Alliance. The Green Pledge Alliance suggest making a pledge to consider social and environmental responsibility in future job and other decisions. Throughout out commencement week. An example, of activities included signing a large banner that was displayed at commencement.

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

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

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

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Outreach Materials and Publications

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<td>2.00 / 2.00</td>
<td>Alexandra Dutton</td>
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<td></td>
<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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Criteria

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

• A central sustainability website that consolidates information about the institution’s sustainability efforts
• A sustainability newsletter
• Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
• A vehicle to publish and disseminate student research on sustainability
• Building signage that highlights green building features
• Food service area signage and/or brochures that include information about sustainable food systems
• Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
• A sustainability walking map or tour
• A guide for commuters about how to use alternative methods of transportation
• Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
• A guide for green living and incorporating sustainability into the residential experience
• Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
• Other

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

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

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

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

<table>
<thead>
<tr>
<th>Sustainability Feature</th>
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<tr>
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</tr>
<tr>
<td>Building signage that highlights green building features</td>
<td>Yes</td>
</tr>
<tr>
<td>Food service area signage and/or brochures that include information about sustainable food systems</td>
<td>Yes</td>
</tr>
<tr>
<td>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</td>
<td>Yes</td>
</tr>
<tr>
<td>A sustainability walking map or tour</td>
<td>Yes</td>
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<tr>
<td>A guide for commuters about how to use alternative methods of transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Navigation and educational tools for bicyclists and pedestrians</td>
<td>Yes</td>
</tr>
<tr>
<td>A guide for green living and incorporating sustainability into the residential experience</td>
<td>Yes</td>
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<tr>
<td>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</td>
<td>No</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

FIU’s Office of University Sustainability manages a central sustainability website (gogreen.fiu.edu) that works as the green hub and consolidates information about the institution’s sustainability efforts. General information such as the mission and vision, how to get involved, sustainability initiatives by topic, academic and funding resources, sustainability calendar of events, sustainability community partnerships, sustainability training and certifications, archived newsletters, climate reports, and other sustainability-related information can be found on this website.
information and resources are publicly available on the site.

The website URL for the central sustainability website:
http://gogreen.fiu.edu/

A brief description of the sustainability newsletter:
The Office of University Sustainability produces a monthly GoGreen eNewsletter which highlights sustainability stories on campus, upcoming sustainability events, and volunteer opportunities. The FIU community is welcome to submit events and volunteer information by emailing
gogreen@fiu.edu

The website URL for the sustainability newsletter:
http://gogreen.fiu.edu/about-us/archive/index.html

A brief description of the social media platforms that focus specifically on campus sustainability:
The Office of University Sustainability has several media platforms: Instagram, Facebook, Twitter, Flickr and YouTube. The office uses these platforms to educate and communicate within and outside of the FIU community.

The website URL of the primary social media platform that focuses on sustainability:
http://gogreen.fiu.edu/index.html

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:
---

A brief description of building signage that highlights green building features:
FIU has many LEED certified Buildings, as part of the LEED certification, educational signage is incorporated through out the building to let the users know about the green features such as use of renewable resources, energy efficient, and water and resource conservation features. Facilities Management is also working on a project to have signage in buildings noting that the buildings are being cleaned with certified green cleaning products.

The website URL for building signage that highlights green building features:
http://gogreen.fiu.edu/topics/buildings/index.html
A brief description of food service area signage and/or brochures that include information about sustainable food systems:

Our Panther Dining service through Aramark, display signage in food service areas that include information on sustainable food systems, the reusable to-go container program, and vegan/vegetarian options.

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

http://gogreen.fiu.edu/topics/food/index.html

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

On our campus has a located adjacent to the FIU Green Library we have a Palmetum which hosts a great collection of tropical palm trees. It was recently been outfitted with over 100 tree tags, 15 trail signs, and 2 shaded picnic tables. Every single one of our 60+ species is clearly marked. Along with our informative interpretive signage, self-guided tours are a breeze; aiding anyone undertaking the study of palms, novice or expert.

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

http://gogreen.fiu.edu/sustainability-office/archive/index.html

A brief description of the sustainability walking map or tour:

The Office of University Sustainability produced a pamphlet for those interested in a self-guided walking tour. The pamphlet features GoGreen campus "hot spots" which describe sustainability features and where to find them on our campuses. One of the "spots" is on FIU's Biscayne Bay Campus where a nature trail begins. The BBC Nature Trail allows walking or biking around campus along the trail that is approximately 3 miles long. Throughout the trail is educational signage describing the native plants and animals that can be viewed along the trail.

In addition, FIU has a Campus Tree Guide highlighting an important collection of native and exotic species growing throughout the institutions landscape. Locations are listed and most of the trees are tagged for easy spotting. Most of the tropical tree species on campus can be grown only in South Florida and no where else in the continental United States.

The website URL of the sustainability walking map or tour:

http://gogreen.fiu.edu/about-us/archive/index.html

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

Through a partnership with South Florida Commuter Services and the FIU Parking and Transportation Department, the website Get2FIU.com was developed. This website is the hub for alternative transportation information at FIU. Students, faculty and staff can get information regarding the carpool program, the emergency ride home program, campus shuttles, county buses, and even biking and walking.
The website URL for the guide for commuters about how to use alternative methods of transportation:

http://get2fiu.com/

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

The Office of University Sustainability and the Department of Parking and Transportation are working on painting "sharrows" on the campus roads. Sharrows are a symbol depicting bicyclists have shared use of a roadway with cars. In areas where the roadway is being expanded, a bike lane will be put in. Portions of Campus Loop Road already have bike lanes installed. Bike Racks for you to lock up your bike are located all around campus including outside garages, housing buildings, and even outside of the Graham Center.

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

http://gogreen.fiu.edu/topics/transportation/index.html

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

The Office of University Sustainability produces a GoGreen Tips pamphlets which includes green living tips for student residents, offices and classrooms, and commuting. The Office of University Sustainability has also developed a Green Room certification program, and green laundry tips for student residents. Tips are displayed in laundry rooms, showcase rooms, and on electronic screens throughout housing facilities.

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

http://gogreen.fiu.edu/topics/housing/index.html

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

---

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

---

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

The Office of University Sustainability produces a number of educational pamphlets that can be used at all outreach and education events. These are "quick guides" for anyone to learn more about sustainability on campus. Pamphlets include, FIU GoGreen an introduction to the Office of University Sustainability projects and initiatives, and FIU Recycles a guide on campus recycling efforts and programs. Pamphlets are available online and in print.

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

http://gogreen.fiu.edu/about-us/archive/index.html
Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
Yes

A brief description of this material (2nd material):
FIU School of Architecture created outreach materials for FIU’s solar house named as the Perform[D]ance House. The house, designed and built by students, seeks to educate the public on sustainable architecture. The house competed in the 2011 US Department of Energy Solar Decathlon competition in Washington DC. Outreach materials include pamphlets and a virtual video tour.

The website URL for this material (2nd material):
http://solardecathlon.fiu.edu/

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

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

The website URL for this material (3rd material):
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material (4th material):
---

The website URL for this material (4th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material (5th material):
---
The website URL for this material (5th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material (6th material):
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The website URL for this material (6th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material (7th material):
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The website URL for this material (7th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material (8th material):
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The website URL for this material (8th material):
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Outreach Campaign

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<td>4.00 / 4.00</td>
<td>Alexandra Dutton</td>
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<td></td>
<td>Program Manager</td>
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Criteria

Part 1

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

Part 2

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

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

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

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

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

The name of the campaign (1st campaign):
Transit Day
A brief description of the campaign (1st campaign):

Transit Day was an event hosted by the Office of University Sustainability and South Florida Commuter Services in 2014. It was for students, faculty and staff. This event was done to promote different forms of alternative transportation to campus: carpooling, biking and public transportation. The mission of the event was to create a greener campus by encouraging the FIU community to use alternative forms of transportation. We featured the Miami Heat dancers as a means to add excitement and also had a raffle and gave away a complimentary one day bus pass to whomever used public transportation the day of the event.

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

Of the 186 registrants for Transit Day, 36 transit passes were given out for those that used public transportation the day of the event. However, this doesn't take into account the participants who already take Miami Dade Transit and already had a monthly pass. The overall turnout for the event was fantastic, and since then we have noted an increase in interest of finding alternative methods of transportation to campus.

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

http://gogreen.fiu.edu/

The name of the campaign (2nd campaign):

RecycleMania

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

RecycleMania is an eight week nationwide benchmarking competition between colleges and universities to increase recycling and promote waste reduction to the campus community. The campaign is a campus wide initiative incorporated with the FIU Recycles program. The Office of University Sustainability holds different events and workshops through out the competition to educate about recycling and increase recycling numbers. The Office of University Sustainability also encourages different offices and departments to host their own RecycleMania events whether it is just in their office or for the whole campus. Supplies and give-a-ways are given to any office who does this. As part of the campaign, a weekly newsletter bulletin with FIU's standings against its state peers is sent out. Since 2012, FIU has competed in the three main divisions; Grand Champion Division, Per Capita Classic, and Gorilla Prize Division.

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

FIU has participated in RecycleMania for the last 4 years. Every year our recycling rates have increased. In the 2016 competition, FIU came in First in the State of Florida in the Gorilla Category (total pounds recycled) and the Per Capita Classic Category (recycling per capita).

RecycleMania 2016:
Total Recycling over 8-week competition: 663,063 pounds
Weekly Average Diversion Rate: 24%

RecycleMania 2015:
Total Recycling over 8-week competition: 635,579 pounds
Weekly Average Diversion Rate: 23%

More information about FIU's RecycleMania standing can be found at:

http://recyclemaniacs.org/scoreboard/participating-schools/list?node_id=9259

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

http://gogreen.fiu.edu/

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

Give and GoGreen

Give and GoGreen is a waste reduction and charity donation program during the end-of-year move-out coordinated by the Office of University Sustainability and Housing Facilities. During move-out, residents typically generate a lot of waste by discarding items they no longer need or want even if they are in good condition. Give and GoGreen allows residents to donate these items to charity instead of the items ending up in the landfill. To educate residents about this program, flyers are passed out, there are ads on the TV screens in each resident hall, and resident advisors are engaged. Each resident hall has a clearly marked collection area in the lobby with educational information as well.

This program piloted in 2011 and continues to grow each year. Since program inception more than 60,000 pounds of clothes, household items, and furniture have been donated to local charities. Local organizations include: Miami Rescue Mission, Habitat For Humanity and Goodwill Industries. During 2015 Spring move-out 17,232 pounds of household items were donated to Goodwill. At the time of this submission we are collecting for the 2016 Spring move-out.
Employee Educators Program

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<tr>
<td>0.00 / 3.00</td>
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Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

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

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

**Data source(s) and notes about the submission:**

The Office of University Sustainability has future plans to certify employees on campus as EcoReps. They will have to go through a series of workshops in order to be certified.
Employee Orientation

Score

1.00 / 1.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

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

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

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

100

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

The Division of Human Resources has many departments present during the New Employee Education experience. The Office of University Sustainability presents at every New Employee Orientation about sustainability initiatives on campus, recycling, and how to get involved. These orientations are held on a bi-weekly basis and typically have between 20 and 30 attendees.

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

http://hr.fiu.edu/index.php?name=about_fiu_miami
Staff Professional Development

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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.
Public Engagement

Points Claimed  16.34

Points Available  22.00

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Community Partnerships</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Continuing Education</td>
<td>2.34 / 5.00</td>
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<td>Community Service</td>
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<td>Community Stakeholder Engagement</td>
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<tr>
<td>Participation in Public Policy</td>
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<td>Hospital Network</td>
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## Community Partnerships

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### Criteria

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

Each partnership conforms to one of the following types:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
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</table>
| A. Supportive       | - **Scope:** Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
                      - **Duration:** May be time-limited (short-term projects and events), multi-year, or ongoing  
                      - **Commitment:** Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
                      - **Governance:** Campus and community leaders or representatives are engaged in program/project development |
| B. Collaborative    | - **Scope:** Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)  
                      - **Duration:** May be time-limited, multi-year, or ongoing  
                      - **Commitment:** Institution provides faculty/staff, financial, and/or material support  
                      - **Governance:** Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
| C.Transformative | • **Scope:** Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)  
• **Duration:** Is multi-year or ongoing and proposes or plans for institutionalized and systemic change  
• **Commitment:** Institution provides faculty/staff and financial or material support  
• **Governance:** Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

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

No

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

---

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

Yes

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

South Florida Commuter Services

The South Florida Commuter Assistance Program was founded in 1988 by the Florida Department of Transportation (FDOT) to serve as a public information office during the I-95 expansion project. The program has evolved into a one-stop shop for commuter information for programs and services in Miami-Dade, Broward, Palm Beach, Martin, and St. Lucie counties. The program is dedicated to improving traffic conditions by promoting alternatives to drive-alone commuting. FIU has had a formal partnership with SFCS since 2013 that promote and incentivize alternative commute options for the university community. The partnership includes use of the SFCS rideshare program, sponsorship of educational events on campus, promotion of bike and transit safety, use of the SFCS Emergency Ride Home
program, and more.

http://www.1800234ride.com

http://www.get2fiu.com

University City Transportation Management Association (TMA)
This partnership between FIU and the City of Sweetwater seeks to reduce the use of single occupancy vehicles by providing a more pedestrian friendly connection between the community and the university. They also seek to improve public transit through technology and innovation. This is an on-going multi-year project funded by a Department of Transportation Tiger Grant.


FIU & FPL Partnership
FIU and Florida Power & Light Company (FPL) today unveiled a new commercial-scale solar installation at FIU’s College of Engineering and Computing – the only solar research facility of its kind that FPL has installed at a Florida university. The 1.4-megawatt solar array is comprised of more than 4,400 solar panels on canopy-like structures that provide clean electricity to FPL’s grid and shade for about 400 parking spaces. The unique solar array incorporates a 24-foot by 12-foot FIU logo that is visible from high above.

Engineering faculty and students from the Energy, Power & Sustainability (EPS) program at FIU will use the installation to conduct important research that will help FPL advance solar energy in the state.
Through a five-year research grant, faculty and students are analyzing data from the on-site solar panels to understand the impacts of intermittent solar power on the electric grid in South Florida’s tropical climate. The researchers will also look at historic weather patterns and develop predictive models to forecast the reliability of solar power generation.

For more than three decades, FPL and FIU have partnered on various projects. In addition to hundreds of FPL employees who are FIU alumni, the energy company runs an on-campus customer care training center where students answer calls from customers. FPL also donated an electric vehicle from its clean fleet to FIU’s College of Engineering and Computing to further research and test wireless charging technology.
Besides conducting research on wireless charging, EPS students also work at the FPL laboratories every week to conduct high-end experiments and research on batteries and access points.

“This project further demonstrates FIU’s commitment to working with FPL to help prepare our students for addressing society’s needs for renewable energy,” said Ranu Jung, interim dean of the College of Engineering and Computing. “Our faculty and students are engaged in research related to multiple facets of power generation, and this partnership will help strengthen their contributions to making solar energy viable and economical.”

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

Yes

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

SLSC Partnership with Southeast Florida Climate Change Regional Compact:
The counties of Southeast Florida (i.e., Monroe, Miami-Dade, Broward, and Palm Beach) have united in the Southeast Florida Climate Change Regional Compact which has begun to articulate a proactive plan for adapting and building resilience to climate change. Florida International University (FIU) researchers have served as advisors to the compact and have worked with counties to develop specific plans based on sound science and exposure data. At the city level, FIU is working with experts and professionals from the City of Miami Beach to address the implications of rising sea levels within that community. The project will not only inform, and hopefully transform, the city’s outlook for the future, but will also serve as a model for building socio-ecologically resilient systems in vulnerable regions globally.

The Southeast Florida Regional Climate Change Compact was executed by Broward, Miami-Dade, Monroe, and Palm Beach Counties in January 2010 to coordinate mitigation and adaptation activities across county lines. The Compact represents a new form of regional climate governance designed to allow local governments to set the agenda for adaptation while providing an efficient means for state and federal agencies to engage with technical assistance and support.

The Compact calls for the Counties to work cooperatively to:
- Develop annual Legislative Programs and jointly advocate for state and federal policies and funding.
- Dedicate staff time and resources to create a Southeast Florida Regional Climate Action Plan to include mitigation and adaptation strategies.
- Meet annually in Regional Climate Summits to mark progress and identify emerging issues.

http://www.southeastfloridaclimatecompact.org

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

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The website URL where information about sustainability partnerships is available:

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### Inter-Campus Collaboration

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#### Criteria

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

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

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"---" 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:

Florida International University (FIU) is a member of the Florida Climate Institute (FCI), a multi-disciplinary network of national and international research and public organizations, scientists, and individuals concerned with achieving a better understanding of climate variability and change. In addition to FIU, FCI member universities include:

- Florida A&M University (FAMU)
- Florida Atlantic University (FAU)
- Florida State University (FSU)
- University of Central Florida (UCF)
- University of Florida (UF)
- University of Miami (UM)
- University of South Florida (USF)

Over 200 individual affiliates, including university researchers and representatives from government and industry, have joined FCI.

The Florida Climate Institute (FCI) fosters interdisciplinary research, education, and extension to:

- Improve our understanding and the impact of climate variability, climate change, and sea level rise on the economy, ecosystems, and human-built systems;
- Develop technologies and information for creating opportunities and policies that reduce economic and environmental risks; and
- Engage society in research, extension and education programs for enhancing adaptive capacity and responses to associated climatic risks.

To address the needs of climate stakeholders, the FCI will:

- Develop and disseminate climate change and climate variability scenarios and datasets.
- Use climate change information to build resiliency and adaptive capacity at a variety of spatial scales.
- Enhance understanding of the interrelationships among climate, natural resources, ecosystems, and society.
- Develop improved methods, technologies, and decision support systems for addressing risks and opportunities that arise from climate variability and climate change.
- Promote and support effective partnerships between universities and stakeholders.
- Disseminate science-based information on regional climate change and associated societal response options to a diverse audience.

https://floridaclimateinstitute.org

Florida International University, the University of South Florida, and the University of Central Florida have formed a unique partnership to help drive the state’s economic development by sharing certain resources and creating efficiencies among the state’s three largest metropolitan research universities. By forming the Florida Consortium of Metropolitan Research Universities (FCMRU), the institutions hope to increase the number of degrees awarded in high-demand areas, raise the six-year graduation rate for minority students, increase the number of graduates employed in Florida and raise the salaries graduates earn.

Representatives for each of the three universities will come together to share best practices and seek ways to advance their goals. The three universities currently serve nearly 50 percent of the students enrolled in the State University System and are based in areas making up of nearly 65 percent of Florida’s population, including 70 percent of the state’s minorities. Through this partnership, USF, FIU and UCF believe the number of degrees awarded can be increased by 12 percent and salaries of graduates can be increased by 10 percent. The universities also aim to increase the six-year graduation rate (FTIC) for minority students by four percentage points.

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

Organizations that FIU partners with to advance sustainability includes the U.S. Green Building Council (USGBC), the Environmental Education Providers (EEP) of Miami, the American College and University Presidents Climate Commitment (ACUPCC), and the Association for the Advancement of Sustainability in Higher Education (AASHE), various Chambers of Commerce in the South Florida Region, and The CLEO Institute.

In the past, FIU was a member of the Educational Alliance for a Sustainable Florida (EASF), which is now inactive. EASF serves as a hub of post-secondary sustainability efforts enabling professionals to share best practices, tackle challenges and expand their efforts through facilities, curricula and campus and student engagement activities. The Florida Universities are exploring the option of revitalizing the group.

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

---

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>2.34 / 5.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td>Program Manager</td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

**Part 2**

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

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

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

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

Yes

**Number of continuing education courses offered that address sustainability:**

12

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

154

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

Sustainability Continuing Education Courses.pdf

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

See attached list of continuing education courses that address sustainability.
Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
---

Year the certificate program was created:
---

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>4.00 / 5.00</td>
<td>Alexandra Dutton</td>
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<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Number of students engaged in community service:

21,000

Total number of students:

31,461

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

Yes

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

900,000

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

Yes

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

Community service hours will appear on transcripts of students who apply for the Civic Engagement Medallion of Distinction at FIU. The Center for Leadership and Service (CLS) tracks all community service hours submitted by any students.
CLS tracks service hours through the OrgSync self-reporting co-curricular record. Only students who earn the Excellence in Civic Engagement Medallion of Distinction are reported on the awards section of their academic transcript.

Students need to document 100-200 hours of service depending on their admission status and have a 3.0 GPA.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:  
No

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

The website URL where information about the institution’s community service initiatives is available:  
http://leadserve.fiu.edu/

Data source(s) and notes about the submission:

Total Number of Students - Headcount excludes non-degree seeking and all part time students.

Number of students engaged in community service are only the students that report their hours to the Center for Leadership and Service. It is assumed that many more students do community service but do not report it.
Community Stakeholder Engagement

Score

2.00 / 2.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

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

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

And

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

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

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

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

Yes

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

The Office of Engagement applies the following strategy to all partnerships. It should also be noted that as each partnership is different and has different needs, a customized framework is developed for each one.

At the CORE, The Office of Engagement's role is two-fold; to serve as the great dot-connector for the university and be the eyes and ears in the community, authentically understanding what is happening and what is to come… Digging deeper and distilling.

CONNECT: the scholarship of faculty to the challenges in the world around us; students to the myriad of opportunities to be found in our community, that sometimes means influencing stakeholders to create opportunities such as internships and fellowships; the expertise in the university to the stakeholders in the community;
COLLABORATE: by building a more collaborative community, we create real solutions to the challenges our community is facing. We facilitate large collaboratives focused on students achievement at every level and economic development – ACCESS, ALC, LSSF, TDN

RESOURCE: galvanize resources for the university… We are not necessarily a fundraising unit but we generate resources to scale programs and hold events that have significant community impact. Such as, scaling Education Effect, hosting Black Tech Week and Startup Weekends, Lifees.

Serve as the REALTIME GAUGE outside the walls of the academy. We spend the majority of our time in the community connecting with stakeholders – public sector, private sector, government, CBOs, community leaders and influencers – both understanding needs and opportunities and generating new ideas.

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

The Office of Engagement seeks to be involved throughout the entire community by partnering with multiple Chambers of Commerce, being part of community forums, and involved with public and private companies. The Advisory Council for the Office consists of 30 community leaders from around South Florida. These community leaders represent different groups and economic backgrounds. FIU is also very involved with the Beacon Council, which offers economic and business development services that support a strong and sustainable future for Miami-Dade County.

http://www.beaconcouncil.com

List of identified community stakeholders:

Metropolitan Center
Local South Florida Chambers of Commerce
One Community One Goal Academic Leaders Council
Miami Dade County Public School System

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

Initiatives from the FIU Office of Engagement:

LSSF continues to focus its programming and activities on supporting the growth of life sciences in the region, with the goal of increasing student opportunities in this arena. LSSF continues to host monthly webinars with renowned researchers. Recordings of all webinars are available on the LSSF website.

4th Annual STEM Undergrad Research Symposium - held on April 2, 2016 at Broward College and it was a wonderful event for LSSF’s students! 80+ LSSF member students presented their original research in the STEM fields. Oral and poster presentations were critiqued by volunteer judges from South Florida universities, colleges and research institutions. A three-way tie for first place in the poster competition, FIU’s own DOE fellow, Mr. Alejandro Hernandez, snagged one of the top spots! State Representative Kristin Jacobs spoke, urging about the real threat that sea level rise poses to our communities. The Honorable Chip LaMarca, Broward County Commissioner, addressed those in attendance as well.

Lifees @eMerge – held on April 18th at eMerge Americas. Over 200 guests joined LSSF for a luncheon to honor life sciences companies
and hear from keynote Dan Cane of Modernizing Medicine and a panel of STEM and Innovation experts.

ACCESS - As the nationally recognized partnership between FIU and Miami-Dade County Public Schools (M-DCPS) continues into its fifth year, more than 150 individuals from both institutions are working in issue-specific groups to address the diverse educational needs and opportunities in our region. Significant effort is being made to evaluate longitudinal data and assess the impact of our collective efforts towards student achievement, graduation and post-secondary enrollment. Four pillars have been identified that will link the partnership to institutional strategic priorities and goals: 1) Operational Accelerators 2) Enhancing Student Potential 3) Pathways to Student Success and 4) Educator Empowerment and Development. As we continue to refine our work with Miami-Dade County Public Schools, we are exploring the opportunities to create a triangular ACCESS Program with Broward County Public Schools and Broward College.

City of Miami Beach Partnership - Engagement has collaborated with other departments across the university and City of Miami Beach to forge a dynamic partnership leveraging our unique assets—geography, history, demographics and intellectual capital—to address the city’s most pressing challenges. The partnership is driven by workgroups focused on: Arts, Culture & History; Florida Coastal Resilience & Adaptation; Youth & Education Development; and Transportation.

Currently, the Office is working on expanding Dual Enrollment at Miami Beach High, and working to expand our paid internship program by adding paid research assistantships – for graduate and PhD level students.

The Talent Development Network, the regional internship program created in partnership with six other academic institutions in Miami-Dade County, has progressed in recent months from conceptualization to actualization with a focus on delivering top local talent to leading industry partners. Now at the mid-point of the two-year pilot, more than 158 employers have registered at the online portal, TDNmiami.com

. Across TDN’s partner institutions, more than 700 students have registered on the site. More than 1200 applications processed, and more than 180 internships positions have been filled. In addition, we attend every career and internship fair from our seven partner institutions to recruit for our employers, some of whom do not have the time to participate or can only participate in a single fair. TDN has also started to acquire membership in various local chambers so that we can attend education and business committee meetings to promote the program. On a monthly basis, TDN convenes career services representatives from the member institutions to discuss progress, best practices, and goals.

In partnership with The New Tropic and the Arts & Entertainment District, hosted the “The Miami Job Flea”, a job and internship fair for students and young professionals across Miami-Dade County. More than 1,000 students indicated they would attend. The event was an enormous success in attracting Miami’s young talent and connecting them with jobs and internship opportunities with employers as diverse as the Miami Heat, Adrienne Arsht Center, Uber, and more. The event culminated in an hour long lightning round speaker series on talent in Miami featuring the Knight Foundation’s Matt Haggman, FIU VP for Engagement Saif Ishoof, and Pandwe Gibson of EcoTech Visions.

The event directly led to:
20 new internships being posted on TDNMiami.com

25 new employer registrations
53 new registered students
115 applications processed
The website URL where information about the institution’s community stakeholder engagement framework and activities is available:

Participation in Public Policy

<table>
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<tr>
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<tr>
<td>2.00 / 2.00</td>
<td>Alexandra Dutton</td>
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<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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</table>

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

FIU Government Relations advocates for sustainability policy as it fits within the mission of the university.

Interagency Sea Level Rise and Coastal Resiliency Initiative: Increase solutions-based research engagement with an interagency task force and encourage the appointment of an interagency lead to address the challenges facing the country’s most vulnerable, urban, flood-prone, coastal areas at risk of rising seas, exacerbated by violent storms or other hazards.

Extreme Events: Promote FIU research, expertise and state-of-the-art practices that replicate high-force windstorm impacts on buildings and test large, integrated models of such impacts to improve mitigation and reduce costs of severe natural events.

Strengthen NOAA Partnerships: Maintain positive working relationships with NOAA Administrator and key advisers, seek Minority Science Center with focus on Fisheries, and seek FIU NOAA Fellows program.

Students Engagement with Research: a key recommendation of the President’s Council of Advisors on Science and Technology (PCAST), FIU is increasingly offering opportunities for students to become engaged with ongoing research. For example, 93 FIU STEM minority students (graduates and undergraduates) have been inducted as DOE Fellows since program inception in 2007. Over 120 student posters and professional presentations given at national & international conferences (e.g., Waste Management Symposia, American Nuclear Society, etc.) 41 DOE Fellows graduated FIU with BS or MS degrees and obtained employment in STEM industry, including Florida Power & Light, GE, Lockheed Martin, Raytheon, Texas Instruments, and others. Hiring rate for DOE Fellows is over 99%. 33
Fellows have obtained Master’s or PhD degrees at FIU as a result of DOE EM research. Others have continued their graduate education at MIT, Michigan, Purdue, Stanford, and other institutions. Additionally, FIU has formed the UniversityCity Alliance with the City of Sweetwater. This unique combination of innovation and adaptive community building is made possible by a very strong and enthusiastic alliance with the City and a coalition of public and private participants including the Florida Department of Transportation, the Miami-Dade Expressway Authority, IBM, TY Lin (an international engineering firm), and a private developer. The UniversityCity Alliance is attempting to transform the FIU/City of Sweetwater relationship from one of friendly neighbors to a truly unique and collaborative relationship that will create a growing and innovative community with greater connectivity to the rest of Miami-Dade County and beyond, through viable yet innovative transportation options and best design practices.

FIU also advocates support for sustainability funding in Congress with little success, but continues to pursue objectives locally.

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

---

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

---

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

### Trademark Licensing

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<td>Alexandra Dutton</td>
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<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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</table>

#### Criteria

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

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

#### Data source(s) and notes about the submission:

FIU is not listed as a member of FLA, but our major vendor for licensed product is - Barnes & Noble College. Barnes & Noble College has been member of the Fair Labor Association (FLA) and since 1998, we have required all vendors who supply products to our stores to adopt the FLA’s Code of Conduct, which requires strict adherence to workers’ rights (and no child labor). And all of the brands sold in our bookstores currently meet labor standards set by the Workers Rights Consortium (WCA), an independent labor rights monitoring organization.
## Hospital Network

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<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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### Criteria

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

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

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

**Is the institution a member of the Global Green and Healthy Hospitals Network?:**
Yes

**Is the institution a member of the Healthier Hospitals Initiative?:**
Yes

**Is the institution a member of Practice Greenhealth?:**
Yes

**A brief description of the hospital’s sustainability initiatives:**

Baptist Health Systems:

Here is summary of eco-friendly initiatives launched over the last year:

- PC monitors. An energy-saving feature powers down computer monitors on more than 8,000 desktops throughout the organization after 30 minutes of inactivity. The measure will yield about $150,000 in annual energy savings.
- Waste management and recycling programs. Baptist Health recycles more than 20 tons of solid waste per month through a pilot program that is being rolled out throughout the organization.
- Paperless purchases. Baptist Health is eliminating catalogues and other paper materials from many purchasing processes.
- Recycled printing supplies. The organization uses recycled materials for printing.
- Educational and training events. Baptist Health provides sustainability training, Earth Day fairs and other educational opportunities to employees.
- Community outreach. Using print, television and online media, Baptist Health shares green initiatives with the public.
- Community events include Hands on Miami Day, on which Baptist Health employees landscaped, painted and refurbished the Florida...
Baptist Children’ Home, a residence for abused and neglected children in Miami.

Cleveland Clinic:

http://my.clevelandclinic.org/about-cleveland-clinic/office-for-healthy-environment/about.aspx

Our program focuses on:

-Ours Buildings: We are committed to designing and building safe, green buildings using evidence-based design and the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) system to deliver healthier environments in which to work and heal.
-Our Operations: In connection with creating a healthier-built environment, we strive to design and implement operational processes that reduce waste and chemical use, and promote improved stewardship of our natural resources.
-Better Buying: We are committed to selecting non-hazardous alternatives to conventional products, to seeking out ways to stop waste at its source, and to engaging caregivers in using products more efficiently.
-Our Involvement: We are committed to educating and engaging our workforce and visitors to help our region’s communities become “Green Cities on a Blue Lake.” We seek to pioneer sustainable healthcare on a national scale by leveraging Cleveland Clinic’s standing and expertise.

Among other affiliations, Cleveland Clinic is an ENERGY STAR Partner, a member of Practice Greenhealth and the U.S. Green Building Council, and an active participant in Sustainable Cleveland 2019.

Broward Health – Medical Center, Broward Health Coral Springs, Broward Health Imperial Point, Broward Health North, Broward Health Weston:

https://www.browardhealth.org/Green

Some of Broward Health's system-wide green initiatives include:
- Reprocessing of single-use devices
- Recycling (paper, plastics, glass, aluminum, lamps, cardboard, etc.)
- E-waste (hard drives, batteries)
- Food waste (solid waste converted to liquid)
- Green office supplies
- Green cleaning supplies and systems
- OR waste reduction (med/surg kits and packs)
- Recovery of solvents (formalin, alcohol, xylene)
- IS green initiatives
- Converted to 100% green paper towels and tissue products
The website URL where information about the hospital’s sustainability initiatives is available:

# Operations

## Air & Climate

**Points Claimed** 3.46  
**Points Available** 11.00

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

<table>
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<tr>
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<td>Outdoor Air Quality</td>
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Greenhouse Gas Emissions

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<tr>
<td>3.46 / 10.00</td>
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<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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</tbody>
</table>

Criteria

Part 1

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

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
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<tbody>
<tr>
<td>Business travel</td>
<td>No</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>No</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

FIU utilizes The Campus Carbon Calculator (CCC) hosted by University of New Hampshire Sustainability Institute. It is a tool to help organizations determine how much they are contributing to global climate change, and how they can better manage their greenhouse gas (GHG) emissions. The CCC was originally developed by the former non-profit Clean Air - Cool Planet and the Sustainability Institute at UNH in 2001 and released to the public in 2004. Usage grew from a few dozen early adopters to nearly 200 users during the first year. Today, thousands of institutions in the U.S. and abroad use the Calculator to track their institutional greenhouse gas emissions, including more than 90% of the U.S. colleges and universities that publicly report their emissions. In 2014, the Sustainability Institute at UNH assumed ownership of the Calculator and CarbonMAP.

http://www.sustainableunh.unh.edu/calculator

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No
A brief description of the internal and/or external verification process:
---

Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope 1 GHG emissions from stationary combustion</td>
<td>26,182.77 Metric Tons of CO2 Equivalent</td>
<td>2,568.67 Metric Tons of CO2 Equivalent</td>
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<tr>
<td>Scope 1 GHG emissions from other sources</td>
<td>1,698.29 Metric Tons of CO2 Equivalent</td>
<td>911.44 Metric Tons of CO2 Equivalent</td>
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<tr>
<td>Scope 2 GHG emissions from purchased electricity</td>
<td>68,308.50 Metric Tons of CO2 Equivalent</td>
<td>51,724.13 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from other sources</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
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</table>

Figures needed to determine total carbon offsets:

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

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

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

n/a

A brief description of the composting and carbon storage program:

n/a

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

n/a

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,259</td>
<td>2,746</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>30,411</td>
<td>24,552</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,914</td>
<td>4,282</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>7,220</td>
<td>3,686</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2008</td>
<td>June 30, 2009</td>
</tr>
</tbody>
</table>

A brief description of when and why the GHG emissions baseline was adopted:
Fiscal year 2009 (July 2008 to June 2009) was adopted as the baseline year because it is the furthest year back that has the fullest and most accurate data.

Gross floor area of building space, performance year:
9,774,810 Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>215,710 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>21,154 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
<tr>
<td>504,637 Square Feet</td>
</tr>
</tbody>
</table>

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>3.06 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Waste generated in operations</td>
</tr>
<tr>
<td>1,644.85 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
</tr>
<tr>
<td>65.23 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

Other - wastewater

A copy of the most recent GHG emissions inventory:
The website URL where the GHG emissions inventory is posted:
http://gogreen.fiu.edu/climate/index.html

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

---
Outdoor Air Quality

Score

0.00 / 1.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO\textsubscript{x}), sulfur oxides (SO\textsubscript{x}), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

No

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

---

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

No

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>---</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>---</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>---</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>---</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>---</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>---</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

---
Buildings

Points Claimed  4.40
Points Available  8.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
<td>1.50 / 4.00</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>1.90 / 3.00</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.50 / 4.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

Total floor area of eligible building space (operations and maintenance):
9,774,810 Square Feet

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

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council:
<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

9,774,810 Square Feet

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

Element_17_Facilities_Maintenance.pdf

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

March 27, 2014

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

The FIU Campus Master Plan address maintenance of all facilities. It stipulates variable policies with sustainability elements that cover existing buildings. In addition, all buildings at FIU are covered under the FMD Energy Conservation Plan.

http://facilities.fiu.edu/planning/masterplans_2010-2020.htm

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_17_Facilities_Maintenance.pdf
A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The Facilities Management Department oversees the maintenance and operations of buildings at FIU. The Energy Conservation Plan written by FMD covers sustainable building operations including water conservation, native plantings, purchasing recycled content materials, and energy conservation. The maintenance plan is on-going and continually updated.

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

http://facilities.fiu.edu/
Building Design and Construction

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.90 / 3.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

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

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

2010 - 2015 Buildings
Parking Garage 5 (not LEED)
SIPA (gold)
Parkview Residence Hall (silver)
Stocker Astroscience (silver)
Academic Health Center 4 (silver)
Academic Health Center 5 (silver)
MANGO (silver)
Parking Garage 6 (not LEED)

Total floor area of eligible building space (design and construction):
932,489 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
</tbody>
</table>
Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

Floor area of building space certified Living under the Living Building Challenge:
---

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:
---

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:
---

A copy of the guidelines or policies:
FIU CMP_Element_15_Architectural_Design_Guidelines.pdf

The date the guidelines or policies were adopted:
May 25, 2007

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:
Campus Master Plan
15.2 SUSTAINABLE DESIGN GUIDELINES

It is the intent of these guidelines to establish that FIU’s expectations is to build in an environmentally responsible manner which is sensitive to geography, sensitive to energy and resource consumption as well as supporting regional resources and strong local relationships.

These guidelines are aimed to establish direction for a successful outcome of new Buildings.

All buildings at FIU campuses will be required to follow the USGBC guidelines for a minimum LEED level of Silver certification. The criteria outlined by the USGBC score card should be utilized and monitored at every phase of the project.

All buildings must also meet basic Energy Star criteria and must comply with all the FIU building standards regarding Master plan infrastructure strategies and overall sustainable Campus practices.

The FIU sustainable office must review and comment during all phases of the project to assure campus wide best practices are being taken into account.

All new buildings must meet all FIU building standard criteria that refers to hurricane preparedness assuring all building systems, envelop and infrastructure strategies are not in conflict or will enhance sustainable criteria, such as with storm water management, and overall water collection systems, day lighting, power redundancies, envelop materials and design.

The following drivers should be taken into consideration:

- Set goals and benchmarks for each building aligned with budget.
- Conduct site survey and evaluation of existing conditions
- Analyze various methods of meeting goals and benchmarks and use results to make decisions.
- This analysis should be repeated during all phases to further refine and validate decisions.
- Expected outcome must be reviewed and monitored during construction.
- This outcome should be measured to determine success and establish benchmarks or lessons learned for future projects.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_15_Architectural_Design_Guidelines.pdf

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

FIU is committed to build all new construction to a minimum of USGBC LEED Silver certification. The practice was adopted in 2007 when former President, Modesto Maidique signed the American College and University Presidents Climate Commitment. All buildings funded and built thereafter have met this criteria. The only buildings that are excused from this practice are parking garages because they cannot be LEED certified. Market Station, the newest parking garage on campus has some mixed use areas including offices, a food court, and classrooms. This was built to LEED certification but could not be certified. While FIU is committed to building to a minimum of LEED Silver, FIU strives to hit the higher levels. Currently FIU has one LEED Silver and one LEED Gold certified building; there are currently 4 buildings under construction that will hit LEED Silver or Gold certification.

The website URL where information about the institution’s certified buildings and/or green building design and construction guidelines or policies is available:
Data source(s) and notes about the submission:

Parking Garage 5 and Parking Garage 6 were not included in eligible building space totals.
## Indoor Air Quality

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

### Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

### Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

9,774,810 Square Feet

### Gross floor area of building space:

9,774,810 Square Feet

### A brief description of the institution’s indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

The Department of Environmental Health and Safety monitors and manages indoor air quality at FIU. It is their goal at FIU to provide each and every person a safe and healthy environment for working, learning, and research. Indoor air quality pertains to the quality of air in the indoor environment in regards to chemical, biological, or physical hazards.

Many of the common everyday building materials, machines, and chemical supplies can be sources for IAQ complaints. Although there are many uncontrollable factors that create adverse health effects in our environment, those that are in the indoor environment can be controlled through increased ventilation and various public health measures. EHS monitors air quality, but also building occupants can report a potential air hazard through the IAQ Complaint Form on the website. EH&S follows EPA set standards for IAQ.

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

http://ehs.fiu.edu/Programs/General%20Safety/Pages/Indoor-Air-Quality-.aspx
Dining Services

Points Claimed  0.00
Points Available  7.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Low Impact Dining</td>
<td>0.00 / 3.00</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution’s dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based
- And/or
- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in “Notes about this submission”.

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

**Part 2**

Institution’s on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 3.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution’s total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see OP 6: Food and Beverage Purchasing)
  
  Or

- Verified by the institution to be both ecologically sound and humane (e.g. “Pasture Raised”, “Grass Fed” or “Humanely Raised”) through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus
  
  And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Points Claimed  2.72
Points Available  10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
<td>2.72 / 6.00</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
<td>0.00 / 4.00</td>
</tr>
</tbody>
</table>
Building Energy Consumption

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.72 / 6.00 | Alexandra Dutton  
Program Manager  
Office of University Sustainability |

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption</td>
<td>426,345.71 MMBtu</td>
<td>329,824.86 MMBtu</td>
</tr>
</tbody>
</table>

Purchased electricity and steam:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>426,345.71 MMBtu</td>
<td>329,824.86 MMBtu</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
</table>
### Gross Floor Area

<table>
<thead>
<tr>
<th>Description</th>
<th>Gross Floor Area</th>
<th>Gross Square Feet</th>
<th>Gross Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida International University</td>
<td>9,774,810 Gross Square Feet</td>
<td>7,116,065 Gross Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

### Floor Area of Energy Intensive Space, Performance Year:

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>215,710 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>21,154 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

### Degree Days, Performance Year (Base 65 °F):

<table>
<thead>
<tr>
<th>Category</th>
<th>Degree Days (see help icon above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>147</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>4,718</td>
</tr>
</tbody>
</table>

### Source-Site Ratios:

<table>
<thead>
<tr>
<th>Category</th>
<th>Source-Site Ratio (see help icon above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

### Start and End Dates of the Performance Year and Baseline Year (or 3-Year Periods):

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2006</td>
<td>June 30, 2007</td>
</tr>
</tbody>
</table>

### A Brief Description of When and Why the Building Energy Consumption Baseline Was Adopted:

FIU signed the American College and University Presidents Climate Commitment in 2007. This marks the first year any organized efforts to advance sustainability on campus began.
A brief description of any building temperature standards employed by the institution:

As part of the Energy Management System (EMS) at FIU, timers are set to regulate temperatures based on occupancy hours. The Energy Management System centrally controls temperatures in all major buildings. Nighttime HVAC setback mode has been extended. Estimated savings between 3%-5% are being achieved by raising the temperature from 75°F to 80°F during night hours.

Central EMS control covers 95% of the buildings and the other 5% are freestanding small facilities with small A/C units.

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

The FIU Parking & Transportation Department manages six parking garages on the Modesto Maidique Campus. As a pilot project, the Blue Garage which has just over 1,000 parking spaces, was retrofit with LED lighting in 2011. The estimated savings from the project was $32,582 per year. The project was featured in an article in “Parking Today.” With the success of Blue Garage, Parking & Transportation recently retrofit the Gold Garage in June 2013, that garage also has 1,002 parking spaces. Combined, over 800 lighting fixtures were retrofit. The Parking & Transportation Office is now looking into doing the perimeter lights around the garages as well.

There is also an installation of LED lighting near the Deuxième Maison (DM) building on the Modesto Maidique Campus.

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

FIU has been making the switch to motion sensor light switches. As buildings are remodeled, they will be added, and all new buildings are installed with them. Currently, the majority of campus has been switched over. Motion sensor light switches will be in all classrooms, conference rooms, and other areas deemed appropriate.

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

---

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

---

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

---

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

---

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

The Energy Management System (EMS) allows facilities managers to remotely control energy usage and preferences in multiple buildings. Through a computer or mobile device, they can check on the energy usage of the buildings and change temperatures and Florida International University | STARS Report | 121
monitor energy activity. It will also alert managers if there is a HVAC load change or issue. General lighting areas such as hallways in main buildings are also on EMS. The EMS covers 95% of the buildings and the other 5% are freestanding small facilities with small A/C units.

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

---

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

---

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

FIU does not currently have any machine with sensors, but the university has multiple EnergyStar vending machines on campus. We also participate in the Pepsi Dream Machine program hosting five machines on our campuses. The Pepsi Dream Machine is a reverse vending machine that encourages recycling plastic bottles and aluminum cans through incentives.

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

---

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

---

Data source(s) and notes about the submission:

For HDD and CDD, the performance year is Feb. 2015 - January 2016. There is no earlier data than that on degreeday.net.
Clean and Renewable Energy

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
• Wind

Biofuels from the following sources are eligible:

• Agricultural crops
• Agricultural waste
• Animal waste
• Landfill gas
• Untreated wood waste
• Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by OP 1: Greenhouse Gas Emissions and OP 8: Building Energy Consumption.

Transportation fuels, which are covered by OP 1: Greenhouse Gas Emissions and OP 18: Campus Fleet, are not included in this credit.

---

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

Total energy consumption (all sources, transportation fuels excluded), performance year:

426,345.71 MMBtu

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th>Option</th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
<td>0.06 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

A brief description of on-site renewable electricity generating devices:
The School of International and Public Affairs building has a small photovoltaic installation on the roof. This installation produces about 17 kWh annually. This is currently the only renewable energy on campus.

The PerformDance Solar House is currently under construction and will be a net-zero building that will be "home" to the Office of University Sustainability. FIU is 100% committed to renewable energy as long as the project is truly sustainable meaning it is also economically feasible and has a payback of less than 5-7 years. FIU is working on many other energy projects that can have major impacts on sustainability, for example our energy conservation efforts.

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

---

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

---

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

---

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

http://facilities.fiu.edu/

<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIU tops the Florida State University System in energy performance, saving millions each year in energy costs. FIU decided to work on efficiency first, before we explore renewable energy. The most effective way to achieve environmental sustainability is to use less energy. Using less energy means reduced demand on energy generators. Energy never used is the cleanest, greenest, and most renewable of all energy sources. By this standard, FIU again leads all Florida universities.</td>
</tr>
<tr>
<td>Over a seven year period, FIU’s reduced carbon footprint has saved over 11,979 tons of CO2, saved 307,153 trees, and saved over 1,347,919 gallons of gasoline.</td>
</tr>
<tr>
<td>On average the other State Universities spend 41% more for every Dollar FIU spends on energy.</td>
</tr>
<tr>
<td>For the past 7 years FIU has outpaced the other State Universities on energy consumption per square foot. (FIU Campus CUI $1.44 – SUS Avg. Campus CUI $2.04)</td>
</tr>
<tr>
<td>For Fiscal Year 2015 (July 2014 to June 2015), FIU’s KBTU score is 61.90, 7% improvement over Fiscal Year 2014 (July 2013 to June 2014).</td>
</tr>
<tr>
<td>FIU Energy Conservation Report:</td>
</tr>
<tr>
<td><a href="http://facilities.fiu.edu/Documents/News/Energy_2015_9_4_15.ppt">http://facilities.fiu.edu/Documents/News/Energy_2015_9_4_15.ppt</a></td>
</tr>
</tbody>
</table>
### Grounds

**Points Claimed** 3.50  
**Points Available** 4.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
<td>1.50 / 2.00</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>2.00 / 2.00</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Close
**Landscape Management**

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.50 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

**Criteria**

Institution’s grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for</td>
</tr>
<tr>
<td></td>
<td>targeted species</td>
</tr>
</tbody>
</table>

*stars.aashe.org*
| 2) Sustainable Landscape Management Program | The program includes formally adopted guidelines, policies and/or practices that cover all of the following:
- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |

| 3) Organic, Certified and/or Protected | Protected areas and land that is:
- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent) |

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field
### Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>573 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>224.40 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

### Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>348.60 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

---

### A copy of the IPM plan:

---

### The IPM plan:

Integrated Pest Management practices are used on all of FIU’s grounds. Our IPM plan is an approach to solving pest problems by applying knowledge about the pest to prevent them from damaging the landscape. IPM means responding to pest problems with the most effective least risk option. Under an IPM approach, actions are taken to control insects, disease or weed problems only when their numbers exceed acceptable levels. These methods are done in three stages: prevention, observation, and intervention. When considering these actions, all pest management methods should be reviewed including natural, biological, mechanical, cultural and finally chemical means.

---

### A brief summary of the institution’s approach to sustainable landscape management:

FIU adheres to the Best Management Practices for landscape and irrigation management. Examples include:
- Planted littoral zones on certain lake banks
- Added to the nature preserve area (cypress dome)
- Stopped the use of flowering annuals
- Use mulch to help retain soil moisture and inhibit weed growth
• Do not collect grass clippings (recycle clippings)
• BMP for irrigation management (adhere to or beat the SFWMD policies, installed rain sensors and water flow meters on all irrigation systems)
• Use an IPM approach to pest control
• Apply the use of both organic and inorganic fertilizers in a responsible manner and on an as needed basis
• Choose the right plant for right location
• Removal of all invasive exotic species such as Florida Holly etc.

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

FIU strives to use native plants whenever possible. Using native plants help conserve water and also generally require less maintenance and minimize the need for fertilizers and pesticides.

FIU has made major strides in recent years to incorporate more native plants into the landscaping throughout all of its campuses. With functional and attractive features like bioswales, native littoral zones, butterfly gardens, and mangrove areas, FIU is providing much needed food, shelter, and breeding habitat for wildlife.

In the event a non-native species is chosen, the alternative species chosen would be a non-invasive naturalized plant/tree that fits the right plant for the right location and often meets or exceeds native plantings.

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

FIU’s landscape material management helps minimize waste with the following practices:
• We no longer use flowering annuals.
• The mulch we use helps retain soil moisture, prevent soil erosion, and conserves water.
• We grasscycle rather than collect and discard grass clippings.
• BMP for irrigation management (adhere to or beat the SFWMD policies, installed rain sensors and water flow meters on all irrigation systems.)
• Plant longevity is extended by choosing the right plant for right location.
• Materials such as bagged mulch are purchased in bulk shipments.
• Irrigation comes from storm water retention ponds.
• FIU’s organic garden has partnered with dining services to recover pre-consumer food waste for compost that is used to amend the garden soils.
• FIU Nature Preserve trimmings are cut and left in place or within the preserve to decompose in place and reduce waste. Invasive seeding plants are discarded if not suitable for compost or decomposing in place.
• Some sloped areas of turf are being leveled and converted to native butterfly gardens reducing turf management requirements.

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

Not Applicable

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:
As an environmentally preferable material, FIU uses a FloriMulch throughout campus grounds and landscapes. This material is made from 100% from Melaleuca, an exotic invasive tree to our native wetlands. Uniquely cured to eliminate burrowing nematode. State Certified Nematode Free by Florida Department of Agriculture. Tested by the University of Florida to be termite resistant. Endorsed by Friends of the Everglades and favored by those groups that support our native environment.

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

Integrity of the natural hydrology at the BBC campus is partially being restored with a local government partnership. Ongoing work to remove invasive tree species such as Australian Pine and the soil were removed to plant mangroves that would help restore natural hydrology of the campus. The university also participates in similar projects in surrounding areas of Biscayne Bay that improve the natural processes.

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

---

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

Since 2010 the two main campuses of FIU, MMC and BBC, have annually recertified as a Tree Campus.

The BBC campus is situated along the Biscayne Bay fringed with state mangroves that are protected by conservation laws and this campus is adjoined to the Oleta River State Park.

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

Yes

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

http://gogreen.fiu.edu/topics/Grounds/index.html

**Data source(s) and notes about the submission:**

FIU Grounds the following resources:

http://www.epa.gov/pesticides/factsheets/ipm.htm

http://ipm.ifas.ufl.edu/applying/index.shtml

https://edis.ifas.ufl.edu/topic_pest_management
**Biodiversity**

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

**Criteria**

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land
  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally**
recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The FIU Nature Preserve features a 1-acre pine rockland ecosystem in the center. This “globally imperiled” ecosystem is only found in South Florida; only 2% remain of Miami Dade County’s original pine rockland.

The BBC campus is situated along the Biscayne Bay fringed with state mangroves that are protected by conservation laws and this campus is adjoined to the Oleta River State Park.

The FIU Aquarius Reef Base is the world’s only undersea research laboratory. Deployed 60 feet beneath the surface in the protected Florida Keys National Marine Sanctuary.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
Yes

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

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The Office of University Sustainability has worked with campus faculty experts and Miami Dade County Department of Environmental Resource Management to identify endangered and vulnerable species flora and fauna present at the MMC campus nature preserve. The flora and fauna inventory is a representation of the plants and animals found in the Florida International University Nature Preserve; as such it may or may not fully represent all plant and animal species found on university grounds. Native status presented in this inventory checklist refers to nativity of a given species to inland southern Florida. It is not final and additional species may be added or removed in the future as needed. The most recent plant assessment was February 2016.

A brief description of identified species, habitats and/or environmentally sensitive areas:

From an inventory of approximately 266 different species of plants found in the FIU nature preserve common names of 15 state threatened include: Wild Dilly, Simpson Stopper, Pineland allamanda, Spicewood, Locustberry, Christmas Berry, Blodgett’s Swallowwort, Bahama Ladder Brake, Chapman’s Wild Sensitive Plant, Lacelips Ladistresses, West Indian Mahogany, Tetrazigia, Northern Needleleaf, Banded Airplant; common names of 12 state endangered include: Myrtle-of-the-river, Satinleaf, Man-in-the-ground, skyblue clustervine, Soldierwood, Smooth Strongbark, Bahama Strongbark Mosier’s False Boneset, Lignum vitae, Florida Bitterbush, Cardinal Airplant, Giant Wild Pine; common name of 1 federally endangered is listed as Miami Crennulated Lead Plant.

FIU’s fauna inventory of 180 total species includes bird, moth and butterfly, reptile and amphibian, and mammals. This representation of animals found in the Nature Preserve may or may not fully represent all animal species found on university grounds. Native status presented in this checklist refers to nativity of a given species to inland southern Florida. It is not final and additional species may be
added or removed in the future as needed. This inventory was last updated in 2014.

In the bird inventory are 6 species of special concern including Osprey, Little Blue Heron, Reddish Egret, Snowy Egret, Tricolored Heron, White Ibis, 2 state threatened including the American Kestrel and White Crowned Pigeon, and 1 federally threatened Wood Stork. In the moth and butterfly inventory are many rare and 2 federally threatened Cassius Blue and the Ceraunus Blue.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The FIU Nature Preserve is an 11 acre preserve located on the Modesto Maidique Campus. The preserve is a certified wildlife habitat with the National Wildlife Federation, a certified butterfly garden with the North American Butterfly Association, and a certified important bird area with the Audubon Society. This means that FIU’s conscientious planning, landscaping, and gardening in this area has been successful in protecting and providing significant and quality wildlife habitat – food, water, shelter, and areas to raise young. Three diverse ecosystems provide significant habitat for our 13 endangered plant species and 17 threatened plant species. In addition to this wildlife habitat there is also an organic fruit and vegetable garden.

http://gogreen.fiu.edu/topics/the-nature-preserve/index.html

FIU’s Biscayne Bay Campus is home to a native garden project began in the Spring of 2009. This project has grown and established three large gardens on BBC that aim to attract butterflies and other wildlife using Florida native plants. These gardens are great success and support many butterfly and moth species. The most sited butterfly species on campus include Monarchs and Sulphurs. The newest edition is the Atala butterfly. The Atala almost was extinct because of the removal of its food source, the coontie. The Atala is labeled as a “Species of Greatest Conservation Need”.

http://seas.fiu.edu/outreach/florida-friendly-landscaping/

Also on BBC, and led by the School of Environment, Arts & Society, is the Mangrove Restoration project which began in September 2009. Mangroves are vitally important to South Florida. Their roots serve as a source of food, shelter, and as a nursery ground for countless species of fish, crustaceans, mollusks, birds, and reptiles, including the threatened American crocodile.

http://seas.fiu.edu/outreach/mangrove-restoration/

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

http://gogreen.fiu.edu/topics/landscapes/index.html
Purchasing

Points Claimed 2.76

Points Available 6.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
<td>0.62 / 1.00</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
<td>0.56 / 1.00</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
<td>0.58 / 1.00</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
<td>0.00 / 1.00</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>
Electronics Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.62 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?: Yes

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

---

The electronics purchasing policy, directive, or guidelines:

Florida Climate Friendly Preferred Products List

To increase the visibility and purchase of environmentally preferable products (EPPs) that are available on current Florida State Term Contracts, this Excel spreadsheet (found using the link below) lists over 10,000 products that current state term contract vendors have indicated meet one or more of the Florida approved green product labels / standards. Government purchasers are encouraged to use this list to find potential green products that may meet their agency's needs.
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

The FIU Purchasing Services' mission is to provide the procurement solutions that are appropriate for every circumstance and to facilitate within the applicable state, federal, and University rules, regulations and procedures, each department/college’s unique mission within the University community. Purchasing Services is committed to the accomplishment of this mission while acting responsibly to protect the assets and vital business interest of the university.

http://finance.fiu.edu/purchasing/

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?: Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>50,125.01 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>315,258.82 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

703,522.72 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://www.dms.myflorida.com/business_operations/state_purchasing/vendor_information/state_cont racts_and_agreements/florida_climate_friendly_preferred_products_list
http://www.dms.myflorida.com/business_operations/state_purchasing/vendor_information/state_contracts_and_agreements/florida_climate_friendly_preferred_products_list
Cleaning Products Purchasing

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes
A copy of the green cleaning product purchasing policy, directive, or guidelines:

---

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

Paper Goods:
All paper supplies (toilet tissue, paper roll towel, junior jumbo toilet tissue, and toilet seat covers) in all rest rooms on all campuses are green products. These products are not only made from 100% recycled material but had a minimal impact on the environment during manufacturing, and the manufacturing procedures used to produce these recycled materials are environmentally friendly oriented processes as well.

Trash Bags:
All trash liners used by our unit are either biodegradable or contain recycled content.

Cleaning Chemicals:
Most cleaning chemicals to clean our campus facilities bought by the Custodial Services Department are either Green SealTM certified products or carry the EPA “Design for the Environment” certification. We have partnered with 3M to provide a “Cleaned Green” program to all the buildings we service.
Great effort has been spend to reduce the amount of harsh and harmful ingredients in the cleaning chemicals we use.
All cleaning chemicals used by the Custodial Services Department are correctly blended by the use of chemical blend centers. This eliminates immediate contact with the chemicals and ensures proper dilution of the products and prevents over dilution as so often happens when people manually “eyeball” dilution ratios. This is extremely important as even “Green” products can be harmful if not properly used and properly diluted to the correct ratio for its intended use.

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

The majority of FIU’s cleaning and janitorial products are purchased through our Facilities Management Department Custodial Services & Integrated Waste Management. This ensures that the correct items are being purchased. It is also an institution-wide stated preference so that smaller custodial units on campus know to purchase these green cleaning products as well.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
292,117.60 US/Canadian $

Total expenditures on cleaning and janitorial products:
715,951 US/Canadian $

Has the institution’s main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

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

Paper Goods:
All paper supplies (toilet tissue, paper roll towel, junior jumbo toilet tissue, and toilet seat covers) in all rest rooms on all campuses are green products. These products are not only made from 100% recycled material but had a minimal impact on the environment during manufacturing, and the manufacturing procedures used to produce these recycled materials are environmentally friendly oriented processes as well.

Trash Bags:
All trash liners used by our unit are either biodegradable or contain recycled content.

Cleaning Chemicals:
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All cleaning chemicals used by the Custodial Services Department are correctly blended by the use of chemical blend centers. This eliminates immediate contact with the chemicals and ensures proper dilution of the products and prevents over dilution as so often happens when people manually “eyeball” dilution ratios. This is extremely important as even “Green” products can be harmful if not properly used and properly diluted to the correct ratio for its intended use.

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

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

The website URL where information about the institution’s green cleaning initiatives is available:
http://facilities.fiu.edu/operations/maint/up/custodialservices.htm
Office Paper Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>0.58 / 1.00</td>
<td>Alexandra Dutton</td>
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<tr>
<td></td>
<td>Program Manager</td>
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<tr>
<td></td>
<td>Office of University Sustainability</td>
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</tbody>
</table>

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

30% recycled content paper preference.pdf

The paper purchasing policy, directive or guidelines:

---

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

FIU has set a standard that any white office paper purchased must have a minimum of 30% recycled content. FIU Business Services has worked with OfficeMax, FIU's preferred office supplier, to automatically default white office paper purchase to 30% recycled content.

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

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>740.77 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>194,027.80 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>23,565.40 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>31.78 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>7,324.73 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
225,726.70 US/Canadian $

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
---
Inclusive and Local Purchasing

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<thead>
<tr>
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<tbody>
<tr>
<td>1.00 / 1.00</td>
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</tbody>
</table>

Criteria

**Part 1**

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

**Part 2**

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by OP 6: Food and Beverage Purchasing and OP 7: Low Impact Dining, are not included in this credit.

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

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

Yes

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

---

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

FIU follows the State of Florida's Office of Supplier Diversity. The Office of Supplier Diversity's primary mission is to serve as a catalyst for minority, women and Florida veteran businesses seeking the opportunity to do business with the State of Florida. Efforts towards this goal can be categorized into the following primary functions; Certification of Business Enterprises, Advocacy and Outreach, and Matchmaking Activities.

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

Yes
The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:
56.40

The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:
http://www.dms.myflorida.com/other_programs/office_of_supplier_diversity_osd

Data source(s) and notes about the submission:
Certified and Non-Certified Small & Minority Business Expenditure Report Total for Fiscal Year 2014 (Period July 1, 2013 - June 30, 2014):
## Life Cycle Cost Analysis

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tr>
<td>0.00 / 1.00</td>
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</table>

### Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

<table>
<thead>
<tr>
<th>Score</th>
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</table>

**Criteria**

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in **EN 15: Trademark Licensing**.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

**Data source(s) and notes about the submission:**

Tobacco and Smoke Free Campus Policy: Florida International University (FIU) is proud to be a Tobacco and Smoke Free Campus which means that smoking and/or the use of any tobacco product is not permitted in any area of the university campus including buildings, green spaces, vehicles, and parking areas. Effective August 20, 2012, the university began enforcement of the smoke and tobacco free regulation. If you would like assistance in either managing your tobacco use while on campus or are interested in quitting your tobacco use, please visit tobacco-free.fiu.edu
for a list of resources both on and off campus.

http://finance.fiu.edu/purchasing/2supplier_reg_portal.html
Transportation

**Points Claimed**  2.88

**Points Available**  7.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
<td>0.33 / 1.00</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td>0.42 / 2.00</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td>0.38 / 2.00</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
<td>1.75 / 2.00</td>
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</tbody>
</table>
## Campus Fleet

<table>
<thead>
<tr>
<th>Score</th>
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</thead>
<tbody>
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</tbody>
</table>

### Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

### Total number of vehicles in the institution’s fleet:

522

### Number of vehicles in the institution’s fleet that are:

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Alternative Fuel Type</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
</tr>
<tr>
<td>100 percent electric</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
</tr>
</tbody>
</table>

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

The website URL where information about the institution's support for alternative fuel and power technology is available:
---
Student Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.42 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

21

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

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

---

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

stars.aashe.org

Florida International University | STARS Report | 152
Employee Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.38 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

**Criteria**

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

**Total percentage of the institution’s employees that use more sustainable commuting options:**

19

**The percentage of the institution’s employees that use each of the following modes as their primary means of transportation to and from campus:**

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

It was assumed that every employee who purchased a parking permit drives to campus. We know many of them may also utilize other forms of transportation, but we do not have data for that. We also do not have a data break down for the remaining 19% of employees who utilize "more sustainable commuting options."

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

https://parking.fiu.edu/
Support for Sustainable Transportation

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.75 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
• Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
No

A brief description of the facilities for bicycle commuters:
Currently there are shower facilities and lockers on campus that bikers can use, in the Recreation Center at Modesto Maidique Campus and at the Wolfe University Center at the Biscayne Bay Campus. FIU currently does not have indoor bike storage, but with a growing biking community, FIU will be evaluating the need for it.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
Yes

A brief description of the bicycle parking and storage facilities:
Bike racks are located all around campus including outside garages, housing buildings, and outside of one of the most populated buildings on our campus. There are over 50 bike racks on the three main campuses.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
No

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

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

A brief description of the bicycle sharing program:
Bikes on the Bay is a student bike sharing program that provides a fun and easy way to get around campus. This no-charge, no-cost service is available at our Biscayne Bay campus.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a
similar third party certification covering non-motorized transportation?:
No

A brief description of the certification, including date certified and level:
In the future FIU will be applying to be certified as a Bike Friendly University.

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

A brief description of the mass transit program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
Students can purchase Miami Dade Metro Bus passes at the FIU Parking and Transportation Office for half-off the regular monthly price. Regular price for the pass is $100 a month, and students can purchase it for $50 a month.

Any FIU community member can ride the CATS shuttle bus from the Modesto Maidique Campus to the Engineering Center for free. There is also the Panther Express shuttle bus that runs between the Modesto Maidique Campus to the Biscayne Bay Campus. The fare is $2.50 each way.

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

A brief description of the GRT program:
The Department of Parking and Transportation offers a Guaranteed Return Trip program in conjunction with South Florida Commuter Services and the Florida Department of Transportation. This program is known as the Emergency Ride Home (ERH) program. It provides commuters that carpool, vanpool, ride transit, bike, or walk, three or more days a week with six free taxi cab vouchers a year to use in the event of an unexpected emergency or unscheduled overtime.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:
The Parking and Transportation Department partnered with South Florida Commuter Services to make available many alternative transportation options for the FIU community. One of the services provide is the FIU carpool program. Any FIU community member can go to the website Get2FIU.com
to register for carpooling and look for carpool matches. The system allows the user to input preferences such as location and commute time preferences and will match them with other users with similar preferences. The users can then choose to contact matches.

FIU is also exploring the option of offering vanpooling to employees through South Florida Commuter Services as well.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

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

FIU offers cars by the hour, day or week with the Car2Go program. The technology, provides self-service vehicle access to cars conveniently located in your neighborhood, at the airport, or even near the office. Rent a car by the hour, day or week, with fuel and insurance included, anytime you need. This program is geared towards students living in the residence halls on campus. The program will be expanded as new residence halls are built.

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

Yes

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

Our university currently has 11 electric vehicle recharging stations that students, faculty and staff are welcome to use while on campus.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

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

The university has established an alternate work site provision as part of our flexible workplace policy. To be considered for an alternative work site option, employees should complete six months of employment in the department instituting the arrangement, except when an alternative work site has been agreed upon as a condition of employment and referenced on the offer letter. Not all employees, supervisors, or job responsibilities are suited to alternative work site options. Human Resources is the ultimate authority in approving alternative work site options and shall use discretion in determining if the job responsibilities or the employee are suited to such an arrangement before approving participation.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

FIU has established policy for a compressed work week which is one in which permits employees to work their assigned number of hours but in fewer than 5 days in one week or fewer than 10 days in one pay period. Compressed work schedules will be granted in situations
where job and business-related needs can continue to be met even under a compressed schedule.

**Does the institution have incentives or programs to encourage employees to live close to campus?:**
No

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

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**
No

**A brief description of other sustainable transportation initiatives and programs:**
---

**The website URL where information about the institution’s sustainable transportation program(s) is available:**
http://www.get2fiu.com/
Waste

Points Claimed  1.62
Points Available  10.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
<td>0.09 / 5.00</td>
</tr>
<tr>
<td>Waste Diversion</td>
<td>0.78 / 3.00</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
<td>0.00 / 1.00</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
<td>0.75 / 1.00</td>
</tr>
</tbody>
</table>
### Waste Minimization

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.09 / 5.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

#### Criteria

**Part 1**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

**Part 2**

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

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

#### Waste generated:

<table>
<thead>
<tr>
<th>Material Description</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>2,561 Tons</td>
<td>1,784 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>8.62 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>7,285 Tons</td>
<td>6,907 Tons</td>
</tr>
</tbody>
</table>

**Figures needed to determine "Weighted Campus Users":**
<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,195</td>
<td>2,771</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>30,411</td>
<td>28,947</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,914.50</td>
<td>5,031</td>
</tr>
<tr>
<td>Full-time equivalent of distance</td>
<td>7,220</td>
<td>5,371</td>
</tr>
<tr>
<td>education students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2011</td>
<td>June 30, 2012</td>
</tr>
</tbody>
</table>

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

FY 2012 (July 2011 - June 2012) is used as the baseline year because it is the first full year that recycling data was available for the university.

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

---

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

---

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:
As a state institution, all state owned property not in use is inventoried and taken to surplus. Employees can visit the warehouse for furniture and equipment needs for their office. The surplus warehouse is located on the Modesto Maidique Campus and is open Mondays and Wednesdays from 7:00 A.M. until 3:30 P.M. A notice of available surplus is updated and listed on the university’s controllers website.

Visiting or checking surplus items available prior to purchasing new office furniture is one of the requirements in the Green Office Certification Program. We hope through this program, that offices get in the habit of checking surplus before purchasing new items. There are many offices on campus that check surplus regularly.

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

FIU's course catalog is only available online. Students can look through the course catalog and register for classes on their personalized myFIU accounts. Students schedules are also delivered electronically through myFIU. There are kiosks located around campus where students can look up their schedule if needed. Academic departments are also helping to decrease the amount of paper printed by making their syllabi available online in the departmental webpages.

The FIU Phonebook (who.fiu.edu)

is also only available online and employees are encouraged not to print.

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

None of the campus computer labs have free printing. In order to print in a computer lab or copy center at FIU, students must have funds on their PantherOne cards or purchase a visitor copy card.

FIU’s Student Government Association does have a program during finals week each year that offers free printing to students in the GC computer labs. There is however a maximum page limit.

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

Give and GoGreen is a waste reduction and charity donation program during student housing move-out week at the end of Spring semester. Students donate unwanted usable items to Goodwill trailers that are temporarily placed around the Housing Quad during that week. It is a collaborative program between Office of University Sustainability, Housing Facilities, and Housing & Residential Life. This program began in 2011 and now it is a part of the move-out culture on campus. In 2014 a non-perishable food collection was also added to the program that benefits the FIU Food Pantry.

In Spring 2015, 17,232 pounds of items were donated to Goodwill and kept out of a landfill.

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

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

---

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

---

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

Since 2008, FIU dining areas have been trayless. An Aramark study of 186,000 meals at 25 colleges and universities found a 25% - 30% reduction in food waste per person on trayless days. Other benefits include saving one-third to one-half gallon of water per tray. Reducing chemicals, detergents and drying agents used to wash trays. Lastly conserving energy by eliminating the need to heat water for tray washing.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Currently FIU has a mandatory reusable to-go container program for students in the residence halls dining program at the Fresh Food Company, plus an optional program at Grilleworks and Pollo Tropical. Any customer can receive a reusable to-go container with a $4 refundable deposit. Once used the container can be returned at Fresh Food Company, Pollo Tropical or GrilleWorks, without having to be clean. Dining services will do the sanitizing. Upon returning, customers can then choose between a container card that can be redeemed for a container in the future or they can get a clean reusable container. The refundable deposit is returned when the container in brought to the Fresh Food Company in usable condition at the end of the year.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

---

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

---

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

---

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

---
Waste Diversion

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.78 / 3.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

**Criteria**

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

**Materials diverted from the solid waste landfill or incinerator:**

2,561 Tons

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

7,285 Tons

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:**

FIU Recycles is the overall recycling program for all of FIU’s campuses. It incorporates different recycling streams; single-stream, ink cartridges, and batteries. The program is managed by the FIU Facilities Management Department and the FIU Office of University Sustainability handles the outreach and education for the program. Internally, FIU recycles light bulbs & ballasts, wood pallets, tires, and used oil & rags.

FIU continues to work on improving its diversion rate by switching out trash and recycling bins to paired bins that have the same look and utilize the verbiage "landfill" and "recycling" so that people can make a more educated decision when disposing on something. FIU also focuses on recycling education in the form of workshops to employees and students and participation in RecycleMania. FIU came in first in the state of Florida for the 2016 RecycleMania competition.

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

The goal is to have zero waste and left-overs from Aramark Panther Dining operations. They try to achieve this through using unused portions in other recipes & using a food waste auditing program. They currently do not produce a sufficient amount of food waste to donate to a homeless shelter on a weekly basis. We do donate dry goods and fresh produce at the end of the semester when we are clearing inventory for winter/summer break. Panther Dining has developed a relationship with Miami Rescue Mission and Chapman.
Homeless Shelters who benefit from our food donations.

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

Fresh Food Company, Faculty Club & Panther Catering comports their pre-consumer food waste and coffee grounds at the organic garden on campus. The composting program is possible with the help of partners, Aramark Grounds, Agroecology Program at FIU, and Garden Club. This effort has kept over nineteen tons of vegetative waste and coffee grounds out of the landfill and has helped supply the organic garden on campus with enough soil to expand their garden ¼ acre with tropical fruit trees and has kept them from outsourcing their soil for a year. The produce grown from the soil Panther Dining helped produce is sold to the local FIU community through the weekly farmer’s market. The compost area has also been a tool for workshops and tours to educate students, faculty and staff on how composting works and how it can be imitated at home.

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

FIU currently does not have any post-consumer food waste composting.

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

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>No</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>No</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>No</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>No</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>No</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>No</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>No</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>No</td>
</tr>
<tr>
<td>Material</td>
<td>Inclusion</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>No</td>
</tr>
<tr>
<td>Furniture</td>
<td>No</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>No</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>No</td>
</tr>
<tr>
<td>Pallets</td>
<td>No</td>
</tr>
<tr>
<td>Motor oil</td>
<td>No</td>
</tr>
<tr>
<td>Tires</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---
Construction and Demolition Waste Diversion

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td></td>
</tr>
</tbody>
</table>

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.
Hazardous Waste Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.75 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

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

**Part 2**

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The Hazardous Waste Program provides guidelines and resources to protect the university community and the environment from dangers posed by improper handling/disposal of hazardous waste, and ensure compliance with federal, state, and local regulations.

By law, the University is required to strive to reduce the amount of hazardous waste it generates; therefore, University personnel are directed to take the following measures:

- Buy only those amounts of hazardous materials which can be used before the expiration date of the material.
- Use up the hazardous material completely for the purpose for which it is intended.
- When finished with a stable and uncontaminated product, the chemical can be placed into the Interdepartmental Chemical Exchange Program.

[http://policies.fiu.edu/files/349.pdf](http://policies.fiu.edu/files/349.pdf)
The Campus Master Plan Element 13, Conservation, also addressed hazardous waste management:

Objective 2.1
Minimize Impacts of Campus Operational and Maintenance Activities:
Establish campus-wide policies to minimize the impacts of campus operational and maintenance activities on the water quality, and to identify hazardous material sources and reduce their negative impacts.

Policy 1.2.2
Minimize emissions of air pollutants from and within buildings on campus through the installation of appropriate filtering devices on fume hoods and by minimizing the storage and use of volatile and hazardous materials in campus buildings.

Policy 2.1.5
Maintain a record of types and amounts of hazardous, toxic and medical wastes that are generated within the University and a record of hazardous, toxic and medical waste that are collected by the Environmental Health and Safety Staff. The University shall also maintain a record of the types and amounts of hazardous, toxic and medical waste that waste disposal companies collect. Records shall be kept of the name of the waste disposal companies and the name of the driver for each pick-up.

Policy 2.1.7
At present, all hazardous materials for both campuses are handled under four EPA-Hazardous Waste Generator numbers. The University should investigate the possibility of operating under more than one number to ensure compliance with requirements associated with satellite collection areas.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20
/CMP_Update_Chapters_10_20/Element_13_Conservation.pdf

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

The Hazardous Waste Program provides guidelines and resources to protect the university community and the environment from dangers posed by improper handling/disposal of hazardous waste, and ensure compliance with federal, state, and local regulations. Hazardous wastes can be solids, liquids, gases, or sludges. They can be derived research processes or simply discarded commercial products such as cleaning fluids or pesticides.
A variety of materials are available on the FIU Environmental Health & Safety website regarding the use and handling of hazardous materials on campus.

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

There have been no hazardous materials incidents in the last three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:
The Environmental Health & Safety Office manages an Interdepartmental Chemical Exchange Program. It is aimed at reducing the total amount of chemicals purchased by the university and is required by law.

http://ehs.fiu.edu/Programs/Laboratory-Safety/Pages/default.aspx

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

FIU Purchasing Services – Property Control Office manages a surplus warehouse located on our Modesto Maidique Campus. Faculty and Staff are invited to visit our Surplus Warehouse for department’s furniture and equipment needs. The Warehouse is open Mondays and Wednesdays from 7:00 A.M. until 3:30 P.M. (close during lunch hours from 12:00 P.M. - 1:00 P.M.). Auctions are held as necessary, and items are sold in lots, as opposed to individual items. For the past five years, no materials have been remaining after the auction, so there has been no need for disposal on the part of the university.

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

The role of the Property Control Office at FIU is to establish guidelines and procedures governing accountability, control, transfer, and ultimate disposal of tangible personal property. The Office also arranges and supervises all surplus disposals in compliance with Florida state regulations. (BOG Regulation 9.0031/(Ch. 6c8-8.002) Fla. Adm. Code. University Property Policy:

http://policies.fiu.edu/files/239.pdf

Property Manual:


The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:

http://ehs.fiu.edu/Programs/Environmental-Compliance/Pages/Hazardous-Waste.aspx
This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Points Claimed</td>
<td>2.76</td>
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<tr>
<td>Points Available</td>
<td>6.00</td>
</tr>
<tr>
<td>Water Use</td>
<td>0.76 / 3.00</td>
</tr>
<tr>
<td>Rainwater Management</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Wastewater Management</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution’s main campus, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

<table>
<thead>
<tr>
<th>Physical Risk QUANTITY</th>
<th>Points Available For Each Part</th>
<th>Total Available Points For This Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>0.67</td>
<td>2</td>
</tr>
<tr>
<td>Low to Medium Risk</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1.33</td>
<td>4</td>
</tr>
<tr>
<td>High Risk</td>
<td>1.67</td>
<td>5</td>
</tr>
<tr>
<td>Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Close</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Water Use**

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
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<tr>
<td>High Risk</td>
<td>1.67</td>
<td>5</td>
</tr>
<tr>
<td>Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution has reduced its potable water use per weighted campus user compared to a baseline.

**Part 2**

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

**Part 3**

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Alexandra Dutton  
Program Manager  
Office of University Sustainability
Level of water risk for the institution’s main campus:
Low to Medium

Total water use (potable and non-potable combined):  

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>369,170,304 Gallons</td>
<td>538,246,941 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>242,805,688 Gallons</td>
<td>183,055,277 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,195</td>
<td>2,736</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>30,411</td>
<td>24,605</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,914.50</td>
<td>3,774</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>7,220</td>
<td>3,686</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>9,774,810 Square Feet</td>
<td>7,116,065 Square Feet</td>
</tr>
</tbody>
</table>

Area of vegetated grounds:
<table>
<thead>
<tr>
<th>Vegetated grounds</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15,185,087.52 Acres</td>
<td>17,843,827.75 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2006</td>
<td>June 30, 2007</td>
</tr>
</tbody>
</table>

**A brief description of when and why the water use baseline was adopted:**

The FIU Greenhouse Gas Inventory Report was conducted in 2008 as FIU’s first significant step towards quantifying the campus’ environmental impact through greenhouse gas emissions. The FIU President's Climate Commitment Task Force decided that fiscal year 2007 would be used as FIU’s emissions baseline.

**Water recycled/reused on campus, performance year:**

253,000 Gallons

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

FIU has many retention ponds on campus that are used to capture rainwater and run-off. The water captured is used for irrigating all campus grounds. Irrigation of grounds may be supplemented with potable if needed, but the goal is to not use any potable water.

At FIU’s Biscayne Bay Campus, treated graywater is used to irrigate the grounds.

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

Most buildings have their own water meter installed by Miami-Dade Water and Sewer. There are a few instances where two buildings will share one or where one building has multiple.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---
A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

---

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

At FIU, xeriscaping means using the right plant for the right location. FIU strives to use both native and non-invasive naturalized drought tolerant plants for a more water efficient landscape. While water conservation is a major objective of any xeriscaped landscape, properly designed xeriscaped gardens also generally require less maintenance and minimize the need for fertilizers and pesticides.

Our keys to xeriscaping are:

A. Planning our landscape by matching plants according to their hydro zones and light requirements.
B. Irrigate effectively and efficiently on an as needed basis.
C. Select Drought Tolerant Plants.
D. Effective use of mulch to maintaining our landscape.

There are many xeriscape applications throughout campus. One great example is in front of the Century Bank Arena (east side). The use of drought tolerant and high-sun plants like firebush are used.

A brief description of any weather-informed irrigation technologies employed by the institution:

All of FIU’s irrigation systems are installed with rain sensors, which allow the unit to determine when to activate the pump. When it rains the sensors do not activate the pumps, and when it doesn’t rain, the system will engage according to its set irrigation time. FIU attempts to irrigate the campus in the late hours of the evening in order to lessen the time the grass stays wet. This helps to reduce fungus outbreaks.
We have also installed flow meters on all pump stations. These flow meters monitor how many gallons of water we are using. FIU adheres to all the rules and regulations set forth by the South Florida Water Management District.

FIU’s Biscayne Bay Campus uses gray water exclusively to irrigate campus grounds.

A brief description of other water conservation and efficiency strategies employed by the institution:

---

The website URL where information about the institution’s water conservation and efficiency initiatives is available:

---
Rainwater Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

**Part 2**

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution’s Low Impact Development (LID) practices:**

FIU’s building policy requires that all new construction meet a minimum of LEED Silver Certification. LEED BD+C addresses rainwater management in a credit. This credit aims to reduce runoff volume and improve water quality by replicating the natural hydrology and water balance of the site, based on historical conditions and undeveloped ecosystems in the region. The LEED process also addresses water run-off during construction in a prerequisite credit that aims to reduce pollution from construction activities by controlling soil
erosion, waterway sedimentation, and airborne dust.

FIU aims to meet these credits in the LEED rating system to achieve maximum points possible. In addition, FIU adheres to the National Pollutant Discharge Elimination System (NPDES). This requires development of EPA Stormwater Pollution Prevention Plan (SWPPP) for construction projects site area greater than 1 acre. FIU adheres to the Florida Department of Environmental Protection (FDEP). FDEP is responsible for issuing permits and performing compliance and enforcement activities as the NPDES permitting authority in Florida.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure?

Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The Campus Master Plan specifically address management of stormwater in Element 16 Landscape Design Guidelines

Policy 1.1.10 Improve the integration of existing and new storm water retention areas as landscape enhancement elements.

Policy 1.8.4 New projects and major renovations should be seen as opportunities to utilize new pervious paving. The use of pervious pavers in appropriate locations, such as courtyards, plazas and service drives to reduce stormwater runoff and improve water quality is encouraged. All materials shall comply with universal accessibility requirements.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_16_Landscape_Design_Guidelines.pdf

Additionally, stormwater management is addressed in all construction in adherence to a LEED Silver minimum as stipulated by the Campus Master Plan in Element 15 Architectural Design Guidelines.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_15_Architectural_Design_Guidelines.pdf

A brief description of any rainwater harvesting employed by the institution:

All ponds on campus are designed and used as rainwater retention ponds that are used for irrigating campus grounds.

Rainwater harvested directly and stored/used by the institution, performance year:
A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

---

A brief description of any living or vegetated roofs on campus:

FIU is home to the first green roof in South Florida on our Academic Health Center (AHC) 3 Nursing building, our first LEED Silver certified building. FIU also has a large green roof on the School of International and Public Affairs (SIPA) building which was the first building on campus to achieve a LEED Gold rating.

A brief description of any porous (i.e. permeable) paving employed by the institution:

FIU Parkview Residence Hall utilizes a porous pavement road along the southeastern edge of the FIU Nature Preserve.

A brief description of any downspout disconnection employed by the institution:

---

A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:

All ponds on campus are designed and used as rainwater retention ponds that are used for irrigating campus grounds.

A brief description of any bioswales on campus (vegetated, compost or stone):

The FIU Basketball Arena has two vegetated swales in the outdoor plaza that collect and filter rainwater.

A brief description of any other rainwater management technologies or strategies employed by the institution:

---

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

---
Wastewater Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
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</tbody>
</table>

**Criteria**

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

**Total wastewater discharged:**

126,364,616 *Gallons*

**Wastewater naturally handled:**

0 *Gallons*

**A brief description of the natural wastewater systems used to handle the institution’s wastewater:**

All of FIU’s wastewater is discharged to Miami-Dade County’s South District Wastewater Treatment Plant. Wastewater is not treated on campus.

**The website URL where information about the institution’s wastewater management practices is available:**

Planning & Administration

Coordination, Planning & Governance

**Points Claimed**  5.83

**Points Available**  8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Sustainability Planning</td>
<td>2.83 / 4.00</td>
</tr>
<tr>
<td>Governance</td>
<td>2.00 / 3.00</td>
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Sustainability Coordination

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</tr>
</tbody>
</table>

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g., schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

In 2013 the Modesto A. Maidique Campus celebrated the grand opening of yet another outdoor recreation space for students, faculty and staff: the FIU Jogging Path, a lighted footpath that surrounds the FIU Nature Preserve managed by the Office of University Sustainability. The FIU Jogging Path is 0.6 miles long and has six workout stations along the path. Made from approximately 5,640 recycled tires, the ground material offers pedestrians and joggers better traction and a softer surface that is better for feet, ankles and knees. In addition, the material is durable and able to withstand South Florida’s rainy season and strong sun.

In 2013, the Sustainability Program Coordinator created the FIU Urban Forestry Internship Program through support from the Florida Forest Service, the FIU Department of Biological Sciences and the FIU Department of Earth and Environment. This program made it possible to fund student internship positions solely dedicated to the education and outreach, maintenance, and conservation of the FIU Nature Preserve.

In 2014 Eco-Couture was created with the purpose of promoting sustainability through fashion. Through collaborative effort from FIU students, the FIU Office of Sustainability, and Florida International University’s School of Architecture, Eco-Couture features a recycled fashion show competition, giveaways of recycled projects, and recycled art installations. Through this event, Eco-Couture strives to educate and inspire the community about good recycling habits and a sustainable lifestyle. Students from FIU create and model outfits that are made only of recycled materials. This event has become an annual tradition.
In 2015 approximately 4 acres of exotic invasive species were removed from the northern portion of FIU’s 11 acre Nature Preserve in preparation of re-vegetating with over 2,000 native species. Also in 2015, The Nature Preserve received an Award of Excellence from the Florida Native Plant Society Landscape Awards for five years of restoration efforts.

In March 2016, FIU approved it's first prescribed burn to support the conservation efforts of our globally imperiled pine rocklands. This activity was very successful and we will continue improving our pine rocklands through best management practices for this unique ecosystem.

In partnership with the National Campus Leadership Council, Defend Our Future, and the Environmental Defense Fund, Florida International University was one of six universities selected to host the 2016 Climate Leadership Summit. This event aims to create and empower climate solution makers by bringing together public officials, business professionals, academics, and student leaders.

**Does the institution have at least one sustainability committee?:**
Yes

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

President Mark Rosenberg appointed the Sustainability Committee in January of 2010. The committee is uniquely comprised of an equal number of students, faculty, and staff. The committee’s main charge is to recommend policies and procedures to the President regarding the integration of environmental sustainability into its operations, education, research, and outreach.

Upon its creation the committee established 15 Guiding Principles for FIU Sustainability in areas pertaining to education; teaching and research; land and resource management; service, outreach, and extension; energy and climate change; transportation; water resource management; agriculture and dining services; built environment; solid waste reduction; procurement; investment; health; monitoring; and stewardship.

In addition the committee also reviews and awards funding to sustainable student projects both on and off campus. For example, Spring 2016 recipients received funding for an eco-couture fashion show on campus and off campus students held a City of Sweetwater cleanup that included the purchase of trash cans and signage to improve litter issues along main city corridors and waterways.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

2015 -2016 Committee Members:

**Students:**
Alexandra Colby, President, Students for Environmental Action
Ethan Roberts, Director of Environmental Affairs, Student Government Association, BBC
Henry Noonan, Director of Sustainability, Student Government Association, MMC
Brandt Absolu, Bike Shop Representative
Miles Medina, Organic Garden & Agroecology Representative
Open Position, Engineering Center Representative

**Faculty:**
Peter Craumer, Associate Professor, Department of Global and Sociocultural Studies
Hector R. Fuentes, Professor, Department of Civil and Environmental Engineering
Jennifer Grimm, Environmental Coordinator, School of Environment, Arts and Society
John Parker, Professor Emeritus, Department of Earth and the Environment
John Stuart, Professor, Department Chair, School of Architecture
Open position

Staff:
Nick DiCiaccio, Senior Director, Facilities Management
John Tallon, Assistant Director, Housing Facilities
Julissa Castellanos, Director of Operations, Vice Provost’s Office
Jeff Krablin, Assistant Vice President, Business Services
El Pagnier Hudson, Assistant Vice President, Human Resources
Jimmy Carmenate, Director, Purchasing, Office of the Controller

Committee Chair: Tom Hartley
Ex-Officio: Ali Dutton

The website URL where information about the sustainability committee(s) is available:
http://gogreen.fiu.edu/get-involved/committee/index.html

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:

The Office of University Sustainability was created to centralize sustainable initiatives and reduce FIU’s carbon footprint. The mission of Florida International University Office of University Sustainability is to implement policies and procedures regarding the integration of environmental sustainability into its operations, education, research, and outreach. The Office of University Sustainability will encourage and facilitate the collaborative efforts of students, faculty, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the state of Florida, and across the globe.

The FIU Office of University Sustainability envisions FIU as a global leader in environmentally sustainable, economically feasible, and socially just practices. The Office strives to instill in the university community “best practices” in all areas, to significantly reduce our negative impacts on the natural environment. It seeks to create a permanent position of leadership in sustainable practices through the creation of an Office of University Sustainability with the budgetary and administrative powers required to implement policies that make FIU a global model of environmental stewardship.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
4

The website URL where information about the sustainability office(s) is available:
http://gogreen.fiu.edu/about-us/index.html

Does the institution have at least one sustainability officer?:
Yes
Name and title of each sustainability officer:
Alexandra Dutton, Sustainability Program Manager, Connie Caldwell, Sustainability Program Coordinator

A brief description of each sustainability officer position:

The Sustainability Program Manager position includes the following duties: Identifies, implements, and tracks progress on greenhouse gas emission reduction activities. Initiates, facilitates, and coordinates opportunities to extend FIU's community outreach and services in areas related to sustainability. Works with public relations to secure coverage of sustainability initiatives and serves as a primary contact for the media on sustainability issues. Participates in local, state, national, and international committees, organizations and conferences to promote sustainability. Engages in partnerships with other institutions to further sustainability efforts. Prepares sustainability indicators reports that include cost-benefit analysis benchmarking, survey stakeholders.

The Sustainability Program Coordinator position includes the following duties: Coordinates programs/events that promote the Office of University Sustainability's mission. Supervises interns, volunteers, and contractors as needed. Recruits and manages student and community volunteers. Educates students/staff and community on sustainability initiatives. Works with appropriate individuals, departments and community organizations to increase outreach and education efforts and advocate for sustainability. Develops and implements FIU Nature Preserve management plans using an adaptive management process. Recruits, hires, and supervises interns and volunteers. Coordinates community events and leads education/recreation programs. Manages ecological health by developing and implementing maintenance schedules for tasks such as tree planting, tree pruning, trail maintenance, etc. Prepares grant proposals and work plans for Sustainability programs and events. Assists with philanthropy, coordinates fundraisers, in-kind donations, and sponsorship opportunities. Researches and develops new environmental sustainability programming ideas and identifies resources to expand existing sustainability programs. Conducts cost-effectiveness and technical feasibility analysis of projects as needed. Liaisons, programs, offices, and departments at FIU to achieve sustainability objectives. Serves as Office of University Sustainability liaison for Biscayne Bay Campus, Engineering Center and the Broward Pines Center for outreach events and sustainability initiatives. Performs other related duties as required or as directed. The omission of specific duties does not preclude the supervisor from assigning duties that are logically related to the position. Serves as Office of University Sustainability liaison for Engineering Center Campus for outreach events and sustainability initiatives.

The website URL where information about the sustainability officer(s) is available:
http://gogreen.fiu.edu/about-us/staff/index.html
**Sustainability Planning**

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.83 / 4.00 | Alexandra Dutton  
Program Manager  
Office of University Sustainability |

### Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Research (or other scholarship)</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Campus Engagement</td>
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<td>No</td>
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<td>Public Engagement</td>
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<tr>
<td>Buildings</td>
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<tr>
<td>Dining Services/Food</td>
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<td>Energy</td>
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<td>Grounds</td>
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<td>Investment</td>
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<tr>
<td>Other</td>
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</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

FIU’s Global Learning for Global Citizenship program is the centerpiece of internationalized undergraduate education on campus. This curricular and co-curricular initiative provides students with multiple opportunities for active, team-based, interdisciplinary exploration of real-world problems. Capitalizing on FIU’s unique demographics and location in the gateway to the Americas, Global Learning for Global Citizenship enables students to achieve specific learning outcomes: global awareness, global perspective, and global engagement. Sustainability is inherent these topics and is incorporated into the curriculums of the GL courses. More than 160 global learning courses have been developed by faculty in nearly every academic department. Students in global learning courses enhance and extend their scholarship through participation in integrated co-curricular activities. Ultimately, Global Learning for Global Citizenship is a promise to every FIU student: graduates of the University will be empowered with the knowledge, skills, and attitudes they need to become informed and engaged citizens of the world.

https://goglobal.fiu.edu

The FIU Beyond Possible 2020 Strategic Plan also address sustainability and the environment through its many research centers:

The fragile South Florida ecosystem is a major national point of research, study and concern. FIU enjoys unique opportunities to leverage our tropical location for learning and research that focuses on environmental issues. With the Florida Everglades in our backyard, FIU scientists at the Southeast Environmental Research Center have been at the forefront of Florida Everglades research for more than two decades and have made great strides to restore and build resiliency for this vital ecosystem. Additionally, our academic centers include the International Center for Tropical Botany at The Kampong (the only garden of the National Tropical Botanical Garden outside Hawaii) in Coconut Grove, the Aquarius Reef Base in the Florida Keys, the Wall of Wind at the Engineering Center and the Batchelor Environmental Center (in collaboration with the Patricia and Phillip Frost Museum of Science) at BBC. These initiatives will play an important role moving forward in the development of our preeminent programs and in helping our community enhance community sustainability.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Global Learning:
As a graduation requirement, the program aims for every graduating student from the university to have taken a minimum of 6 credits from the Global Learning list of courses.
Since the initiative’s launch in 2010, over 35,000 students have taken FIU’s signature global learning courses and participated in a vast array of co-curricular global learning activities. Every one of these learning experiences are specifically designed to build our students’:
Global Perspective: Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
Global Awareness: Knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems
Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.

https://goglobal.fiu.edu
Beyond Possible 2020 Strategic Plan:
GOAL: FIU will identify and support preeminent programs that are directly aligned with the university’s mission and strategic plan and that meet objective criteria that have been identified and agreed upon by university stakeholders.

Strategies
A. Identify key characteristics of preeminent programs.
   • Preeminent programs at FIU will:
     o align directly with FIU’s mission and strategic plan;
     o elevate FIU’s Worlds Ahead initiatives in the arts, environment, globalization and health;
     o be locally/nationally/globally recognized and regarded highly;
     o leverage strengths, challenges, opportunities and characteristics unique to FIU, Miami-Dade and South Florida;
     o partner with external partners as relevant and innovative solution centers for communities and businesses;
     o address emerging global challenges and concerns;
     o offer state-of-the-art and unique learning and research opportunities;
     o provide fertile paths for winning grants or philanthropic dollars;
     o enhance the reputation and strengthen the credibility and brand of FIU;
     o be cost effective when compared with programs and endeavors of a similar nature; and
     o be inclusive, interdisciplinary and sustainable through the collaboration of multiple faculty members across a range of academic ranks and disciplines.


Accountable parties, offices or departments for the Curriculum plan(s):

Office of Global Learning

https://goglobal.fiu.edu/about/

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

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The measurable objectives, strategies and timeframes included in the Research plan(s):

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Accountable parties, offices or departments for the Research plan(s):
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A brief description of the plan(s) to advance Campus Engagement around sustainability:
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The measurable objectives, strategies and timeframes included in the Campus Engagement plan:
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Accountable parties, offices or departments for the Campus Engagement plan(s):
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A brief description of the plan(s) to advance Public Engagement around sustainability:
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The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):
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Accountable parties, offices or departments for the Public Engagement plan(s):
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A brief description of the plan(s) to advance sustainability in Air and Climate:

In 2007 FIU committed to working towards carbon neutrality by signing the American College and University Presidents Climate Commitment in 2007. Since then FIU has taken significant steps such as creating an Office of University Sustainability, producing a Climate Action Plan, committing to LEED Silver construction standard, inventorying all greenhouse gas emissions every two years, creating an energy conservation plan, completing the STARS report as needed, and many more. All of these work toward the goal of reducing carbon emissions from FIU.

http://gogreen.fiu.edu/climate/greenhouse-gas/index.html

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):
The Climate Action Plan lays out three reduction scenarios.
1) a reduction of 25% below 2007 levels
2) 20% below 2007 levels
3) 15% below 2007 levels.
All achieve reductions by 2030, with climate neutrality as a goal as soon as possible thereafter. 2020 is another benchmark year. There should be a 10% reduction in emissions by 2020 in all three scenarios. Below is a graph that outlines the reduction scenarios as well as a business as usual track.

it should be noted that this Climate Action Plan is from 2009 and does not accurately reflect the growth and progress FIU has made since then. FIU aims to develop a sustainability strategic plan that would incorporate updated emission reduction targets.

The 2009 Climate Action Plan can be found at:


Accountable parties, offices or departments for the Air and Climate plan(s):
Office of University Sustainability

http://gogreen.fiu.edu/index.html

A brief description of the plan(s) to advance sustainability in Buildings:
The Campus Master Plan addresses Architectural Design Elements for the university.

ELEMENT 15.2
SUSTAINABLE DESIGN GUIDELINES

It is the intent of these guidelines to establish that FIU’s expectations is to build in an environmentally responsible manner which is sensitive to geography, sensitive to energy and resource consumption as well as supporting regional resources and strong local relationships.
These guidelines are aimed to establish direction for a successful outcome of new Buildings.
All buildings at FIU campuses will be required to follow the USGBC guidelines for a minimum LEED level of Silver certification. The criteria outline by the USGBC score card should be utilized and monitored at every phase of project.

All buildings must also meet basic Energy Star criteria and must comply with all the FIU building standards regarding Master plan infrastructure strategies and overall sustainable Campus practices.
The FIU sustainable office must review and comment during all phases of the project to Assure campus wide best practices are being taken into account.
All new buildings must meet all FIU building standard criteria that refers to hurricane preparedness assuring all building systems, envelop and infrastructure strategies are not in conflict or will enhance sustainable criteria, such as with storm water management, and overall water collection systems, day lighting, power redundancies, envelop materials and design.

The following drivers should be taken into consideration:

- Set goals and benchmarks for each building aligned with budget.
- Conduct site survey and evaluation of existing conditions
- Analyze various methods of meeting goals and benchmarks and use results to make decisions.

This analysis should be repeated during all phases to further refine and validate decisions.

Expected outcome must be reviewed and monitored during construction.

- This outcome should be measured to determine success and establish benchmarks or lessons learned for future projects.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_15_Architectural_Design_Guidelines.pdf

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All buildings at FIU campuses will be required to follow the USGBC guidelines for a minimum LEED level of Silver certification. The criteria outline by the USGBC score card should be utilized and monitored at every phase of project.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management Department

http://facilities.fiu.edu

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

FIU’s food service provider is Aramark who has a company culture of sustainability. While on campus they have worked with the Office of University Sustainability and other departments to put in place sustainable operations and programs. As an Aramark campus, FIU has adopted many of the Green Thread goals and strategies that they have provided for us.

Below are the programs that have been put in place and that we continue to operate and improve upon:

• We Compost: Panther Dining, Aramark Grounds and the Agroecology Program have partnered to make a nutrient-rich soil with pre-consumer food scraps from the dining locations. The compost is used in the organic garden to grow produce sold at the FIU Farmer’s Market.
• Recycled Coffee Grounds: Panther Dining and Aramark Grounds have recycled used coffee grounds from Starbucks, Einstein Bros. Bagels and Café Bustelo to be used as a natural fertilizer for campus landscaping needs. While this program is temporarily in hiatus, we look forward to renewing it as it can significantly cut the amount of waste send to our landfills each year and promote a healthier environment on campus!

• Think Clean...Think Green: We use environmentally friendly, Green Seal cleaning supplies. We clean our floors using Blue Cleaning Technology, which is chemical free and only uses an electrically activated water cleaning solution that breaks apart and lifts dirt from surfaces like a magnet.

• Organic Snacks: Want something nutritious, great tasting and organic? Check out our organic selection in the P.O.D Market convenience store. We offer a variety of prepared meals, dried fruits and energy bars.

• Donated Food: We serve our community by donating leftover and unused food to local community organizations. Panther Dining managers also take time to volunteer throughout the year.

• Reduce, Reuse, Recycle: We are working with F.I.U Facilities and the Office of Sustainability to recycle our cardboard, office paper, plastics, glass and pens.

• Feel Good Coffee: Einstein Bros. Bagels and Starbucks use Fair Trade Coffee. This ensures that the coffee bean farmers receive fair market value for their product and encourages future production of a high quality product.

• Reusable Mugs: Get a reusable mug at Starbucks and Einstein's and get a discount on future coffee purchases at each location at the respective location. Go Green - Save Green!

• We Keep Conservation in Mind: We are initiating energy and water conservation programs along with training for managers and employees.

• Our French Fries Can Power a Car: We are partnering with FiltaFry to recycle our used fryer oil into biodiesel.

• Tray-less Dining: The Fresh Food Co. is a tray-less dining facility. Studies show that by removing trays from all-you-can-eat venues, we significantly reduce our washing/rinsing water consumption and reduce food waste by 20%-30%.

• Less Waste on the Go: At The Fresh Food Company, you can purchase a meal to-go in a reusable To-Go box - helping to minimize one-time use of paper and Styrofoam products. The To-Go box has multiple compartments and is dishwasher safe - perfect for the next use!

http://fiu.campusdish.com/Sustainability.aspx


The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Aramark focuses on 4 key areas to reduce environmental impact:

RESPONSIBLE PURCHASING
The call for locally sourced food and goods that have been responsibly produced has become stronger over the last decade. Aramark's purchasing choices influence our health, our environment and even our local and global economies. That’s why responsible purchasing is a priority for Aramark.
Aramark has taken important steps to make sure purchases are made in a responsible and ethical way, including:
Providing a wide spectrum of responsibly sourced food products, such as sustainably sourced seafood, humanely raised proteins and fair-trade, certified coffee
Adopting animal welfare principles and purchasing commitments that address a broad spectrum of issues impacting the treatment of animals for egg, pork, veal, beef, poultry and dairy products served across our operations.
Offering clients and customers fresh, safe, whole foods that are raised, grown, and harvested in a sustainable manner, whenever possible
Sourcing products locally, supporting local farmers and fisheries while reducing transportation fuel and emissions
Using environmentally preferable products, like reusable or compostable to-go containers

WASTE MINIMIZATION
Waste minimization extends to every stage of Aramark's operations—from what is purchased to what is served. If not managed properly, waste adds up, and can have a long-term impact on the environment. That’s why environmentally responsible waste management practices—reducing, reusing, recycling and composting—are standard procedure at thousands of our locations every day.
Aramark's focus on waste minimization reduces our environmental impact and decreases the overall cost of waste disposal. Whether it’s efficient planning for exactly the right amount of food to purchase or recycling and composting waste, Aramark minimizes the environmental footprint and demonstrates a commitment to sustainability.
Multiplied across all our locations, the potential impact is enormous: Over the course of a year, just one large convention center can recycle more than 170 tons of cardboard, 2,400 pounds of aluminum cans, 3,300 gallons of kitchen oil, 180 tons of mixed paper, plastic and glass, 12 tons of scrap metal, and as many as 8,000 wood shipping pallets.

EFFICIENT OPERATIONS
Efficient operations go well beyond conservation at Aramark. They cover an array of practices that range from efficient building design to water-and energy-saving practices to low-impact green and even “blue” cleaning.
Aramark's water-saving programs include the design and implementation of conservation plans and installation of water-saving hardware and fittings like low-flow bathroom and kitchen fixtures. And in our uniform business, the laundering process we use is even more efficient than home laundering – which uses 3 gallons of water per pound of home laundry versus 1.3 to 1.4 gallons of water per pound of laundry through our commercial service.
As for energy conservation, Aramark works hard to promote efficiency in buildings, while lending our skills and expertise to clients to help them manage energy use in their facilities.
Not only that, but with Aramark's environmentally friendly program Blue Cleaning™, electrically activated or ionized tap water is used to safely clean or sanitize surfaces as well as hard floors and carpets without the use of harmful chemicals.

FLEET MANAGEMENT
Every day, we count on over 8,000 vehicles to deliver excellent and safe service. Our fleet transports the food we serve, the uniforms we launder and the supplies we need in our facilities. Given the size of our fleet and the distances covered on a day-to-day basis, we’re going the extra mile in minimizing emissions and maximizing efficiency.
We work directly with manufacturers to provide input on the design of our service fleet vehicles for increased efficiency and longevity. We also monitor our vehicles’ performance through advanced maintenance diagnostics, allowing our fleet operators to significantly lessen fuel consumption.
Additionally, in partnership with federal, state and local governments, we explore opportunities with high-efficiency, alternate-fueled vehicles and incorporate them into our fleet. And through our route-optimization program, our uniforms fleet reduces miles, fuel and emissions using GPS devices and state-of-the-art routing software to map out the most efficient travel routes.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Business Services - Panther Dining - Aramark


A brief description of the plan(s) to advance sustainability in Energy:

FIU is committed to reducing energy consumption per the Florida HB 5201 Section 30. For the last six years, FIU has ranked #1 in Energy Efficiency among the Florida State University System.

To continue improving energy efficiency FIU is committed to:
1) Finish chilled water and electrical metering on all buildings
2) Expand chilled water loop as campuses grow and continue automation of the central chiller plants
3) Increase operational efficiency of chiller plants & chilled water loop by utilizing computer-controlled chiller sequence operation
4) Transition to LED Lighting where appropriate & feasible (Streets, Walkways, Garages, etc.)
5) Work side-by-side with the Sustainability office to maximize “green” goals and increase our current Silver rating in the Sustainability Tracking, Assessment, & Rating System (STARS) program by implementing energy initiatives that directly impact sustainability performance
6) Research ... Benchmark ... Listen ... Learn ... Advance


The measurable objectives, strategies and timeframes included in the Energy plan(s):

In May 2010 Florida HB 5201 Section 30 declared “Each Florida college and state university shall strive to reduce its campus wide energy consumption by 10%... The reduction may be obtained by either reducing the cost of the energy consumed or by reducing total energy usage, or a combination of both.” FY 2007-2008 was decided as the baseline year.

Projects that have been completed include:
1) Chilled water plants provide cooling to most buildings on campus
High efficiency chillers (result in lowered KW/Ton consumption)
Recently completed satellite chiller plant in AHC quadrant with back- up power & high efficiency equipment
2) Meters & Measurements
Electrical and chilled water sub-meters on buildings approximately 70% of buildings provide real-time monitoring to achieve efficiency
and reduce waste
Monthly reporting focus on kBTU/sf performance
3) On-line Energy Management System (EMS)
Central EMS balances temperatures in 95% of buildings, and also monitors general lighting areas such as hallways in main buildings
4) Building design focused on efficiency. All new buildings are LEED certified with a goal of Silver rating.
5) Culture of energy conservation
Chilled water temperature synchronized with environmental conditions
Motion-sensor switches throughout majority of the campus
Replacement of T12 with T8 lighting fixtures
Temperature set point raised from 72 to 75°F during daylight hours, and
75 to 80°F during night hours
Replacement of liquid propane gas with natural gas in Summer
2009 on MMC resulted in savings of more than $355K over each of the last four years. Additionally, switching to a new provider of natural gas in FY 13-14 should result in an additional 15-20% savings in the price currently paid for natural gas each year.
Installation of low-flow water fixtures such as sinks, showers, toilets and urinals (these use about 30% less water than conventional counterparts)
Landscape irrigation with captured rainwater at MMC, and with graywater at BBC
6) Craftsman’s approach & lunch-bucket work ethic

Energy Performance results for the last six years can be found at


Accountable parties, offices or departments for the Energy plan(s):
Facilities Management Department

http://facilities.fiu.edu

A brief description of the plan(s) to advance sustainability in Grounds:

The Campus Master Plan addresses Landscape Design Guidelines for the university.

ELEMENT 16.0
LANDSCAPE DESIGN GUIDELINES
The purpose of the Landscape Design Guidelines is to provide the campuses of Florida International University with a framework for landscape and hardscape treatments in order to maintain a high level of design quality to new spaces and to the enhancement of existing landscaped areas. It is the intent of the Landscape Design Guideline Element to provide an overall landscape framework, which unifies
each campus with its distinct built and natural environment.

A defined hierarchy of spaces has been identified and main circulation routes should be reinforced with identifiable landscape treatments. Significant pedestrian corridors should continue link the academic cores within the campus. As the overall character of the FIU campus continues to mature, various spaces will be defined following these guiding principles:

- Integrate architectural, site design and infrastructure improvements in conjunction with landscape architectural design in the planning process to ensure that attractive settings and ample open spaces are provided in conjunction with new buildings and infrastructure improvements.
- Develop new significant landscape features in association with campus growth, including campus spaces such as quads, plazas, campus streets and campus edges while enhancing the concept of the primary axes and regulating lines.
- Blend new development sites with the character of the mature campus landscape and natural areas. Retain islands of vegetation in new development areas and/or creating new and similar vegetative that seamlessly integrates buildings and site facilities into the surrounding context.
- Maintain a selective palette of indigenous and site-adaptive plant species that express the subtropical environment configured to promote Xeriscape and principles and Florida appropriate design.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20
/CMP_Update_Chapters_10_20/Element_16_Landscape_Design_Guidelines.pdf

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The following are objectives of the Landscape Design Guidelines Element that address sustainability:

Objective 1.5 Develop a hierarchy of landscape treatment for Campus Streets

Objective 1.7 Plant materials shall further inform the five underlying goals of incorporating research and teaching opportunities, improving walkability, enhancing Art, incorporate sustainable strategies and increase the amount and quality of student spaces while eliminating use of invasive exotic species and those which necessitate excessive maintenance.

Objective 1.10 Retention/Stormwater Elements: Adopt standards for landscape edge treatments surrounding ponds, lakes and storm water features.

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Management Department

http://facilities.fiu.edu

A brief description of the plan(s) to advance sustainability in Purchasing:
The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

In 2008, the Florida Legislature enacted House Bill 7135 which created Section 403.7032, Florida Statutes. This established a new statewide recycling goal of 75% to be achieved by the year 2020. FIU has working toward this goal by increasing waste diversion in the form of recycling and exploring other diversion techniques such as composting.

http://www.dep.state.fl.us/waste/recyclinggoal75/

http://gogreen.fiu.edu/topics/recycling/index.html

Waste is also addressed in the Campus Master Plan under Element 13, Conservation.

http://facilities.fiu.edu/ Documents/ Planning/ MasterPlans/ MasterPlans10_20/ CMP_Update_Docs_10_20
The measurable objectives, strategies and timeframes included in the Waste plan(s):

Recycling goal of 75% to be achieved by the year 2020

ELEMENT 13.0
CONSERVATION

Objective 2.3 Improve Solid Waste Recycling and Resource Conservation: Establish measures that expand solid waste recycling.

Policy 2.3.1
Maintain and expand the general recycling program for paper, aluminum, glass, etc. Increase recycling goals for proportions of materials recycled established. Monitor compliance with the program on a regular basis. Coordinate with the Environmental Studies Program/

Policy 2.3.2
Review State, regional and local standards for waste management annually. Solid waste management on all campuses shall be in compliance with state, regional and local standards.

Policy 2.3.3
Single stream recycling bins shall be made available in all buildings, courtyards, in open space areas, etc. on both campuses. This program should be made compulsory on a university-wide basis.

Policy 2.3.4
Expand recycling collection to include compostable materials.

Policy 2.3.5
Purchase and promote the use of recycled and reusable food and beverage containers by students patronizing campus dining facilities.

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management Department

http://facilities.fiu.edu
A brief description of the plan(s) to advance sustainability in Water:

The Campus Master Plan addresses Landscape Design Guidelines and Architectural Design Guidelines for the university.

ELEMENT 16.0
LANDSCAPE DESIGN GUIDELINES

Policy 1.1.10 Improve the integration of existing and new storm water retention areas as landscape enhancement elements.

Policy 1.7.1
To the degree possible, landscape plans shall include the use of plant species that are indigenous to the native plant communities of the South Florida area. The appropriate selection of native plant species shall be based on their desired size, form, texture and color in the landscape and their positive response to localized environmental conditions including available light levels, soil type and plant community context (Figure 16.45-16.48). In addition, selection of native species should be based on tolerance of existing site conditions, compatibility with other indigenous species and sustainability of the landscape to promote water conservation, to reduce maintenance considerations and to ensure a sustainable landscape or for educational purposes. In cases where non-invasive exotic plants are to be used to enhance the landscape, plantings should be limited to those non-invasive species that are able to resist periods of drought and which require little fertilization and use of pesticides. Prohibited plants as identified by Miami-Dade as well as the Exotic Pest Plant Council's "Florida's Most Invasive Species List" shall not be permitted in any future plantings.

Policy 1.8.4 New projects and major renovations should be seen as opportunities to utilize new pervious paving. The use of pervious pavers in appropriate locations, such as courtyards, plazas and service drives to reduce stormwater runoff and improve water quality is encouraged. All materials shall comply with universal accessibility requirements.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20
/CMP_Update_Chapters_10_20/Element_16_Landscape_Design_Guidelines.pdf

ELEMENT 15.0
ARCHITECTURE DESIGN

Building Performance and Hardening
The guidelines highly encourage for early analysis of building performance to assist in the design process. This will help understand and inform siting, scale, materials and energy efficiencies.

The guidelines encourage a minimum of 25% reduction of energy consumptions based on ASHRAE standards as well as a maximization of water re-use strategies on site.

It is encouraged to look into potential capturing of water condensation as well as rain water, into cisterns that can supply the building and it’s irrigation during normal operations peaks as well as help on emergency conditions such as hurricanes or water shortages.
The measurable objectives, strategies and timeframes included in the Water plan(s):

ELEMENT 15.0
ARCHITECTURE DESIGN
Building Performance and Hardening
The guidelines encourage a minimum of 25% reduction of energy consumptions based on ASHRAE standards as well as a maximization of water re-use strategies on site.

ELEMENT 13.0
CONSERVATION
Objective 2.2 Maximize Water Conservation:
Establish measures that reduce water utilization.

Policy 2.2.1
Conserve water and reduce chemical use through the use of xeriscape design principles, which include but are not limited to:
- Use of drought tolerant and native plant materials;
- Use of low volume delivery fixtures;
- Zoned irrigation systems;
- Moisture sensors and rain switches;
- Use of drought tolerant ground cover;
- Use of canopy trees; and
- Use of soil amendments and mulch to enable soils to retain moisture.

Policy 2.2.2
Retrofit existing campus buildings with water-saving devices. Require that water-efficient (high efficient) fixtures and other water-saving devices be installed in all future buildings and adhere to Miami-Dade County Water Efficiency Standards in Section 8-31 of the Miami-Dade County Code, and Chapter 6, Section 604.4 of the Florida Building Code.

Policy 2.2.3
Reduce the use of potable water for landscape irrigation by expanding the use of harvested greywater. All irrigation must comply with the Miami-Dade County's permanent landscape irrigation restrictions in Section 32-8.2 of the Miami-Dade County Code.
Policy 2.2.4
Promote Florida Friendly principles through the use of drought-tolerant landscape species, the use of irrigation systems that conserve the use of potable and non-potable water supplies, and restrictions on the amount of lawn areas.

Policy 2.2.5
Decorative fountains consuming large quantities of potable water should be discouraged. Natural water features such as raingardens and retentions ponds should be used to promote conservation and best practices for stormwater management.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20

/CMP_Update_Chapters_10_20/Element_13_Conservation.pdf

Accountable parties, offices or departments for the Water plan(s):
Facilities Management Department

http://facilities.fiu.edu

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity is inherent at Florida International University. It alludes to the “International” part of our name, and is incorporated in our mission statement and one of it’s core values:

"Institutional Mission Statement: FIU is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.
Core Value: Respect – for diversity and the dignity of the individual."

Our unique South Florida location makes us a nexus for attracting a diverse student and faculty population from many countries. As a federally designated minority-serving institution, diversity is addressed in many institutional goals from the 'Beyond Possible 2020 Strategic Plan.'

Today, FIU offers 196 bachelor’s, master’s and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community with a high percentage of foreign-born residents, English-language learners, first-generation students and place-bound learners. FIU serves a diverse community with a student body that represents the future of American public universities. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college. We see ourselves as a 21st century urban public research university that is a solutions center for our community and reflects the dynamism and diversity of our immigrant community.
One of the goals from the strategic plan is to continue to develop and expand seamless and accelerated success pathway programs that attract and support different types of students. We need to ensure that every high-potential student wishing to graduate from FIU has a pathway that ensures his or her success.

- Increase support for transfer students. FIU will work with the eight state colleges in South Florida to develop a robust FIU “Connect4Success” dual admissions program. We will develop relationships with students while they are in state colleges to build affinity for FIU, admit them as FIU students to receive campus benefits and prepare them for academic success upon transferring to FIU.
- Expand student access programs like Education Effect, ACCESS, Golden Scholars, McNair Achievement, Panther LIFE and Fostering Panther Pride, among others, to give students opportunities to realize their college dreams.
- Expand dual enrollment offerings to reach more high school students wishing to earn their college degrees faster and to help us recruit these students to FIU.
- Expand FIU’s enrollment area beyond the South Florida region, strategically targeting specific in-state, national and international regions.

This goal specifically supports population growth and success of different types of students at FIU.

The 'Beyond Possible 202 Strategic Plan' can be found at:


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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

The FIU Strategic Plan’s name, 'Beyond Possible 2020', reflects the fact that these are precedent-setting goals. We plan to be the first public, majority-minority research institution to achieve these goals. Success will require a collective will to move beyond the familiar. It will take broad-based and continuous support from our internal and external communities. It will force us to step collectively outside our comfort zone to address new challenges.

The Strategic Plan also identifies specific Performance Indicator Goals that address growing diversity and affordability:

- Reduce average cost of bachelor’s degree from $26k (2014) to $20k (2020).
- Increase bachelor degrees awarded to minorities from 6,219 (2014) to 7,200 by 2020
- Increase the number of first generation college students from 1,982 (2014) to 2,300 by 2020
- Increase the total number of students enrolled from 54,000 (2014) to 65,000 by 2020

All performance indicators can be found on page 5 of the 'Beyond Possible 2020 Strategic Plan.'


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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of the President

https://president.fiu.edu
A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The FIU Wellness Committee recently launched the Panthers Active Wellness Services (PAWS) for Your Health website that focuses on mental and physical health of the university community. As a new program, FIU is still formalizing plans.

A message from FIU President Mark B. Rosenberg:

"Florida International University and its administration value your personal health and well-being. The employee wellness program is dedicated to providing awareness, education, and support for healthy lifestyle habits. I encourage you to participate in the employee wellness program in whatever manner will help you to enhance your own health and well-being. The healthier we all are, the better equipped we are to fulfill our responsibilities to our students, our families, and our communities (and to ourselves!)."

This program also addresses Environmental Well-being and the Office of University Sustainability holds a position on the Committee.

http://hr.fiu.edu/index.php?name=panthers_active_wellness_services

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

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Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources

http://hr.fiu.edu/index.php?name=panthers_active_wellness_services

A brief description of the plan(s) to advance sustainability in Investment:

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The measurable objectives, strategies and timeframes included in the Investment plan(s):

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Accountable parties, offices or departments for the Investment plan(s):

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A brief description of the plan(s) to advance sustainability in other areas:
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The measurable objectives, strategies and timeframes included in the other plan(s):
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Accountable parties, offices or departments for the other plan(s):
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The institution’s definition of sustainability:
---

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:
---

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:
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The website URL where information about the institution’s sustainability planning is available:
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Governance

Score | Responsible Party
---|---
2.00 / 3.00 | Alexandra Dutton
| Program Manager
| Office of University Sustainability

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3
Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Government Association at Florida International University is a cohesive student body that aims to establish a student government providing a form of representational government through which the individual student can affirmatively participate.

http://studentaffairs.fiu.edu/get-involved/student-government-association/

Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The Florida International University Board of Trustees is composed of 13 members: five appointed by the state Board of Governors; six appointed by Florida’s governor; and student and faculty representation by the University’s Faculty Senate chair and student government president. The Board is responsible for developing cost-effective policies, implementing and maintaining high-quality education programs consistent with the University’s mission, conducting performance evaluations, and assuring that the University meets state policy, budgeting, and education standards.
Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Strategic and long-term planning</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Communications processes and transparency practices</td>
<td>No</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Agendas, Meeting Minutes, and Topics covered by the BOT can be found online at https://bot.fiu.edu.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?: No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:
Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

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Do non-supervisory staff have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
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<tbody>
<tr>
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<tr>
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</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The mission of the Faculty Senate at Florida International University is to provide a process for faculty to play an active and responsible role in academic governance. The Senate is the democratic collegial governance body that the faculty, as an academic community, has
chosen to govern itself. As the representative of the faculty, it serves as the source of academic authority and as the guardian of policies that govern the academic community.

**Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

Each free-standing school or college must have a democratically established collegial governance system. These governance systems and their governing documents may only be revised by democratic vote of the college or school faculty. The faculty of each unit of the University have the right to participate in the selection and appointment of their administrators. In particular, department chairpersons and school directors may only be appointed following a free, fair and secret vote by the faculty of the unit.

**Do faculty have a formal role in decision-making in regard to the following?**

<table>
<thead>
<tr>
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<td>---</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

The Faculty Senate is an integral part of the academic governance of the University. It is essential in steering the University by initiating, reviewing, evaluating and recommending policy. It serves as the faculty’s voice in making decisions and policies on academic matters ranging from admission standards to the requirements for the awarding of degrees. More specifically, the Faculty Senate expresses the faculty’s will on matters of curriculum policy and curricular structure; degree requirements; policies regarding the recruitment, admission, and retention of students; the development reorganization of academic programs; grading standards; and other matters of academic concern. The Chairperson of the Senate is a member of the University’s Board of Trustees.

The Senate’s Constitution specifies the following as its Vision Statement:
The Senate shares with the University administration the duty to protect academic freedom. It places the welfare of the Academy above parochial interests and participates fully and responsibly in making collective decisions. It recognizes the importance of creating a sense of community within the University. It is committed to promoting equal opportunity and access in all aspects of University life. It recognizes and supports the University’s role in the global community. In addition, the Senate is responsive to the special mission of an urban, public University and seeks to strengthen ties with the local community.

The Senate’s Constitution specifies the following as its “Bill of Collective Rights and Principles of Governance” and holds that the faculty has the collective rights that are set forward here. Every academic unit in the University shall explicitly guarantee these rights in their governance documents and observe faithfully these rights in the future:

Academic freedom refers to the freedom and responsibility of faculty in their role as teachers, researchers, citizens in the academic community, and participants in the collegial governance systems and processes. They are entitled to pursue a course of study, carry out research, publish findings, teach, artistically create, participate actively in the collegial governance process, and speak out in matters of controversy without fear of reprisal or censorship, and unhindered by pressures from internal or external groups. Through collegial self-governance, university faculty members decide and develop the curriculum that will be offered to students within the limits established by state rules and regulations. Faculty members are the academic authorities of the University. Each free-standing school or college must have a democratically established collegial governance system. These governance systems and their governing documents may only be revised by democratic vote of the college or school faculty. The faculty of each unit of the University have the right to participate in the selection and appointment of their administrators. In particular, department chairpersons and school directors may only be appointed following a free, fair and secret vote by the faculty of the unit. The faculty of each unit of the University have the right to participate in the evaluation of their administrators. This right includes participation in the creation of evaluative criteria. Evaluations shall be conducted annually in a process that protects the anonymity of the evaluators. Those to be evaluated include department chairs and school directors, deans, the Provost and the President. Faculty have the right to see the results. The faculty of each academic unit, including departments, schools or colleges and the University as a whole, have the right and responsibility to conduct a vote of confidence in their leadership at any time they see fit. The Faculty Senate may censure individuals and any formal, organized units when it determines they have violated these rights and principles.

The website URL where information about the institution’s governance structure is available:

https://facultysenate.fiu.edu/
Diversity & Affordability

Points Claimed 4.25
Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
<td>0.25 / 1.00</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
<td>0.00 / 1.00</td>
</tr>
<tr>
<td>Affordability and Access</td>
<td>0.00 / 4.00</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Score

2.00 / 2.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

University Access and Equity Committee
Florida International University aims to provide every member of its community with equal access to all its programs. The Office of Equal Opportunity Programs and Diversity assists with achieving this goal by coordinating the University Access and Equity Committee (A&E). Committee members are appointed by the president and are charged with monitoring the implementation of the University’s Affirmative Action Plan as well as making insightful recommendations for improvement.

The University Access and Equity Committee is comprised of FIU faculty, administrators, and staff from the Modesto A. Maidique, Biscayne Bay, and Pines Center campuses. Its members are men and women, some of whom may have a disability, who reflect the racial and ethnic diversity of the University community. Representatives from Academic Affairs, Human Resources, and Planning and Institutional Effectiveness serve as ex-officio members of the committee. Additionally, some subcommittees include representation of administrators, students, and faculty who, while not official members of the Committee, assist in their areas of interest and expertise. The standing subcommittees include:

- Access-Ability Committee
- Diversity Committee
- Gay, Lesbian, Bisexual, Transgender, and Allies Sub-committee (GLBTA)
- Quality of Life & Work
- Women and Minorities Initiatives
- Title IX Compliance Committee

The full-time equivalent of people employed in the diversity and equity office:

4

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://hr.fiu.edu/index.php?name=access_and_equity

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

Equal Opportunity Programs and Diversity provide Diversity trainings that are open to the university community. The trainings deal with people’s ability to interact effectively with people of different cultures. The components are: (a) awareness of one's own cultural worldview, (b) attitude towards cultural differences, and (c) knowledge of different cultural practices and worldviews.
Cultural competence and multicultural activities are made available to the university community, including students through the Office of Equal Opportunity Programs and Diversity and the Office of Multicultural Affairs (i.e. quarterly Difficult Dialogues, Diversity Week activities, LGBTQA Initiatives, Stonewall Pride Alliance, Safe Zone Training, FIU Pronoun Campaign. Lavender Graduation & Leadership Recognition Dinner, Multi-Faith Council)

FIU is a Hispanic serving institution. Each year the Office of Multicultural Programs and Services honor the legacy of Martin Luther King Jr. with a month-long celebration inspired by King’s life and work. The 25th annual celebration includes among other events the MLK Day of Service. Approximately 700 students volunteer at 25 service sites located in neighborhoods very different from their own. FIU students, faculty, and staff also participate in the MLK Parade in Liberty City.

The website URL where information about the cultural competence trainings is available:

http://hr.fiu.edu/index.php?name=trainings
Assessing Diversity and Equity

Score

0.25 / 1.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s):

In Spring 2010 and Fall 2013, the FIU Climate Research Team, led by ADVANCE PAID investigators Dr. Eaton (Co-PI) and Dr. Rose (PI), conducted an extensive survey on the quality of work life for FIU faculty. Among tenured and tenure-track faculty in STEM, a response rate of 45% was achieved in 2010 (116/260; 92 men and 24 women) and a response rate of 40% was achieved in 2013 (114/288; 73 men and 41 women). Faculty members were given Starbucks gift cards as incentives for participation. Comparisons between the 2010 and 2013 surveys were made to assess the possible impact the FIU PAID ADVANCE grant and other faculty development activities had on STEM faculty climate, morale, and experiences in the two years since the beginning of the grant period (Fall 2011). Faculty in the College of Arts and Sciences departments of biology, chemistry, earth and environment, math and statistics, physics, and psychology as well as those in the College of Engineering and Computing are considered STEM faculty for the purpose of this report. Results indicate that STEM faculty in 2013 are generally satisfied with their positions at FIU, though satisfaction with salary and fair compensation in relation to colleagues was lower than satisfaction in other areas. Also, about 10% of 2013 faculty reported having been harassed and discriminated against because of their gender in the last 5 years- higher than rates of harassment or discrimination due to any of the other 11 characteristics assessed (e.g., race, age, religion, etc.). Compared to 2010 STEM faculty, STEM faculty in 2013 were slightly more
satisfied with college and university-level climate issues than faculty in 2010. Faculty in 2013 reported higher rates of mentoring and more recognition of their teaching and mentoring at the college level. However, faculty were slightly less satisfied with some aspects of their departments in 2013 compared to 2010. Many gender differences found in the 2010 climate for FIU faculty no longer existed in 2013. For example, the lower levels of respect that women felt from their departmental colleagues compared to men was no longer apparent in 2013. However, women still felt that the climate at FIU was not as good for women as men felt it was. Overall, it appears that the climate for women in STEM at FIU has improved substantially from 2010 to 2013, but there are still improvements to be made.


Has the institution assessed student diversity and educational equity?:
No

A brief description of the student diversity and educational equity assessment(s):
Although the University has not assessed student diversity and educational equity, the Office of Student Access and Success (SAS) under a project sponsored by Association of American College and Universities (AACU) has begun to assess educational equity among students at FIU. The project begun in October 2015.


Has the institution assessed employee diversity and employment equity?:
No

A brief description of the employee diversity and employment equity assessment(s):
---

Has the institution assessed diversity and equity in terms of governance and public engagement?:
No

A brief description of the governance and public engagement assessment(s):
---

The website URL where information about the assessment(s) is available:
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Support for Underrepresented Groups

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Alexandra Dutton</td>
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<tr>
<td></td>
<td>Program Manager</td>
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<td></td>
<td>Office of University Sustainability</td>
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</tbody>
</table>

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

FIU has numerous programs to support underrepresented groups within the student body including:

- Graduate Minority Opportunities Program (GMOP): The State University System (SUS) has established a grant to assist minority students with their graduate education in areas where they have been traditionally underrepresented.
- McKnight Doctoral Fellowship Program: The Florida Education Fund (FEF) in Tampa, Florida provides fellowships for African American or Hispanic, US citizens to pursue Ph.D. degrees in the state of Florida.
- Delores Auzenne Fellowship: The Office of Equal Opportunity Programs and Diversity coordinates the Delores Auzenne Fellowship for minority graduate students. The fellowship is for FIU minorities students that have been accepted as degree seeking students into graduate (master or doctoral) disciplines where minority graduate students are disproportionately underrepresented.
- Minority Community College Transfer Scholarship: The Office of Equal Opportunity Programs and Diversity coordinates the Minority Community College Transfer Scholarship. The scholarship is a competitive award granted to qualified minority students, at Florida International University, who are Florida residents on the basis of financial need, academic merit, or both.
- Student Support Services coordinates the TRIO program which is a Federal Grant sponsored by the U.S. Department of Education. The Federal TRIO Programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. At FIU we have the following TRIO programs: Ronald E. McNair Post baccalaureate Achievement,
Talent Search, Upward Bound and Upward Bound Math-Science.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.sas.fiu.edu/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution’s discrimination response policy, program and/or team:

Florida International University’s policy, FIU-105 is the discrimination response policy for the institution.

The Office of Equal Opportunity Programs and Diversity (EOPD) at Florida International University strives to maintain an inclusive environment free from discrimination and harassment. Our purpose is to ensure equitable treatment of applicants, employees, and students. We are responsible for advancing, upholding, reaffirming, and monitoring policies and procedures that ensure the University complies with all applicable federal, state, local, and internal mandates. This is achieved by fostering collaboration and cooperation in our community and by encouraging all members to respect each other’s contributions without regard to gender, race, disability, or any other protected category.

If any applicant, employee, or student has a good faith belief that they have been discriminated against or harassed based on Age, Color, Disability, Gender, Marital Status, Ethnic/National Origin, Race, Religion, Retaliation, Sexual Harassment or any other protected category, the Office of Equal Opportunity Programs and Diversity encourages him/her to complete the Discrimination Complaint Processing Form and submit it to our office on the Modesto Maidique Campus in PC-321. EOPD will investigate the complaint in accordance with University policy and procedures.

Anyone within our campus community that has witnessed or experienced sexual harassment, discrimination, or any form of sexual violence can speak with any of the following Title IX coordinators. The Title IX and Equal Opportunity Coordinator oversees all discrimination, harassment and sexual misconduct complaints made by employees, students and visitors. The Vice-President of Human Resources has designated Shirlyon McWhorter, Director of Equal Opportunity Programs and Diversity, as the Title IX Coordinator. You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at

https://compliance.fiu.edu/hotline.html

Shirlyon McWhorter
Title IX Coordinator
Director, Equal Opportunity Programs and Diversity
PC321 Phone: (305) 348-1509
E-Mail:

eopd@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning faculty, staff, and outside contractors, visitors or vendors.
Kristen Kawczynski
Deputy Title IX Coordinator
Director, Student Conduct and Conflict Resolution
GC311A Phone: (305) 348-3939
E-Mail:
kristin.kawczynski@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning students.

Julie Berg
Deputy Title IX Coordinator
Senior Associate Athletic Director
USCBA 202A Phone: (305) 348-2352
Email:

julie.berg-Mc_Graw@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct involving athletics.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:

---

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
Yes

Data source(s) and notes about the submission:

http://regulations.fiu.edu/regulation

http://hr.fiu.edu/index.php?name=discrimination/harassment_complaints

Gender-inclusive housing affords FIU students the option to live on campus in a single room suite or apartment with whomever they choose, regardless of biological sex, gender, or gender identity. The dorms that have gender inclusive designated rooms include Parkview, University Towers, University Apartments, Lakeview North and Everglades Hall.
<table>
<thead>
<tr>
<th>Location</th>
<th>Room/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham Center</td>
<td>GC161</td>
</tr>
<tr>
<td>Everglades Hall</td>
<td>EH142</td>
</tr>
<tr>
<td>Everglades Hall</td>
<td>EH143</td>
</tr>
<tr>
<td>Phillip &amp; Patricia Frost Art Museum</td>
<td>PPFAM201</td>
</tr>
<tr>
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<td>PPFAM201</td>
</tr>
<tr>
<td>Recreation Center</td>
<td>RC222</td>
</tr>
<tr>
<td>Parkview</td>
<td>Next to Room 114 in East Lobby</td>
</tr>
<tr>
<td>Parkview</td>
<td>Next to Room 152 in West Lobby</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>SHC184</td>
</tr>
<tr>
<td>Lakeview Hall North</td>
<td>LH106</td>
</tr>
<tr>
<td>Lakeview Hall South</td>
<td>LH106</td>
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<td>Academic Health Center</td>
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<tr>
<td>Academic Health Center</td>
<td>AHC504</td>
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Support for Future Faculty Diversity

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</table>

**Criteria**

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

No

**A brief description of the institution’s programs that help increase the diversity of higher education faculty:**

FIU does not have a formal program to build diversity, however is inherent in all FIU populations due to our unique location in South Florida. FIU is committed to attract and retain diverse and the most highly qualified workforce. Even though credit requirements were not satisfied, we believe it is important to make note of our efforts:

Policy 1705.010: Recruitment & Selection

The purpose of this policy is to ensure that Florida International University will attract and retain diverse and the most highly qualified workforce available to effectuate its academic, research, and service mission. It is our intention to make public, any information about employment opportunities at the university to as many people as necessary to ensure compliance with the EEO and other applicable laws. To do so, it is essential to conduct effective external recruitment searches and also support current employees in their career goals by providing fair and equitable internal transfer and promotional processes.

This policy is specifically concerned with the recruitment phase of the selection process and addresses the behavior expected from all persons in the university community who have a role in conducting specific recruitment activities when an employment opportunity exists.

Commitment to EEO/AA and Diversity

It is required by law that Florida International University provides equal employment opportunity to all, without regard to race, color, religion, age, disability, sex, sexual orientation, national origin, marital status, and veteran status. It is further required by law that the University ensures that its policies and practices are non-discriminatory. As a federal contractor, goals have been established to address
any underutilization of women and/or minorities.
The Equal Opportunity Programs department annually updates its written plan for Women and Minorities. Upon completion, the university analyzes the participation of women and minorities in each job group. If women or minorities are underutilized in any job group, the University sets goals for each such job group. The University must be able to document that it made good faith efforts to meet any established goals, which means that the appropriate steps will be taken to ensure that persons of the underutilized group, whether women or minorities or both, as well as all others, are considered in the selection process.

Other efforts include, but are not limited to:
- Communicating the University's commitment of inclusivity by conducting trainings in a number of key areas including Equal Employment Opportunity Commission (EEOC) policies, Affirmative Action (AA) legislation, Americans with Disabilities Act (ADA) and amendments, sexual harassment, as well as diversity policies, procedures, programs and initiatives.
- Promoting a culturally diverse and inclusive working and learning environment where current and prospective faculty, staff, and students are treated fairly and valued for their individuality.
- Aiding in the recruitment and retention of a diverse faculty, staff, and administration by conducting workshops on best practices for hiring and mentoring offered by the Office to Advance Women, Equity, and Diversity.

http://advance.fiu.edu/

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

http://advance.fiu.edu/
Affordability and Access

Score

0.00 / 4.00

Responsible Party

Alexandra Dutton
Program Manager
Office of University Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

Data source(s) and notes about the submission:

http://onestop.fiu.edu/financial-aid/index.html

sas.fiu.edu
look at
opir.fiu.edu
- nothing related to low income
Health, Wellbeing & Work

**Points Claimed** 2.06

**Points Available** 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
<td>0.42 / 3.00</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
<td>0.05 / 1.00</td>
</tr>
<tr>
<td>Wellness Program</td>
<td>1.00 / 1.00</td>
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<tr>
<td>Workplace Health and Safety</td>
<td>0.59 / 2.00</td>
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Employee Compensation

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</table>

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 
12,332

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 
3,064

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?: 
Yes

Number of employees of contractors working on campus: 
606

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements: 
122

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors: 
See FIU Collective Bargaining Agreements at 
http://hr.fiu.edu/index.php?name=collective_bargaining

FIU Living Wage Salary Adjustment Policy 1710.190 effective July 2005
This policy requires the University to pay all employee wages that are above the living wage level. The living wage minimum is determined by the federal poverty guidelines established by the U.S. Department of Health and Human Services and is updated on a yearly basis. The Division of Human Resources will monitor any changes to the living wage and will adjust salaries annually to meet the established threshold.

State of Florida Minimum Wage $ 8.05/hour

FIU Compensation Philosophy

http://hr.fiu.edu/index.php?name=compensation_philosophy
Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
Yes

Number of staff and faculty that receive sustainable compensation:
289

Number of employees of contractors that receive sustainable compensation:
120

A brief description of the standard(s) against which compensation was assessed:
See FIU Collective Bargaining Agreements at
http://hr.fiu.edu/index.php?name=collective_bargaining

FIU Living Wage Salary Adjustment Policy 1710.190 effective July 2005
This policy requires the University to pay all employee wages that are above the living wage level. The living wage minimum is determined by the federal poverty guidelines established by the U.S. Department of Health and Human Services and is updated on a yearly basis. The Division of Human Resources will monitor any changes to the living wage and will adjust salaries annually to meet the established threshold.

State of Florida Minimum Wage $ 8.05/hour

FIU Compensation Philosophy

http://hr.fiu.edu/index.php?name=compensation_philosophy

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:
See FIU Collective Bargaining Agreements at
http://hr.fiu.edu/index.php?name=collective_bargaining

FIU Living Wage Salary Adjustment Policy 1710.190 effective July 2005 (See attached)
This policy requires the University to pay all employee wages that are above the living wage level. The living wage minimum is determined by the federal poverty guidelines established by the U.S. Department of Health and Human Services and is updated on a
yearly basis. The Division of Human Resources will monitor any changes to the living wage and will adjust salaries annually to meet the established threshold.

State of Florida Minimum Wage $ 8.05/hour

FIU Compensation Philosophy

http://hr.fiu.edu/index.php?name=compensation_philosophy

*Note: Benefits offered to full-time employees are: Health Insurance, Dental Insurance, Life Insurance, Retirement, Disability, Social Security, Medicare, Workers Compensation, Tuition Waivers Parental & Sabbatical Leave.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

See FIU Collective Bargaining Agreements at

http://hr.fiu.edu/index.php?name=collective_bargaining

FIU Living Wage Salary Adjustment Policy 1710.190 effective July 2005
This policy requires the University to pay all employee wages that are above the living wage level. The living wage minimum is determined by the federal poverty guidelines established by the U.S. Department of Health and Human Services and is updated on a yearly basis. The Division of Human Resources will monitor any changes to the living wage and will adjust salaries annually to meet the established threshold.

State of Florida Minimum Wage $ 8.05/hour

FIU Compensation Philosophy

http://hr.fiu.edu/index.php?name=compensation_philosophy

*Note: Benefits offered to part-time employees is: Health Insurance, health contribution is prorated based if the employee works less than a .75 FTE.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

State of Florida Minimum Wage $8.05/hr

*Note: Benefits offered to temporary (non-staff) employees is: Health Insurance, Eligibility is if only if they work 30 hours or more
A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

http://hr.fiu.edu/index.php?name=collective_bargaining

*Note: Benefits offered to temporary faculty employees is: Health Insurance, Eligibility is if only if they work 30 hours or more

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

State of Florida Minimum Wage $8.05/hour

*Note: Benefits – Not applicable to Student employees

The local legal minimum hourly wage for regular employees:

8.05 US/Canadian $

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:

http://hr.fiu.edu/index.php?name=collective_bargaining

<table>
<thead>
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<td>additional website:</td>
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<tr>
<td><a href="http://hr.fiu.edu/index.php?name=compensation_philosophy">http://hr.fiu.edu/index.php?name=compensation_philosophy</a></td>
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</tbody>
</table>

Number of employees data was supplied by the Human Resources Department. It does not match data from the Florida Board of Governors, which is the number used on other credits. We elected to use the employee number Human Resources gave us for this credit because they supplied all other data on this credit as well.
Assessing Employee Satisfaction

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Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

4.87

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Since 2009, our university has participated each year in The Chronicle of Higher Education Great Colleges to Work for Program, which consists of a two-part assessment process: 1) an anonymous faculty/employee survey administered through ModenThink, LLC to 600 randomly selected faculty and staff across our university, and 2) an institutional audit capturing information detailing various institution demographics, polices, practices and infrastructure.

The program recognizes small groups of colleges for specific best practices and policies, such as tenure clarity, collaborative governance, work/life balance and compensation and benefits. As a participating institution, FIU receives a summary of our survey results, which identifies areas of strengths and allows us to focus on areas of development towards creating a great work environment.

In 2011, FIU was recognized as one of the best colleges in the nation to work for with honors in the Diversity category by The Chronicle of Higher Education. FIU has just completed its 5th year of participation in this program, and will continue to use results to enhance our employees’ job satisfaction and experience. For more information about this program and our recognition, please click on the following links:
A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Upon analysis of each year’s results, a year over year comparison is further analyzed to identify trends or common themes that require attention. A presentation is made to executive leadership providing an overview of our results, as well as, recommendations to address areas that require attention. In addition, survey result presentations are made throughout the university to create awareness of results, and also, welcome feedback to improve areas of focus.

The following are two examples of initiatives that have been launched in direct response to survey feedback:

Compensation & Classification Redesign Project (CCRP): Following an arduous comprehensive review and analysis of current job classifications, FIU now has an updated/consolidated classification structure and job specifications for administration and staff positions. Our valued faculty and staff told us through survey feedback, one-on-one meetings, resource utilization and several other venues, that the job structure was out of date and no longer meeting needs. This feedback coupled with our desire for continual process improvement provided the basis for this strategic initiative, which was rolled out in July 2015. The two main components of the classification redesign include the review and update of 2,500 job specifications and the competitive market analysis with market pricing of the revised job specifications, inclusive of the design and development of salary ranges that are internally equitable and externally competitive.

Empower: Empower was launched in fall 2015 in an effort to expand on our recognition programs and resources. This new recognition tool provides instant peer recognition to an employee who provides excellent service, demonstrates an FIU core value, or goes above and beyond what is normally expected. In addition, our faculty and staff now have a centralized mechanism by which they are able to submit ideas that contribute to efficiency and enhanced services. Recipients of this recognition receive a certificate which can be printed and displayed, or even added as an attachment to their ePerformance notes. To instill a culture of appreciation, faculty and staff also receive an automatic “birthday wish” on behalf of the university, and supervisors are notified that their employees are celebrating a special occasion. Through this enhanced system, recognition is now tracked for each business unit and department, enabling FIU leadership to quantify trends, and to accentuate the positive support that occurs daily.

The year the employee satisfaction and engagement evaluation was last administered:
The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

http://news.fiu.edu/2011/07/fiu-a-%e2%80%9cgreat-college-to-work-for%e2%80%9d/29115

Data source(s) and notes about the submission:

representative sample: Out of 600 randomly selected faculty/staff members invited to participate in the survey, the following percentages represent the random sample: Faculty – 30%, Administration 22%, Exempt Professional 37%, Non-Exempt 11%
Wellness Program

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
</tr>
<tr>
<td></td>
<td>Office of University Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Students</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

The employees can utilize the Office of Employee Assistance (OEA) and the students can utilize the Counseling and Psychological Services (CAPS).

Office of Employee Assistance is the faculty/staff employee assistance program of Florida International University providing confidential professional assistance to help employees and their families resolve personal problems that affect their personal lives or job performance. Our mission is to enhance the quality of life of FIU faculty and staff; improve personal effectiveness; and to create a healthier campus community by providing mental health assessment, brief interventions and/or referrals, small group facilitation, crisis response, and customized educational and training programs. The Department of Benefits Administration houses our Wellness Program Initiative which is a collaborative partnership of campus resources with the goal of helping the campus community along the path to a vibrant, healthy and balanced lifestyle. This will be attained through: integrated wellness programs, resources that promote the importance of maintaining an optimal quality of life and fostering a culture of health and wellness.
The Counseling and Psychological Services offers programs and services with licensed psychologists, clinical social workers, and trainees with expertise dealing with student concerns and development. Students who are currently registered at Florida International University are eligible to utilize these services and participate in the programs.

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

http://www.oea.fiu.edu/

Data source(s) and notes about the submission:


http://hr.fiu.edu/index.php?name=panthers_active_wellness_services
Workplace Health and Safety

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.59 / 2.00 | **Alexandra Dutton**  
Program Manager  
Office of University Sustainability |

### Criteria

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>133</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,914</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

**A brief description of when and why the workplace health and safety baseline was adopted:**

This baseline year of 2007 was chosen because that is the year our university signed the Presidential Climate Commitment and we are using it across the board as a baseline year for all credits within this report.

**A brief description of the institution’s workplace health and safety initiatives:**

FIU’s workplace health and safety initiatives come from the support and mission of The Environmental Health and Safety. Their mission is to support and guide the University community in protecting our people, environment and property while assuring regulatory compliance. These programs are designed to provide value-added services with a customer oriented, educational and collaborative approach for all students, faculty, staff and visitors to better live, learn, teach, work and/or visit a safe, environmentally friendly campus.

These initiatives include compliance through inspection and/or training under the following programs:
- Biological Safety
- Dive and Boat Safety
- General Safety
- Laboratory Inspections
- Environmental
- Chemical Safety
- Safety Training
- Industrial Safety
- Laser Safety
- Controlled Substances
- Fire Safety
- Laboratory Safety
- Radiation Safety

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

http://ehs.fiu.edu/Pages/default.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
<td>0.00 / 2.00</td>
</tr>
<tr>
<td>Sustainable Investment</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Investment Disclosure</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Score

Responsible Party

0.00 / 2.00

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Score

0.00 / 4.00

Responsible Party

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td></td>
</tr>
</tbody>
</table>

### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Points Claimed  4.00
Points Available  4.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
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<tr>
<td>Innovation 2</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation 3</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation 4</td>
<td>1.00 / 1.00</td>
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</table>
Innovation 1

<table>
<thead>
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<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
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<tr>
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<td>Office of University Sustainability</td>
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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Sea Level Solutions Center

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

The Sea Level Solutions Center is dedicated to designing and implementing short- and long-term adaptation strategies for a prosperous South Florida by advancing the understanding of sea level rise and its impacts, and converting this understanding into actions that benefit society on a global scale. Several practices and programs that the Sea Level solution Center provides include a Sustainable Community and Transportation Program that helps envision and design a resilient Coastal city for the 22nd Century. SLSC also measures the impact of flood mitigation and water quality in several areas of Miami.

The center combines expertise in the natural, physical and social sciences, along with architecture, engineering, computer sciences, law, communications, business, health and tourism management to develop long-term strategies in the face of rising seas. FIU’s Miami location will be key in advancing the center’s mission. South Florida is particularly vulnerable because of the large number of assets exposed to the effects of sea level rise.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The FIU Sea Level Solutions Center will focus on envisioning and designing safe, resilient, prosperous and sustainable 22nd century coastal communities by focusing on the science behind the rising seas, preservation of governance systems, infrastructure challenges and solutions, business impacts, supply chain challenges, ecosystem dependencies, and personal assets. The Center works with local governments, business and community leaders to accelerate adaption planning.

A letter of affirmation from an individual with relevant expertise:
IN1 Affirm Sea Level Solution Center.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Category</td>
<td>Answer</td>
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<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>No</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
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<tr>
<td>Purchasing</td>
<td>No</td>
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<tr>
<td>Transportation</td>
<td>No</td>
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<tr>
<td>Waste</td>
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<td>Water</td>
<td>No</td>
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<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
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</table>

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

http://slsc.fiu.edu/solutions/
Innovation 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Alexandra Dutton</td>
</tr>
<tr>
<td></td>
<td>Program Manager</td>
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<td>Office of University Sustainability</td>
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:

Pine Rockland Restoration Prescribed Burn

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

One historical and innovative practice for FIU took place March 2016 with FIU’s first prescribed burn. This best land management practice is critical for the survival of globally imperilled pine rockland ecosystems and FIU is the only known university to have had this service. The 1 acre of Pine Rockland centered in FIU’s Nature Preserve benefited from the campaigning and cooperation of numerous experts, staff, faculty, and students. Ultimately, with the approval from administration, the Florida Forest Service and Florida Native Plant Society granted the funding to conduct the prescribed burn, pre and post educational and awareness workshops and materials, and restoration materials for planting in the near future.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Positive measurable outcomes include the number of individuals from the local and university community who participated in the pre-burn educational awareness workshops led by the Florida Forest Service who now understand the reasons and benefits of prescribing a burn. We were also able to have the event documented with photos and video that increase positive public perception to such events. Several students have taken this opportunity to conduct research on effects of fire on soil, biodiversity, etc. Hundreds of Nature Preserve visitors have witnessed the before and after and been given educational tours, participated in the preparation and restoration of our pine rockland. The burn also significantly reduce the amount of resources our department would need to use in manually removing invasive species. We are looking forward to other positive measurable outcomes such as increased numbers of native flora and fauna and increases in pine rockland and prescribed burn literacy.

A letter of affirmation from an individual with relevant expertise:

Rx_Burn_FIU_Pinerockland_031415.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
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<tr>
<td>-------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Buildings</td>
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<tr>
<td>Dining Services</td>
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</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

**Other topic(s) that the innovation relates to that are not listed above:**

Biodiversity

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

http://gogreen.fiu.edu/topics/Prescribed%20Burn/index.html
Innovation 3

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
The Medina Aquarius Program- Aquarius Reef Base

A brief description of the innovative policy, practice, program, or outcome:
The Medina Aquarius Program is dedicated to the study and preservation of marine ecosystems worldwide. As part of the FIU Marine Education and Research Initiative, the Program is enhancing the scope and impact of FIU on research, educational outreach, technology development, and professional training. At the heart of the program is the one-of-a-kind Aquarius Reef Base, the world’s only undersea research laboratory. Deployed 60 feet beneath the surface in the Florida Keys National Marine Sanctuary, Aquarius is a globally significant asset that provides unparalleled means to study the ocean, test and develop state-of-the-art undersea technology, train specialized divers and astronauts, and engage the world’s imagination. At Aquarius, scientists are at the cutting edge of research on coral reefs, ocean acidification, climate change, fisheries and the overall health of the oceans. Since its deployment in 1993, aquanauts and their support teams have used Aquarius to answer critical challenges facing scientists and policy makers. Universities, government agencies and private industry have conducted more than 120 missions to discover, preserve, train and innovate. More than 600 scientific research papers have been published based on Aquarius science. Aquarius is a complex diving system that consists of the lab below the ocean; a life support buoy on the surface that houses power generators, air compressors and data connections; and a mission control center in Islamorada, Florida. Using a technique known as saturation diving, Aquarius residents can spend days to weeks under water conducting research that cannot be accomplished anywhere else on the planet. Aquanauts diving from Aquarius can spend nine hours per day to depths of 99 feet with a reduced risk of decompression sickness, making Aquarius safe, efficient and cost-effective.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
All research missions within Aquarius produce valuable data that is used to further understand and protect the vulnerable coral reefs and oceans. Past research results can be found at:

http://aquarius.fiu.edu/working-with-aquarius/past-research-results/

Information on past missions in Aquarius can be found at:

http://aquarius.fiu.edu/missions-1/past-missions/

A letter of affirmation from an individual with relevant expertise:
IN3 Affirm The Medinas Aquarius Program.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
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<tr>
<td>Public Engagement</td>
<td>Yes</td>
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<td>Air &amp; Climate</td>
<td>Yes</td>
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<tr>
<td>Buildings</td>
<td>No</td>
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<tr>
<td>Dining Services</td>
<td>No</td>
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<tr>
<td>Energy</td>
<td>No</td>
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<tr>
<td>Grounds</td>
<td>No</td>
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<tr>
<td>Purchasing</td>
<td>No</td>
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<tr>
<td>Transportation</td>
<td>No</td>
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<td>Waste</td>
<td>No</td>
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<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

**Other topic(s) that the innovation relates to that are not listed above:**

Biodiversity, Education and Advocacy

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

stars.aashe.org
https://aquarius.fiu.edu/
Innovation 4

Score | Responsible Party
---|---
1.00 / 1.00 | Alexandra Dutton
              | Program Manager
              | Office of University Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Disaster Risk Reduction Program

A brief description of the innovative policy, practice, program, or outcome:
The Disaster Risk Reduction Program (DDR) is a world-class project designed to advance disaster risk reduction by influencing the drivers of existing risks and their consequences as well as helping avoid the creation and accumulation of new risk, and developing capabilities and mechanisms for building resilience. Many projects within the program have a focus on climate change adaptation in developing nations. FIU’s Disaster Risk Reduction Program works closely with the U.S. Agency for International Development (USAID) Office of U.S. Foreign Disaster Assistance (OFDA).

The Program strives to promote and strengthen “Communities of Practice” (CoPs) in the Latin American and Caribbean (LAC) region; identifying and supporting the educational and professional development of the next generation of “thinkers” and “agents of change” in the LAC region; identifying and cultivating key individuals and stakeholder groups; and facilitating exchange and coordination between organizations and key individuals and stakeholder groups involved.

The Program also offers online, short-term, non-credit courses available to students all around the globe such as Cost Benefit Analysis in Disaster Risk Reduction, Political Economy of Disaster Risk Reduction, Governance and Disaster Risk Reduction.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
Positive outcomes associated with this project include developing capabilities and mechanisms for building resilience as well as training our students to help their community in avoiding the creation and accumulation of new risks.

More specifically the Program has partnered with the National Hurricane Center (NHC) to develop a storm surge database for Haiti and the Dominican Republic. The database is designed to help government agencies make informed decisions when hurricanes approach, including large-scale evacuations.

Miami Based DRR Pasantia
The Latin American and Caribbean Center of Florida International University (LACC/FIU), with support from the U.S. Agency for International Development’s Office of U.S. Foreign Disaster Assistance (USAID /OFDA) presents a one week Miami based Pasantia on Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA).

The Pasantia brings together professionals, technicians and leaders working in public administration, project management, non-government and international organizations, and academic institutions who have disaster risk reduction and/or climate change management responsibilities. Special consideration is given to candidates who could guide or influence their institutions toward improved disaster risk reduction and climate change adaptation.

http://drr.fiu.edu/activities/miami-based-drr-pasantia/
A letter of affirmation from an individual with relevant expertise:

IN4 Affirm Disaster Risk Reduction Program.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
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**Other topic(s) that the innovation relates to that are not listed above:**
N/A

**The website URL where information about the innovation is available:**
http://drr.fiu.edu/disaster-risk-reduction-program/