



# Cornell University

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

**Date Submitted:** March 20, 2015

**STARS Version:** 2.0

# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>11</b>
Curriculum	11
Research	38
<b>Engagement</b>	<b>46</b>
Campus Engagement	46
Public Engagement	77
<b>Operations</b>	<b>100</b>
Air & Climate	100
Buildings	109
Dining Services	117
Energy	125
Grounds	133
Purchasing	147
Transportation	159
Waste	173
Water	190
<b>Planning &amp; Administration</b>	<b>200</b>
Coordination, Planning & Governance	200
Diversity & Affordability	226
Health, Wellbeing & Work	248
Investment	259
<b>Innovation</b>	<b>266</b>
Innovation	266

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Master

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

N/A

**Reason for excluding medical school:**

Ithaca campus is our main campus for teaching and research for both graduate and undergraduate degrees. We are using the same boundaries as we did for the Ithaca campus master plan and climate action plan. Our Weill Cornell Medical College is located in New York City (enrollment = 417) and Doha, Qatar (enrollment = 288 medical, pre-medical and foundation program students; 382 faculty and staff).

**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:**

Ithaca campus is our main campus for teaching and research for both graduate and undergraduate degrees. We are using the same boundaries as we did for the Ithaca campus master plan and climate action plan.

**Reason for excluding hospital:**

Ithaca campus is our main campus for teaching and research for both graduate and undergraduate degrees. We are using the same boundaries as we did for the Ithaca campus master plan and climate action plan.

**Reason for excluding farm:**

N/A

**Reason for excluding agricultural experiment station:**

Cornell University Agricultural Experiment Station manages 7 research farms, totaling 2,467 acres across the state.

**Narrative:**

---

# Operational Characteristics

## Criteria

n/a

---

### Submission Note:

All of the numbers with the exception of building space is reported with net area vs. gross area.

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

### Endowment size:

6,209,226,226 US/Canadian \$

### Total campus area:

2,456.67 Acres

### IECC climate region:

Cold

### Locale:

Rural

### Gross floor area of building space:

15,745,567 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

1,789,047 Square Feet

### Floor area of healthcare space:

152,089 Square Feet

### Floor area of other energy intensive space:

420,506 Square Feet

### Floor area of residential space:

1,575,803 Square Feet

**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	1
Coal	4
Geothermal	---
Hydro	19
Natural gas	39
Nuclear	33
Solar photovoltaic	---
Wind	3
Other (please specify and explain below)	1

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

Other: Includes fuel oil, PV

Notes: the %'s above are NY State Grid values

Cornell operates an on site co-generation plant, which is 99% natural gas

Cornell operates an on-site small scale hydro-plant, which provides approximately 2% of campus electric usage.

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

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---

<b>Fuel oil</b>	0.01
<b>Geothermal</b>	---
<b>Natural gas</b>	99.90
<b>Other (please specify and explain below)</b>	---

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

---



# Academics and Demographics

## Criteria

n/a

---

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

### Number of academic divisions:

12

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

80

### Full-time equivalent enrollment:

20,951

### Full-time equivalent of employees:

10,769

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

47

### Total number of undergraduate students:

14,132

### Total number of graduate students:

6,819

### Number of degree-seeking students:

21,671

### Number of non-credit students:

577

### Number of employees:

11,597

### Number of residential students:

7,344

**Number of residential employees:**

505

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

0

# Academics

## Curriculum

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

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

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,219	1,747
<b>Number of sustainability courses offered</b>	104	62
<b>Number of courses offered that include sustainability</b>	186	82

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

54

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

79

**Number of years covered by the data:**

One

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

[Sustainability Course List 2014-2015 \\_STARS\\_1.xlsx](#)

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

Please see the attached file.

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

<http://www.acsf.cornell.edu/education/curricula/>

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

The Atkinson Center for a Sustainable Future (ACSF) develops and delivers (publicly, via the web) the most comprehensive list of sustainability-related courses at Cornell (please see link below). It annually reviews the overall Cornell course listings to identify new sustainability-focused and related courses.

In June 2013, the entire course catalog and course descriptions were analyzed to ensure that the courses on ACSF's Sustainability Curricula list were relevant to environment, energy, and/or economic development. All courses were identified as either sustainability-focused or sustainability-related based on STARS definitions of the two. This analysis yielded a more up-to-date list with additional sustainability focused and related courses.

In 2014, all courses on the ACSF's Sustainability Curricula list were checked to verify that all courses were still being taught at Cornell. Those that are no longer offered were deleted from the list, and those that are still offered were updated. This year, professors were also given the opportunity to tag their own class as a sustainability course upon course registration; however, there was a slight glitch in this program, and not all professors could tag their courses. This self-selecting methodology did prove useful, as new courses were added to the ACSF Sustainability Curricula list. Additional courses with 'sustainability' in the course name or course description were also added. Through this process, about 60 courses were added and about 55 were deleted from the list.

Courses that were previously tagged as sustainability focused or related were re-evaluated to meet STARS new definitions of "sustainability course" (which is still called 'focused' on ACSF's list) and "course that includes sustainability" ('related'). Professors of questionable courses were contacted; they were asked to confirm whether or not their courses fit one of the definitions provided by AASHE. Through this process, about 40 courses were deleted as per request of the instructor, 14 were deleted as they were unclear and the professor did not respond; and 386 were confirmed.

Semester at Sea programs and other study abroad programs that are not directly affiliated with Cornell were not added to the list because they do not satisfy what STARS considers part of the course roster. Programs like SHOALS and other courses that include an abroad trip, however, were added to the sustainable course directory because they are directly affiliated with Cornell. Courses that were not added to the list (and in few cases, deleted from the list) include honors thesis credits, research credits, independent study options, and internship credits. Crosslisted classes were only added once. Some of the courses that were added and/or kept on the list are only offered alternate years, and they were noted as alternate-year-courses on the list. This helps students plan their schedules in advance, and also helps to eliminate the need for the Atkinson Center to update the list annually. A list of alternate-year-courses was kept.

If there are any questions or concerns regarding the methodology as described here, please contact Mark Lawrence (

[mal64@cornell.edu](mailto:mal64@cornell.edu)

).

**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):**

Crosslisted courses were only counted once. However, there are courses offered to both undergraduate and graduate students. These courses were counted twice in the total graduate courses, total graduate sustainability courses, total undergraduate courses, and total undergraduate sustainability courses.

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

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

<b>Internships</b>	No
<b>Practicums</b>	No
<b>Independent study</b>	No
<b>Special topics</b>	No
<b>Thesis/dissertation</b>	No
<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	No

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

No

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

No

# Learning Outcomes

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## Criteria

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

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

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

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

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

---

### Submission Note:

Some majors, minors, and graduate programs within College of Agriculture and Life Sciences and College of Veterinary Medicine are listed within the lists of programs, but the numbers of students are only counted once.

"---" 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:**

1,899

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

6,325



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

[Learning Outcomes-2014graduates \(1\).xlsx](#)

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

All majors, minors, and graduate students associated with the following colleges have sustainability learning outcomes: (1) CALS and (2) Vet School.

The following majors have sustainability learning outcomes: (1) Environmental Science and Sustainability, (2) International Agriculture and Rural Development (IARD), (3) Viticulture and Enology, (4) Horticulture, and (5) Fashion Design Management. The following minors have sustainability learning outcomes: (1) Climate Change, (2) Soil Science, and (3) Sustainable Energy Systems.

The following undergraduate majors have at least one sustainability-related required course: (1) Architecture [ARCH 1611], (2) Atmospheric Science [EAS 3050], (3) City & Regional Planning [one course from “Land Use and Environment”, such as CRP 3840], (4) Civil Engineering [CEE 3510], (5) Design & Environmental Analysis [DEA 3030], (6) Environmental Engineering [BEE 4750], (7) Science & Technology Studies [STS 2061], and (8) Science of Earth Systems [EAS 2200].) The following undergraduate minors have at least one sustainability-related required course: (1) Applied Economics [AEM 4500], (2) Design and Environmental Analysis [DEA 1110 or DEA 1500], (3) Environmental and Resource Economics [AEM 4510], (4) Environmental Engineering [i.e. ENGRI 1130, BEE 4750, CEE 4650], (5) Global Health [NS 2600], (6) Globalization, Ethnicity and Development [DSOC 2050], (7) Inequality Studies Minor [SOC 2220], (8) International Trade and Development [AEM 4640], (9) Natural Resources [NTRES 2201], (10) Nutrition and Health [NS 1150], (11) Science of Earth Systems [EAS 2200], (12) Science of Natural and Environmental Systems [CSS 3650], and (13) Urban and Regional Studies [CRP 1101].

4) The following graduate programs were identified as having sustainability-related learning outcomes: (1) Agricultural Economics (AEM); (2) Resource Economics (AEM); (3) Plant Protection (ALS); (4) Architecture (ARCH); (5) History of Architecture and Urban Development (ARCH); (6) Biological and Environmental Engineering (BEE); (7) Environmental & Water Resources Systems Engineering (CEE); (8) Environmental Fluid Mechanics & Hydrology (CEE); (9) Environmental Processes (CEE); (10) Geotechnical Engineering (CEE); (11) Transportation Systems Engineering (CEE); (12) Land Use and Environmental Planning (CRP); (13) Economic Development Planning: Communities and Regions (CRP); (14) International Studies in Planning (CRP); (15) Regional Science (CRP); (16) Agronomy (CSS); (17) Environmental Information Systems (CSS); (18) Field Crop Science (CSS); (19) Soil Science (CSS); (20) Environmental Management (CSS); (21) Design (DEA); (22) Human Behavior and Design (DEA); (23) Human Environment Relations; “Sustainable Design Studies” concentration (DEA); (24) Population and Development (DSOC); (25) Rural and Environmental Sociology (DSOC); (26) State, Economy, and Society (DSOC); (27) Atmospheric Science (EAS); (28) Geological Sciences (EAS); (29) Ecology and Evolutionary Biology (EEB); (30) Managed Systems Entomology (ENTOM); (31) Horticultural Biology (HORT); (32) Horticultural Crop and Landscape Management (HORT); (33) Global Development (IARD); (34) Environmental Toxicology; (35) Landscape Architecture (LA); (36) Natural Resources (NTRES); (37) Sustainable Global Enterprise (SGE); and (38) Zoology and Wildlife Conservation (VET).

Cornell University also offers four sustainability-related IGERT programs: (1) Cross-Scale Biogeochemistry and Climate IGERT; (2) Earth-Energy Systems IGERT; (3) Food Systems and Poverty Reduction IGERT; and (4) Materials for a Sustainable Future IGERT.

The following graduate minor programs were identified as having sustainability-related learning outcomes: (1) Conservation and Sustainable Development; (2) Environmental Quality; (3) Risk Analysis, Communication, and Policy; (4) Sustainable Energy; (5) Urban Studies; and (6) Water Resources.

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

Two colleges, the College of Agriculture and Life Sciences (CALs) and the College of Veterinary Medicine, at Cornell have sustainability-related learning outcomes.

The learning outcomes for the College of Agriculture and Life Sciences (

<http://cals.cornell.edu/about/>

) include: (1) Advance knowledge of the unity and diversity of life; (2) Promote wise stewardship of the environment and natural resources, and create economical, sustainable energy strategies; (3) Develop agricultural systems to establish and maintain safe, nutritious food supplies for current and future generations, and; (4) Foster economic vitality and individual and community health and well-being.

The learning outcomes for the College of Veterinary Medicine

(

<http://www.vet.cornell.edu/education/dvmprogram/educationalgoals.cfm>

) include: (1) An understanding of the interactions among animals, people, and the environment; and (2) a commitment to professionalism, including a commitment to animal welfare and to following the best practices in relation to ethical, cultural, global, business management, and legal issues.

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

<http://www.sustainablefuture.cornell.edu/education/>

# Undergraduate Program

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## 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):

Environmental Science and Sustainability

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

This interdisciplinary and integrated major seeks to advance students' critical abilities to solve real-world environmental problems, manage social-ecological systems in a sustainable manner, and affect decisions involving environmental policy, resource management, and biodiversity conservation. The curriculum comprises an intensive foundation in the biological sciences, physical-chemical sciences, social sciences, and the humanities, as well as the integration of these areas of study.

Concentrations include: (1) Environmental Biology and Applied Ecology, (2) Environmental Policy and Governance, (3) Environmental Economics, and (4) Biogeochemical Sciences.

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

<http://cals.cornell.edu/admissions/academics/majors/environmental-science-and-sustainability/>

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

Environmental Engineering

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

Environmental engineers are called upon to understand and shape biological, chemical, ecological, economic, hydrological, physical, and social processes in an effort to balance our material needs with the desire for sustainable environmental quality.

The mission of the Environmental Engineering program is to: (1) educate the next generation of environmental engineering professionals and assist in the education of other engineers and environmental scientists; (2) discover and develop new knowledge in environmental engineering; and (3) share cutting edge research and new information and ideas through the scientific media and outreach programs.

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

<http://enve.cornell.edu/>

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

International Agriculture and Rural Development

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

The International Agriculture and Rural Development (IARD) major is designed for students who are interested in tackling the unique and interdisciplinary issues associated with food systems and rural development in emerging nations. IARD majors have the opportunity to gain meaningful, in-situ experience by participating in projects and research all over the world. Students acquire valuable insight and skills while working within rural communities to: address poverty and hunger through innovations in agriculture, increase food security, advance science and policy related to sustainable development, and contribute to the economic development of emerging economies by strengthening private strategies and informing public policies.

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

<http://ip.cals.cornell.edu/undergrad/bs-iard/>

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

The Atkinson Center provides links to other undergraduate degree programs related to sustainability:

<http://www.sustainablefuture.cornell.edu/education/majors.php>

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

Yes

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

STARS Reporting Tool | AASHE

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

Climate change is one of the most pressing issues of our time, and dozens of courses at Cornell explore the many facets of a warming world – from impacts on farming and food, to the causes of climate change, the potential of sustainable energy to replace fossil fuels, to the slow response of governments worldwide. The climate change minor, which launched in September of 2012, gives undergraduates the opportunity to explore climate change from varied disciplinary perspectives, while getting a firm grounding in the basic physical, ecological and social science as well as its interactions with history, philosophy and the arts. Based in the College of Agriculture and Life Sciences, the minor is available to all Cornell undergraduates.

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

<http://www.eas.cornell.edu/academics/undergraduate/climate-change-minor.cfm>

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

Sustainable Energy Systems

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

The minor is intended to emphasize the importance of viewing the challenge of meeting the world's energy needs as a system of interacting themes. The requirements of the minor are designed to provide a systems framework for the energy landscape; breadth across a range of energy resource types, with consideration of conversion, transmission and storage technologies (existing and future solutions); and an appreciation for the interrelation and importance of environmental, policy, economic, business, political, ethical, risk and social consequences of pursuing potential energy options.

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

[http://www.geo.cornell.edu/eas/energy/majors/energy\\_minor\\_brochure.pdf](http://www.geo.cornell.edu/eas/energy/majors/energy_minor_brochure.pdf)

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

Soil Science

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

A minor in Soil Science prepares students for work on agricultural and natural ecosystems by learning to identify, understand and manage soils in agriculture and forestry in an environmentally responsible way.

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

<http://www.css.cals.cornell.edu/undergraduate/minors>

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

---



# Graduate Program

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## 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*.

---

## Submission Note:

Cornell also offers four Integrative Graduate Education and Research Traineeship (IGERT) programs for graduate students. These are:

-Cross-Scale Biogeochemistry and Climate (CSBC):

<http://www.eeb.cornell.edu/igert/>

-Food Systems and Poverty Reduction:

<http://igert.ciifad.cornell.edu/>

-Earth-Energy Systems:

<http://www.earthenergyigert.cornell.edu/>

-Materials for a Sustainable Future:

<http://www.igert.org/projects/230>

"---" 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):**

Natural Resources

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

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

The Field of Natural Resources offers students the freedom to design a graduate program that addresses their individual interests. Two research degrees are offered: the Master of Science and Doctorate of Philosophy. Concentrations for the degree program include: (1) Applied Ecology; (2) Conservation Biology; (3) Ecosystem Biology and Biogeochemistry; (4) Fishery and Aquatic Science; (5) Forest Science; (6) Quantitative Ecology; (7) Wildlife Science; (8) Community-based Natural Resources Management; (9) Human Dimensions of Natural Resource Management; (10) Policy and Institutional Analysis; (11) Program Development and Evaluation; and (12) Risk Analysis and Management.

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

<http://dnr.cornell.edu/cals/dnr/graduate/>

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

Soil and Crop Sciences

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

The Graduate Field of Soil and Crop Sciences provides programs leading to PhD, MS, and MPS programs in the following five concentrations: Agronomy, Field Crop Science, Soil Science, Environmental Information Systems, and Environmental Management. Students work on projects spanning a range of topics such as advances in management practices for sustainable field crop production, soil biogeochemistry in relation to climate change and environmental concerns, geospatial land processes, and molecular genomic aspects of crop plants and soil microbes.

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

<http://www.css.cals.cornell.edu/graduate>

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

Civil and Environmental Engineering

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

Civil and Environmental Engineering offers five sustainability-related concentrations: (1) Environmental & Water Resources Systems Engineering (M.S./Ph.D and M.Eng); (2) Environmental Fluid Mechanics & Hydrology (M.S./Ph.D and M.Eng); (3) Environmental Processes (M.S./Ph.D and M.Eng); (4) Geotechnical Engineering (M. Eng); and (5) Transportation Systems Engineering (M.S./Ph.D and M.Eng)

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

<http://www.cee.cornell.edu/academics/graduate/>

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

The Atkinson Center provides links to other graduate fields and degree programs related to sustainability:



**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):**

Conservation and Sustainable Development

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

This minor field is oriented to any graduate student who wants to develop interdisciplinary approaches to helping solve real-world problems in conservation and development. The field was formed in response to the increasing challenges facing society to provide for the health, safety, and welfare of growing human populations while maintaining the ecological integrity of natural ecosystems and enhancing the long-term sustainability of food, forage, and fiber production systems. Solutions to today's conservation and development problems will continue to elude a single disciplinary approach; instead holistic perspectives and interdisciplinary research and development approaches are needed.

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

<http://www.gradschool.cornell.edu/academics/fields-study/catalog/?fid=MB#tabs-1>

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

Sustainable Energy

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

The areas of research and education encompassed by the words "sustainable energy" are intended to integrate scientific and engineering principles that focus on the creation, analysis and improvement of energy technologies to address the growing global need for more environmentally sustainable approaches that include renewable, and lower carbon-emission, energy sources.

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

<http://www.gradschool.cornell.edu/academics/fields-study/catalog/?fid=ML#tabs-1>

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

Environmental Quality

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

This minor field offers qualified engineers and scientists an opportunity to broaden their knowledge in physical, chemical, and biological areas related to environmental-quality problems and their control. It is intended to encourage interdisciplinary study. The objective is to understand human interaction with the environment.

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

<http://gradschool.cornell.edu/academics/fields-study/catalog/?fid=M1#tabs-1>

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

---

# Immersive Experience

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## 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:**

Cornell University offers several sustainability- focused, immersive educational study programs locally and all over the world.

For example, AguaClara is an engineering team at Cornell dedicated to creating high-reliability, low-cost solutions to global water problem. AguaClara provides students with hands-on experience in the research, design, implementation, and promotion of small-scale, ecologically and economically sustainable technologies for drinking water treatment systems that can operate without an external power source and be maintained by rural communities in the Global South. Thus far, students have helped construct nine water plants, serving more than 38,000 people in Honduras. In 2012, AguaClara began working on projects to improve the lives of villagers in remote parts of India as well (

<http://aguaclara.cee.cornell.edu/>

Cornell also offers the following immersive service-learning courses, among others:

- ALS 4000: Leadership for Campus Sustainability
- CRP 3072/5072: Land Use, Environmental Planning, and Urban Design Workshop
- DSOC 3400: Agriculture, Food, Sustainability, and Social Justice
- DSOC 4500: Bridges to Community (community development in Nicaragua)
- HADM 6500: Sustainable Development
- HORT 3200: Experiential Garden-Based Learning in Belize
- IARD 6010: Experience Latin America (Chiapa Edition)

Additional service-learning courses can be found here:

[http://courses.cornell.edu/preview\\_program.php?catoid=22&poid=11039](http://courses.cornell.edu/preview_program.php?catoid=22&poid=11039)

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

<http://aguaclara.cee.cornell.edu/>

# Sustainability Literacy Assessment

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

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

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

2

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

0

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

[2014 Cornell Freshman and Senior Survey Responses.pdf](#)

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

See document attached

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

The surveys were developed in a partnership between the Campus Sustainability Office and the Institutional Research and Planning department.

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

The survey questions for freshman were distributed digitally to all freshmen through their residence hall staff during the first month on campus. The followup questions for seniors were integrated into the annual Senior Survey that is administered digitally to all seniors in their final month of their undergraduate experience.

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

See attached document

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

---

# Incentives for Developing Courses

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## Criteria

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

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

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

---

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

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

Yes

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

In Spring, 2015, for the first time, Cornell's Atkinson Center offered an incentive for faculty to develop cross-disciplinary courses in the sustainability field. A new faculty-in-residence fellowship at the Atkinson Center offers teaching buyout for a semester for fellows who want to focus on advancing sustainability through a number of activities, including new course development. An RFP for the fellowships went out early 2015 with the first fellowships starting in the fall semester.

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

The faculty-in-residence fellowship at the Atkinson Center offers teaching buyout for a semester. The fellowships will support fellows' research, writing, and teaching on topics related to sustainability.

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

<http://www.acsf.cornell.edu/grants/facinres/index.php>

# Campus as a Living Laboratory

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

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

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

---

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

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

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



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

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

The blueprint for this goal is our award-winning Climate Action Plan (CAP). The CAP's strategies bring together students, faculty, and staff on matters of research, education, stewardship and outreach.

The following initiatives are present on Cornell's campus:

- Climate Focus Team of the President's Sustainable Campus Committee aims to eliminate net carbon emissions from campus by 2050 by tracking emissions and facilitating the implementation of initiatives to reduce Cornell's carbon footprint.
- KyotoNow's student-run campaigns work to promote a sustainable, just future and advance policy on climate change on the university, local and national levels

**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:**

Faculty in the College of Human Ecology have been surveying occupants in various green buildings to understand occupant experiences of green features.

These post-occupancy surveys have helped inform infrastructure improvements over time.

**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:**

Dining sustainability student staff in partnership with faculty and staff have been researching the food waste habits of students and designing interventions to reduce food waste. Applied Economics faculty and students as part of the Cornell Food and Brand Lab have been studying the food choices of students in the cafeterias to enhance our understanding of the psychology of food choices in cafeterias. More information is available here

<http://foodpsychology.cornell.edu/content/smarter-lunchrooms>

**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:**

Faculty and students from the colleges of Engineering, Agriculture, and the Cornell University Sustainable Design organization have been working in partnership with Cornell Utilities staff to research and design energy efficient building options and renewable energy production systems including a recent assessment of roof top solar potential for campus buildings.

**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:**

Faculty and students in the Horticulture Department helped pilot the national SITES sustainable landscape certification program through the development of landscapes on the Agriculture Quad. More information on SITES at Cornell is available here

<http://www.sustainablecampus.cornell.edu/blogs/news/posts/mann-library-garden-certified-by-gree>

[n-landscape-system](#)

**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:**

Efforts of both the Center for Hospitality Research and the Cornell Statler Hotel have led to research on the purchasing and operational aspects of sustainable hospitality. Students, faculty, and staff have worked together to apply best practices in sustainable procurement and management on campus. Additional information is available at

<https://www.hotelschool.cornell.edu/research/chr/>

and

[http://www.statlerhotel.cornell.edu/statler\\_experience/sustainability.cfm](http://www.statlerhotel.cornell.edu/statler_experience/sustainability.cfm)

**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:**

From piloting carshare and bikeshare initiatives that were developed by students, to landscape architecture students designing car-free campus concepts, Cornell has a long history of student learning and faculty research embedded in sustainable transportation operations. More information is available here

<http://www.sustainablecampus.cornell.edu/transportation>

**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:**

The Cornell Waste Management Institute partnered with Farm Services in the development of Cornell's composting facility, and ongoing research and teaching collaborations on agricultural waste management and composting continue. More information is available at

<http://www.sustainablecampus.cornell.edu/waste>

**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:**

Studying the local watershed where Cornell is located has been a long time pursuit of faculty, students, and staff. The campus is host to wetland management demonstration projects and faculty and staff are currently partnering to model complex nutrient systems of nearby Cayuga Lake. More information is available here

<http://www.sustainablecampus.cornell.edu/water>

**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:**

Various students in the MBA and School for Industrial and Labor Relations have done academic projects in partnership with the Campus Sustainability Office and Planning Offices at Cornell relating to the use of metrics in performance management, carbon reduction planning, and campus master planning.

**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:**

Prof. Kelly Musick in her Research Methods class (SOC 2130/PAM 2150) in Sociology regularly has students engage with institutional data on first generation or low income students and the Cornell experience. Each term she works with real world community or campus partners.

Prof. Troy Richardson in his Intergroup Dialogue class (EDUC 2610) has small groups of students design and carry out interventions (intergroup collaboration projects) with campus or community partners based around the theme of their dialogue sections—race, sexuality, gender, religion, ability, or socio-economic class. This course is also taught by Prof. John Forester in the same way.

Prof Anthony Burrow in his course on Racial and Ethnic Identity Development (HD 3510) and his collaborative research with Dr. Janis Whitlock studies and encourages his students both in the classroom and in the lab to examine personal development and sense of purpose in relation to engagement with diversity and making meaning from diverse encounters.

**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:**

Research on the benefits of flex place and time have been conducted on campus in partnership with the Office of Workplace Diversity and Inclusion and the School of Industrial and Labor Relations. This research has been used to improve Cornell's flex program.

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

---

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

The Center for Engaged Learning and Research, Cornell Cooperative Extension, and Public Service Center are continuously involved with faculty and students examining the role of higher education in community development around Cornell. There are countless efforts in this domain.

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

---

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

<http://www.sustainablecampus.cornell.edu/blogs/news/posts/cornell-sustainable-campus-living-laboratory-for-sustainability>

# Research

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

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

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## 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:**

414

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

1,564

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

65

### **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:**

[20150311-CurrentFellows.xlsx](#)

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

See website listing below

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

Cornell looks to the Atkinson Center for a Sustainable Future (ACSF) to identify and advance multidisciplinary sustainability research and initiatives at Cornell and with external partners.

Thus far, ACSF has 414 faculty fellows, researchers across all colleges at Cornell, whose work is related to sustainability. The Faculty Fellow Browser (

<http://www.acsf.cornell.edu/fellows/>

) may be searched by research topic or organization.

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

1) Identification of pest/disease affecting biomass in the Northeast, particularly switchgrass:

- George Hudler (PLPA)

-

<http://blog.acsf.cornell.edu/news/blog/avf-researchers-identify-damaging-biomass-crop-pathogens>

2) Hydrogen project with first bus and filling station coming to Ithaca in 2014:

- Paul Mutolo (EMC2)

-

<http://blog.acsf.cornell.edu/news/blog/driving-hydrogen-power-to-ithaca>

3) Extension of school garden project into New York State elementary schools:

- Nancy Wells (DEA)

-

<http://www.news.cornell.edu/stories/2013/12/extension-s-school-garden-project-grows-success>



4) Identification and tracking decline of native bees important for crop pollination:

- Bryan Danforth (ENT)

-

<http://www.news.cornell.edu/stories/2013/03/northeast-bee-population-declines-confirmed>

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

<http://www.acsf.cornell.edu/research/>

# Support for Research

---

## Responsible Party

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

## 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:

Cornell University has been awarded four sustainability-related NSF-sponsored "Integrative Graduate Education and Research Traineeship" (IGERT) grants for graduate students:

- Food Systems and Poverty Reduction
- Earth-Energy Systems
- Cross-Scale Biogeochemistry and Climate
- Materials for a Sustainable Future

The IGERTs provide doctoral students with the opportunity to work as members of interdisciplinary teams, learning the concepts, methods and vocabularies of other disciplines as they collaborate to solve some of the world's most complex problems.

Cornell also provides a number of research incentives for undergraduates, including several opportunities for sustainability-related research in the Colleges of Agriculture and Life Sciences and Engineering.

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

<http://www.acsf.cornell.edu/education/grad.php>

**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:**

Since 2008, the Atkinson Center's Academic Venture Fund (AVF) has been the signature program for sustainability-related research within Cornell. The fund stimulates cross-disciplinary research in sustainability research at Cornell and promotes activities with the potential to attract external partners in industry, government, NGOs, and foundations. The Academic Venture Fund grew 50% in 2014 to support \$1.4 million. A new postdoctoral program in sustainability research was initiated as well with four postdocs selected annually. The postdocs work under the direction of a Cornell faculty fellow. A second grants program, the Rapid Response Fund, awards funding to smaller, time-sensitive projects on a quarterly basis.

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

<http://www.acsf.cornell.edu/AVF/>

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

Yes

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

Because Cornell University has a large number of multidisciplinary centers (including the Atkinson Center for a Sustainable Future), multidisciplinary research is highly valued and often considered as a strong supportive activity in cases of faculty tenure and promotion, but not as a substitute for disciplinary strength.

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

---

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

Yes

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

The Cornell University Library system offers Library Guides for assisting with research in many departments, including Environment and Natural Resources (see the following for a list of departments and sample guides:

<http://guides.library.cornell.edu/lghome>

).

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

---

**Responsible Party**

**Lauren Chambliss**

Communications Director

Atkinson Center for a Sustainable Future

---

**Criteria**

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

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

---

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

# Engagement

## Campus Engagement

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

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

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

# Student Educators Program

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

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

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

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

---

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

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

Yes

**Number of degree-seeking students enrolled at the institution:**

21,671

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

EcoRep Program

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

1,612

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

The EcoRep Program is a course taught each semester that focuses on the freshman residence halls titled Leadership for Campus Sustainability co-taught by Professor Brian Chabot, and staff members Daniel Roth (Campus Sustainability Office) and Susan Riley (Residential Programs). Any student can take the course for both semesters. The course description follows: "This course uses engaged learning approaches to develop leadership and peer education skills while improving campus sustainability through educating students in campus residential facilities. You will learn how to plan, coordinate, and implement sustainability education activities in collaboration with residence hall staff. You will work with others students in and outside the class in developing your competencies in persuasion, education and social marketing."

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

The EcoRep program includes both returning and new students. Recruitment began with a variety of general-interest orientation events as well as events targeted for students interested in sustainability. Information was provided about the EcoRep program and the application process was explained. In addition to attending events, Residence Hall Directors and Resident Advisors encouraged their residents to apply. Interested students completed an online application where they provided an overview of their interest in sustainability as well as experiences with planning events and leadership.

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

The course meets twice a week throughout the fall and spring semesters and begins with a weekend long leadership training and sustainability orientation session. Class time each week is divided between introductions to three sustainability themes, introductions to social marketing strategies and behavior change strategies, and in-class project planning. Food, composting and recycling, and water are the themes in the Spring semester while energy, transportation, and purchasing are covered in the Fall semester.

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

A faculty member from the College of Agriculture and Life Sciences oversees the course. The Campus Sustainability Office and the Office of Residential Programs fund leadership development trainings.

The EcoReps program also provides EcoReps with access to a \$1000/semester fund to purchase any supplies needed to run programs with students. Both offices also provide computer and print support to help advertise the programs run by the EcoReps.

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

EcoRep Orientation Team

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

1,612

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

EcoRep Orientation Team volunteers lead the effort to educate all incoming freshman about composting and recycling during New Student Orientation. These volunteers monitor composting and recycling stations at events and educate their peers about recycling and



composting at each site.

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

EcoRep Orientation Volunteers were recruited during the summer through email announcements and presentations to club leaders. Most members were already involved in sustainability activities on campus and volunteered for this additional responsibility.

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

EcoRep Orientation members received a one-hour training on composting and recycling at events. The student Sustainability Coordinator (employed by the Campus Sustainability Office) ran the training session.

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

EcoRep Orientation program was developed and managed by a paid student intern in the Campus Sustainability Office with resources provided for communication materials and website development. Composting and recycling bins were provided by R5 Operations.

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

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

---

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

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

65

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

New student orientation at Cornell features a few sustainability events including presentations, workshops, green vendor fairs, and sustainability information booths at most major events. Sustainability tips are also featured in the New Student Handbook. Composting and recycling education stations with student educators were prominently located at every major event that served food throughout orientation week.

A sample of the 2014 sustainability orientation events include:

(1) Digging Deep into the Past to Consider Solutions for a Sustainable Future -- Explore the links between sustainability, the environmental movement, gender equity and indigenous cultures through specific “ingenuities” developed in connection with this land. From ancient beginnings, trace the interconnectedness of “all living things,” while learning to experience the earth as an integral part of your being, body, and future from an indigenous, Haudenosaunee perspective.

(2) Dump & Run Sale -- This annual sale is a green way to stock up on items for your new room. Reuse to reduce harm to the environment. All proceeds go to charity.

(3) North Campus Block Party -- This annual BBQ featured booths staffed by the Campus Sustainability Office and the Department of Energy Management to educate students about various sustainable living practices.

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

<http://www.sustainablecampus.cornell.edu/initiatives/freshman-orientation>

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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?:**

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

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

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

Cornell students from across all colleges are actively involved in a wide range of student clubs focused on sustainability. Currently over 40 student clubs are focused on sustainability issues. The newly formed group, ECo (Environmental Collaborative), will help coordinate projects among the various organizations.

A full list of clubs can be found here:

<http://www.sustainablecampus.cornell.edu/categories/2>

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

<http://www.sustainablecampus.cornell.edu/categories/2>

**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:**

Dilmun Hill Farm is a student-run farm that has been practicing sustainable agriculture on Cornell University's campus for more than a decade. Their mission is to provide students, faculty, staff and community with opportunities for experiential learning, group collaboration and research. Throughout the year they host work parties where volunteers work in the fields and experience the latest in sustainable agricultural practices. The student managers and steering committee members collaborate with the Organic Coordinator and Faculty Advisors to provide leadership in farm operations and disseminate information through education and outreach. They also collaborate with various organizations on campus, such as McDaniels Nut Grove. Their popular campus farm stand offers Dilmun Hill produce for sale from June through October and they supply local produce to Cornell's Manndible Cafe in season.

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

<http://cuaes.cornell.edu/cals/cuaes/ag-operations/dilmun-hill/>

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

Big Red Bikes is a student enterprise that launched a bikeshare program in the spring of 2011. The goal of the program is to provide a sustainable transportation option that is accessible, convenient, and free for every Cornellian. More information is available at

<http://bigredbikes.cornell.edu/>

The Dilmun Hill student-run, organic farm business operates a variety of retail and wholesale operations including a campus farmstand and direct marketing to several campus dining facilities including Manndible Cafe and the Hotel School. More information is available at

<http://www.cuaes.cornell.edu/cals/cuaes/ag-operations/dilmun-hill/>

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

<http://bigredbikes.cornell.edu/>

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

The Center for Global Sustainable Enterprise provides academic and professional leadership in the area of SRI and Sustainable Enterprise.

A project of the Center, BR Microcapital, spurs microenterprise development by assisting self-employed individuals reach their business goals. Launched in January of 2009, BRM seeks to meet a critical need by working with promising, but underserved entrepreneurs in the local community. BRM partners with Alternatives Federal Credit Union (Alternatives), a leading community development credit union, and the Center for Sustainable Global Enterprise (Center) to support microbusiness owners. By offering targeted business assistance including loans to entrepreneurs, their goal is to contribute to the local community, supporting inclusive wealth creation and economic development.

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

<http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Student-Organizations/BR-MicroCapital.aspx>

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

In 2014 the Atkinson Center for a Sustainable Future, the Campus Sustainability Office, and many other centers cosponsored or promoted over 400 sustainability events on campus including lectures, seminars, conferences, festivals, markets, and workshops.

The annual Iscol Lecture, Cornell's premier environmental event, featured Bill McKibben (noted journalist and environmentalist) in 2011, Peter Matthiessen (author) in 2012, Peter Kareiva (Chief Scientist, The Nature Conservancy) in 2013, and Luc Gnacadja (Past Executive Secretary, UN Convention to Combat Desertification) in 2014.

Additional past event lists can be found at

<http://www.sustainablecampus.cornell.edu/blogs/events>

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

<http://www.acsf.cornell.edu/events/>

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



The Johnson Museum of Art at Cornell ran an exhibition entitled "Beyond Earth Art" between January 25, 2014 and June 8, 2014. This exhibit was open to students and the public. The separate installations and exhibitions addressed issues related to the representation of landscape, water supply, food justice, recycling, fair distribution of natural resources, and the nature/culture divide. The work included operates in the gap between the objectivity of scientific data and the subjectivity of creative expression, signaling the interconnectedness of the themes addressed.

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

<http://museum.cornell.edu/exhibitions/beyond-earth-art-contemporary-artists-and-the-environment.html>

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

Established in 1972, Cornell Outdoor Education (COE) is the largest and most comprehensive collegiate outdoor education program in the country. COE uses challenge, adventure, and outdoor experiences, with reflection and analysis, to help individuals and teams learn and grow. While COE serves a variety of populations, its central mission is to serve Cornell students. COE classes and programs, by complementing academic and classroom offerings, provide students with real world leadership and team opportunities. Classes include day hiking, backpacking in the Finger Lakes, indoor and outdoor rock climbing, tree climbing, mountain biking, canoeing, and sea kayaking. All courses emphasize the importance of the natural environment and Leave No Trace principles.

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

<http://www.coe.cornell.edu/>

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

N/A

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

---

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

The nearly 100 residents of Ecology House have a variety of majors and backgrounds, but all share an interest in preserving and protecting our natural environment. Residents are dedicated to sustainable practices like recycling, composting, organic gardening, and energy conservation, and organize environmental-education outreach programs such as the widely popular annual "Mission: Wolf" event.

Ecology House offers a wide range of activities, such as regular hiking and camping trips, frequent house dinners, and weekly ice cream and movie nights. Major house events include a weekend retreat in the Adirondacks each fall, with zip-lining, hiking, and canoeing, plus house leadership retreats, and house dances (both formal and casual) in the fall and spring. Another unique perk at Eco House: residents may keep certain types of small pets (in cages or aquariums) if registered and approved by the house's Residence Hall Director.

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

<https://living.sas.cornell.edu/live/wheretolive/programhouses/Ecology-House.cfm>

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

The Campus Sustainability Office (CSO), Department of Energy Management, the Atkinson Center for a Sustainable Future, and Cornell Dining offer sustainability-focused student employment opportunities. CSO hires one Sustainability Coordinator who manages sustainability for New Student Orientation, a yearly sustainability leadership summit, and the annual SpringFest. CSO also hires a student to collect data for this report. Energy Management hires an Energy Conservation Intern, who manages Energy Conservation Nationals, and a Waste Management Intern, who manages Recyclemania. Cornell Dining hires 2-3 Student Sustainability Coordinators who act as sustainability consultants to the dining staff and purchasing department, and who educate students about local foods and waste management.

Job openings are advertised on the Sustainable Campus website (

<http://www.sustainablecampus.cornell.edu/blogs/news>

) and via many of Cornell's listservs.

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

---

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

N/A

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

---

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

N/A

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

---

# Outreach Materials and Publications

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

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

---

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

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

	Yes or No
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

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

Cornell's home page

[www.cornell.edu](http://www.cornell.edu)

features a link to the university's central hub for sustainability information including resources, activities, news, and events across teaching, research, operations, and outreach.

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

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

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

Cornell has a weekly email 'news blast' that includes headlines and websites in the following categories: campus, research, education, outreach, and alumni. Each headline in the newsblast links to a blog post on our website. Currently over 1,800 Cornellians are signed up for the newsblast and it is forwarded to several hundred more individuals through additional on-campus e-lists. The same news stories are also posted to Facebook and Twitter where we have more than 1,500 followers.

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

<http://www.sustainablecampus.cornell.edu/blogs/news>

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

Cornell University uses Facebook and Twitter through Hootsuite to educate the public about campus sustainability.

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

<https://www.facebook.com/pages/Sustainable-Cornell/161477558483>

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

The Atkinson Center for a Sustainable Future hosts an annual poster competition that includes student researchers.

In addition the Cornell Undergraduate Research Board (CURB) seeks to enhance the Cornell undergraduate experience by promoting and enriching undergraduate research on campus. CURB is committed to fostering academic excellence through undergraduate interaction at events that bring student endeavors to the forefront of the Cornell community's attention. Specifically the Annual Spring Research Forum is an opportunity for undergraduates from all majors and backgrounds to present their work to the general public and to fellow undergraduates.

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

<http://www.acsf.cornell.edu/news/blog/tcam-2014-sustainability-poster-competition>

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

The many LEED Platinum and Gold buildings on the Cornell campus have various types of signage. For example, the Human Ecology Building has a comprehensive sign installed in the main lobby of the building to highlight the various green features (see link below).

Fernow Hall has signage outside of the hall to highlight the building's rain garden:

<http://www.sustainablecampus.cornell.edu/initiatives/fernow-hall>

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

[http://www.human.cornell.edu/about-our-college/heb/images/HEB\\_LEED\\_Poster.jpg](http://www.human.cornell.edu/about-our-college/heb/images/HEB_LEED_Poster.jpg)

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

Cornell Dining has a diverse portfolio of sustainability initiatives including local, organic, and fair procurement efforts, Marine Stewardship Council sustainable seafood certification, tray-less dining, composting and recycling, and biodegradable to-go containers. Composting, recycling, and landfill signs are present in all dining areas; however, they do not provide additional "sustainability" information. There is no additional information present at all times in the dining locations.

Cornell Dining does, however, employ 2-3 Student Sustainability Coordinators who set up signage in various dining locations and verbally educate students about Cornell Dining's initiatives.

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

<http://living.sas.cornell.edu/dine/howeare/sustainability/>

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

Among a wide range of sustainable grounds-keeping strategies, two important efforts have been integrated pest management and a naturalization initiative. Several of the signs used around campus to help communicate the naturalization initiative are available in the link below.

Signs are also included to educate passersby about the university's Stormwater Management Wetland Demonstration Project:

<http://www.sustainablecampus.cornell.edu/initiatives/stormwater-management-wetland-demonstration-project>

n-project

Cornell Plantations manages 4,300 acres of natural areas originating in the core of the Cornell campus and extending outward into the surrounding countryside. Educational signage on the ecosystem is provided throughout:

<http://www.cornellplantations.org/our-gardens/natural-areas>

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

<http://fm.fs.cornell.edu/grounds/landmaint.cfm>

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

The Campus Sustainability Office provides Green Campus Tours to groups upon request. Each year the office provides an average of eight Green Campus Tours to groups from around the world and across New York State.

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

---

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

The Facilities Services Department of Transportation and Mail Services provides extensive websites and brochures to inform all staff, students, and faculty about alternative methods of transportation. These resources are broadly publicized through orientation sessions, mailings, and outreach events.

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

<http://transportation.fs.cornell.edu/commuting/default.cfm>

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

The Department of Transportation provides a brochure about bike safety and etiquette, as well as a map of bike lanes. Also available are campus maps for navigational purposes.

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

<http://transportation.fs.cornell.edu/parking/brochures.cfm>

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

The Campus Sustainability Office publishes several online and paper guidebooks for both on-campus and off-campus housing situations. These materials are distributed widely throughout the year and are available for download. Additionally a poster series for residence halls is available for download.

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

<http://www.sustainablecampus.cornell.edu/resources/18/download>

**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 Cornell Daily Sun (Cornell's student newspaper) regularly covers sustainability through various writers and has met with sustainability staff on an annual basis to discuss editorial oversight of the 'sustainability beat.' An online search of the Cornell Daily Sun is the easiest way to see the most recent coverage (see link below).

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

<http://cornellsun.com/?s=sustainability>

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

The Cornell Chronicle is Cornell's daily news service, with regular coverage of sustainability assigned to two reporters. Currently the Atkinson Center for a Sustainable Future is premiere location for all Cornell Chronicle stories on sustainability (see link below).

The sustainablecampus news blog is new and more authoritative source for all Chronicle news stories on sustainability:

<http://www.sustainablecampus.cornell.edu/blogs/news>

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

<http://www.acsf.cornell.edu/news/>

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

Yes

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

This Local and Regional Food Systems Guide is intended to provide an index of initiatives and resources related to the study and development of local and regional food systems, or "foodsheds".

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

[http://guides.library.cornell.edu/local\\_food](http://guides.library.cornell.edu/local_food)

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

Yes

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

The annual report for the Atkinson Center for a Sustainable Future is publicly available for download on ACSF's website.

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

<http://www.acsf.cornell.edu/about/reports.php>

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

No



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

---

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

---

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

No

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

---

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

---

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

No

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

---

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

---

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

No

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

---

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

---

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

No

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

---

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

---

# Outreach Campaign

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

### **Submission Note:**

An additional outreach campaign was the Take Back the Tap effort to reduce bottled water use on campus. After several years of student effort a student, staff, and faculty task force was created by the president to develop an action plan. The plan is available at <http://www.sustainablecampus.cornell.edu/initiatives/take-back-the-tap>

"---" 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):**

Compete 2 Reduce

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

The Compete 2 Reduce campaign was held February and March 2013 and included Recyclemania, a competition between hundreds of U.S. and Canadian universities to see which can reduce its waste stream most by composting and recycling. The other contest was Campus Conservation Nationals, a countrywide competition between and within schools to conserve the most water and energy. The campaigns included tabling events, recycled art contests, logo contests, outreach videos, trivia nights, environmental movie screening, award ceremonies, and a sustainability scavenger hunt all designed to engage the broadest possible audiences.

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

Overall in energy Cornell:

- Saved \$3,000
- Saved 34,977 kilowatt hours over the course of the event
- The winning residence hall reduced their energy use by 12.7% during the competition

In recycling, Cornell ranked #81 out 250 overall during the Recyclemania competition and #2 out of 29 in the Green Basketball Game category.

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

<http://www.sustainablecampus.cornell.edu/initiatives/compete-2-reduce/>

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

Think Big, Live Green Sustainability Engagement Campaign

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

Think Big, Live Green is a university-wide sustainability engagement campaign encouraging students, faculty and staff to make thoughtful decisions about resources that reduce Cornell's environmental footprint and build healthier communities. Each component of the campaign is designed to promote key sustainable actions that help achieve Cornell's climate neutrality goals and support diverse, inclusive environments.

College Engagement Program

- Bi-monthly focus themes highlight sustainability initiatives that affect the specific Cornell community (i.e. the college community).
- Green Ambassadors
  - o College/unit students, faculty and staff interested in community well-being and sustainability who are responsible for:
  - o Fostering peer to peer education.
  - o Reinforcing sustainable behavior throughout their workgroups that are publicized by the campaign.

o Giving advice and promote campaign programs and initiatives within their units

- These themes are designed to support the goals of Cornell's Climate Action Plan and make students, faculty and staff more aware of their actions and operations.
- Each theme has a set of actions, programs and/or games associated with them to increase community engagement and increase the likelihood that people will adopt the targeted behaviors.

#### Green Labs and Offices Certification Programs

Programs designed to promote sustainable practices in lab and office spaces. Each action under the Green Labs and Offices Certification programs will have points associated with them. Each lab or office participating in the program can commit to actions that are feasible for their workplace and earn points towards a certification renewable every 2 years.

#### Cornell Building Dashboard

- Internet-based display tool that tracks building energy performance through real-time metering.
- Serves as an engagement tool for end users to learn about energy saving behaviors specific to their community.
- Resource to host energy conservation competitions between buildings, colleges and/or units.

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

Over 1000 employees participating in the College Engagement Program

Green Office Certifications: 32 offices

Green Lab Certifications: 6

85 buildings on the Cornell Building Dashboard

Over 191,000 kWh avoided during the 2013 Energy Smackdown with the winning building maintaining a 23.6% electricity reduction

Over 22,000 kWh avoided during the 2014 Unplugged Competition with the winning residence hall maintaining a 20.1% electricity reduction

Cornell #69 in national ranking during the 2014 Recyclemania competition

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

<http://thinkbiglivegreen.cornell.edu/>

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

---

# Employee Educators Program

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

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

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

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

---

## Submission Note:

Here is the additional website for the Green Lab Program.

<http://www.sustainablecampus.cornell.edu/initiatives/green-your-lab>

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

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

Yes

**Total number of employees:**

11,597

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

Think Big Live Green - College Engagement Program

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

677

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

Green Ambassadors in the College of Engineering and College of Human Ecology are faculty, staff, and graduate students interested in community well-being and sustainability who are responsible for 1) fostering peer-to-peer education, 2) reinforcing sustainable behavior throughout their workgroups that are publicized by the broader Think Big Live Green campaign, and 3) promoting campaign programs and initiatives within their units. A call for Green Ambassador volunteers was self-selective and was shared widely across the colleges. No candidates were turned away. The volunteers were asked to serve as leaders within their own office, lab and/or department to support and encourage participation in campus sustainability initiatives.

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

The Energy & Sustainability Department works in collaboration with Cornell Team and Leadership Center to provide monthly meetings to discuss key and/or upcoming sustainability programs that need their participation. The meetings include education on specific engagement strategies including: community-based social marketing, public pledges and commitments, and garnering support from administration in different initiatives. Additional teamwork training led by the Cornell Team and Leadership Center helps incorporate personal sustainability and enhance effective collaborations across the Colleges.

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

The Energy and Sustainability (E&S) Department hosts this program as part of the Think Big, Live Green – College Engagement Program. In this role E&S creates marketing materials, websites, and other engagement tools for use by the Green Ambassadors. The College of Engineering and College of Human Ecology provides financial support for specific events such as monthly lunches and prizes for various competitions.

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

<http://www.sustainablecampus.cornell.edu/initiatives/college-engagement-program>

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

Green Teams

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

2,500

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

This is a "grassroots" initiative - so many of the team members are self-selected. The Green Teams vary in size from 5 members in one department to college-wide initiatives that involve a dozen teams with 5-8 people in each team, as in the case of College of Engineering and Human Ecology. In a few units, leadership in the unit has nominated people to the teams.

Teams currently are active in the following areas:

- Cornell University Agricultural Experiment Station Sustainability Action Team

- Weill Cornell Medical College Sustainability Team

<http://www.sustainablecampus.cornell.edu/initiatives/weill-cornell-medical-college-green-teams>

- Transportation and Mail Services Green Team -

<http://www.sustainablecampus.cornell.edu/initiatives/transportation-services-green-team>

- Statler Hotel Green Team -

<http://www.news.cornell.edu/stories/2014/02/statler-earns-award-greenest-hotel-new-york-state>

- Cornell Outdoor Education Green Team

- Johnson School Green Team

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

The Campus Sustainability Office's strategy for staff engagement has been to support the development of Green Teams (green ambassadors) in different units that express interest. Interested units can contact the Campus Sustainability Office and develop a customized program to support their goals.

In the Fall of 2014, a Green Offices and Green Labs program was launched to support the existing Green Teams to help encourage the formation of additional groups.

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

The financial support varies from team to team, but includes supervisor support for time taken during the business day for Green Team/Ambassador activities, expenses associated with printing signs and educational posters, and the development of team websites.

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

<http://www.sustainablecampus.cornell.edu/initiatives/weill-cornell-medical-college-green-teams>

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

Green Office and Green Lab Certification Programs



**Number of employees served by all other programs:**

8,420

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

The Cornell Green Office Certification Program is a point-based, self-assessment checklist which offices and labs use to assess, their current practices, set goals to initiate new practices and be recognized for their efforts in the following areas: Community Engagement, Energy, Lab Energy, Green Events, Purchasing, Recycling, Transportation and Waste.

The Cornell Green Labs Certification Program aims to assist and educate lab users in Lab Energy Conservation, Green Chemistry, Solid Waste Management, Purchasing and Community Engagement. Labs at Cornell are the most heavily used and intensive space to manage on campus. The Cornell Green Lab Certification program supports Chemical Hygiene Safety and the Cornell University Climate Action Plan through the evaluation and implementation of resource conservation practices within labs.

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

Each department that signs up receives resource guides to help introduce new sustainable practices for both their offices and labs. For the lab certification the green lab program manager sets up a appointment and will do a walk through of the lab with the PI's or staff in the lab to go through the checklists with them. The office certification that is also an option but the program is a bit more straight forward and if they have any questions or would like facilitated help that is available.

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

The Energy and Sustainability (E&S) Department hosts this program as part of the Think Big, Live Green sustainability engagement campaign. In this role E&S creates marketing materials, websites, and other engagement tools for use by those participating in the Green Office Certification Program or the Green Lab Certification Program. It provides staff time as well in support of these programs.

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

<http://www.sustainablecampus.cornell.edu/initiatives/green-your-office>

# Employee Orientation

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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:**

Sustainability is referenced in the Engaged Cornell section of a "This is Cornell" resource document that is made available to new hires in the Center.

A new Cornell employee's first day on the job is completely different now than it was even a year ago, thanks to the new Cornell Onboarding Center, which provides a "one-stop" service that takes the place of visiting various campus offices to conduct the business of becoming a Cornell employee. This allows new employees to complete required paperwork; activate a Cornell NetID and email account; receive a staff photo ID; select parking and transportation options; review benefits information; and enter personal data into the university's database, thus eliminating the complexity of coming to campus multiple times and stopping at the various locations on campus. We are now offering all new employees the choice of a Cornell reusable water bottles or coffee mug when they visit the Onboarding Center to encourage reuse behavior from day one. These beverage containers all come with a small 2-sided paper that lists important Cornell-specific sustainability tips and links.

Links related to sustainability were recently added to several pages within Cornell's Human Resources home pages. Additional linking is planned under an initiative of Cornell's People Team. These pages provide important resources to prospective, new and existing employees.

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

---

# Staff Professional Development

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Sustainability has become increasingly important to Cornell. Starting in 2001, when Cornell needed to look for a new venue to host five of its multiple-day leadership development programs for senior leaders and managers and for front-line staff, the RFP Organizational Development for Faculty & Staff (ODFS) sent to various vendors included that sustainability be a requirement. One vendor responded and has partnered with ODFS since that time to offer programs in a space that practices sustainability. On average, for a 5-day program with about 27 attendees per program, because we use washable dishes and compost or recycle the vast majority of food and materials, there is only about one small grocery bag full of garbage and that usually contains about three non-compostable coffee cups participants bring with them on Day 1 of the program. At the start of every multi-day program the owner of the facility we use introduces that for the week we will be sustainable. He asks the group to guess how much garbage they think the group will produce in one week. The group typically guesses 5-6 large garbage bags. We then talk about the importance of sustainability in our homes, at work, and in life in general from electricity to waste and what we can do to make a difference. Also, throughout the programs we talk about personal and human sustainability. At the end of the week the owner of the facility helps us end the program by showing the group the small bag of garbage, again, mostly their coffee cups from Day 1. We share that if all of us make a concerted effort to be sustainable and to practice sustainability in our homes and lives, we will have an impact. We also encourage vendors on campus who host one-day events to offer

sustainable products. While it took some convincing in some instances, most vendors now offer sustainability options.

In addition to the way in which we help employees live sustainability, beginning in fall 2011 we now offer a 3-hour Management Academy course on Sustainability and show participants why sustainability is important and why it should matter to them. We ask the supervisors who are enrolled in the course to take what they have learned back to their units and institute sustainable practices. We know that each person who acts in a sustainable way has a positive impact on the environment. While our goal is to convert everyone over time, we know adopting sustainable practices starts one person at a time. Examples of past management academy programs is available here:

[http://hr.cornell.edu/life/career/management\\_academy.html](http://hr.cornell.edu/life/career/management_academy.html)

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

2

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

[http://hr.cornell.edu/life/career/management\\_academy.html](http://hr.cornell.edu/life/career/management_academy.html)

# Public Engagement

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

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

# Community Partnerships

**Responsible Party**

**Gary Stewart**

Director of Community Relations

Department of Government and Community Relations

**Criteria**

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

Each partnership conforms to one of the following types:

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

**C.Transformative**

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

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

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

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

---

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

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

Yes

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

The Food Dignity Project is an action research initiative focused on engaging food insecure communities and universities in building sustainable community food systems. The project is led by Christine Porter, Ph.D. '10, an assistant professor of public health at the University of Wyoming. The project, funded by the U.S. Department of Agriculture, grew out of Porter's Cornell Ph.D. dissertation in the field of nutritional sciences.

The Food Dignity Project is a five-year collaboration between Cornell, Ithaca College, the University of Wyoming, and five communities in three states that aims to engage students, faculty and staff in their local food movements through community-based learning and action research. The overarching goal of the Food Dignity Project is to invest in citizen solutions to food system issues. The research attempts to learn from all the wisdom on the ground, to help inform and connect the food systems movement in terms of what's missing, and use this information to inform the USDA and land-grant universities on how they can be partners to support this work.

The Ithaca initiative will involve the Whole Community Project of Cornell Cooperative Extension, a collaborative effort of organizations and individuals in Tompkins County to support the health and well-being of children and youth and address issues related to obesity, sedentary lifestyles, and food injustice. Each regional initiative will serve as case models for how extension can be done more effectively. Also, small grants administered through these initiatives will invest in citizen solutions to their own food system issues.

(



<http://www.news.cornell.edu/stories/2011/06/usda-grant-build-sustainable-community-food-systems>

)

Cornell's Civic Ecology Lab supports community gardening, community forestry, participatory watershed restoration, and other locally organized civic ecology practices that integrate community and environmental outcomes. The Lab builds awareness of these practices among practitioners in the fields of education; individual, community and ecosystem resilience, in particular after conflict and disaster; and natural resources management. The approach to extension includes participatory action research, working in partnerships with urban sustainability initiatives, and developing youth education programs. (

<http://civicecology.org/>

)

Cornell Professor Marianne Krasny's recent work has engaged youth in learning alongside adults in urban community gardens. The Garden Mosaics project resulted in award-winning web-based, DVD and print materials, many of which are available on the Garden Mosaics website. Whereas Garden Mosaics originally focused on science education, it grew to encompass intergenerational learning, environmental action, and multicultural understanding. Her more recent Project Ecopolis builds on Garden Mosaics and on the "No Child Left Inside" movement. The goal of Project Ecopolis is to provide opportunities for children to benefit from local nature, through spending time learning alongside adults in community gardens. Project Ecopolis is a partnership with the American Community Gardening Association and has received endorsement by the National Forum on Children and Nature. (

<http://mariannekrasny.org/work/>

)

Local Roads Program (

<http://www.clrp.cornell.edu/>

)

Professor Rebecca Schneider's lab in Cornell's Department of Natural Resources has studied how roadside ditches contribute to flooding, droughts, and degraded water quality in downstream waters. Her research lab has documented that roadside ditches are a significant, rapid conduit of E. coli, a fecal indicator bacteria, from different land uses, particularly from manure-amended agriculture, to streams and drinking water sources. The relevant stakeholders include town planners, local town government officials, and highway department staff. The results have been conveyed via in-person presentations and workshops with local (village, town and county) highway and public works supervisors and other local officials. Many of these workshops were hosted by the Cornell Local Roads Program.

Invasive Species Program (

<http://www.invasiveplants.net/>

)

The New York State Invasive Species Research Institute (ISRI), hosted by Cornell's Department of Natural Resources and Cornell Cooperative Extension's Invasive Species Outreach Program provide statewide programming on invasive species of concern to New York State. Research results are disseminated more broadly and readily through the ISRI, and multi-county collaborations of natural resource professionals (PRISMs) are served by the Invasive Species Outreach Program. For example, the Department of Natural Resources conducted more than 20 workshops across the state in 2010 on the emerald ash borer, including information on life cycle, detection, monitoring, and control. Audiences served included professional foresters, public natural resources managers, landowners,

not-for-profits, and farmers. A Web site (nyis.info) provides detailed species descriptions, print on demand handouts, and partner information and contacts. Cornell Cooperative Extension educators are active in the PRISMs.

#### The Whole Community Project

The Cornell Division of Nutritional Sciences is taking an ecological approach to obesity prevention. Traditional approaches focus on education and individual behavior change, which may be hampered by environment, such as presence of vending machines in schools, family eating habits, or lack of access to exercise opportunities. An ecological approach includes changing food and activity environments to support and enable healthy eating and active living. Extension educators receive professional development and have access to materials and other support from researchers and Extension faculty. The ecological approach to preventing childhood obesity is supported by Farm to School and 4-H Youth Development programs on healthy eating. (

<http://ccetompkins.org/community/whole-community-project>

)

#### Cornell Cooperative Extension, Tompkins County

The concept “local foods” refers to foods produced close to the point of consumption. Cornell Cooperative Extension promotes local foods in its nutrition, agriculture, and community development programs, connecting producers, consumers, and local economic developers, supporting farmers markets, producing guides to local foods, and educating consumers on preparation of fresh foods. Expansion of local foods has implications for local economic development and sustainability in addition to potential nutritional benefits. (

<http://ccetompkins.org/agriculture/buy-local>

)

#### Greening of Nassau Project

Due to the large area of land that they hold, schools are perfect sites for the sustainable replanting of trees, which serves as a means for providing opportunities for students to become stewards of the environment. (

<http://www.antonnews.com/gardencitylife/2009/03/13/news/treedonation.html>

)

#### Cornell Cooperative Extension, Tompkins County (

<http://ccetompkins.org/energy>

)

Energy and Workforce Development. In partnership with local Building Performance Institute-accredited contractors, the Energy Corps trains student interns in building science, energy diagnostics, home energy assessments, and communication. Energy Corps members gain leadership skills and practical experience in home energy efficiency that leads to jobs after graduation.

#### Agroforestry Resource Center, Greene County|

The Agroforestry Resource Center provides educational programs, supports research, and promotes collaboration among organizations concerned with sustaining the forest-dominated landscape of the Catskill Mountain/Hudson Valley Region. Agroforestry is the art and science of integrating timber production with other crops and forest related income opportunities. (

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

)

#### Southern Finger Lakes Region Land Use Leadership Training

In 2010, CCE Schuyler County worked with Cornell's Community and Regional Planning Development Institute (CaRDI) and the Cooperative Extension Associations and Planning Departments in Tompkins, Tioga, Chemung and Steuben counties to bring Land Use Leadership Alliance (LULA) training to the five-county region. (

<http://cardi.cornell.edu/cals/devsoc/outreach/cardi/programs/land-use/training.cfm>

)

#### Complete Street Initiative

Cornell Cooperative Extension of Allegany and Cattaraugus Counties worked with two communities to pass "complete streets" policies around schools, low-income housing and housing for the elderly. "Complete streets" designs create environments that are safe and accessible for pedestrians, bicyclists, wheelchair users and transit users.

(

<http://blogs.cornell.edu/ccecattall/program-areas-2/southern-tier-wellness-partnership/complete>

[-the-streets/](#)

)

#### **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):**

The Tompkins County Environmental Management Council (EMC) has been the Tompkins County Legislature's official citizen advisory board on local environmental issues since 1971.

Its membership consists of citizens with a variety of interests and backgrounds and the common bond is a commitment to the environment.

The Director of Cornell's Office of Community Relations has been a long-time, county-appointed member of the EMC, and has frequently brought Cornell-related sustainability initiatives to the EMC for an overview and collaboration conversations.

The purpose of the EMC is to identify problems, propose priorities and promote coordination of activities in the development and management of our natural resources and to provide a public forum for the discussion and resolution of these problems and completion of proposed projects.

EMC Bylaws and other background information are available at

<http://tompkinscountyny.gov/emc>

The Tompkins County Planning Department provides financial assistance and staff support to the EMC.

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

Yes

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

The Tompkins County Climate Protection Initiative is an award-winning coalition of community leaders from the education, business, local government, youth, and nonprofit sectors that provides a place to meet and network around climate and energy issues.

Building on the climate action commitments made by Cornell University, Ithaca College, Tompkins Cortland Community College, Tompkins County, the City of Ithaca, and the towns of Caroline, Dryden, and Ithaca, TCCPI seeks to foster a more climate resilient community and accelerate the transition to a clean energy economy. TCCPI is committed to helping Tompkins County achieve a dynamic economy, healthy environment, and resilient community through a focus on climate protection, energy efficiency, and renewable energy. It is a transformative organization through its focus on solutions and resources for the average family in Tompkins County NY —

<http://www.tccpi.org/Solutions.html>

and

<http://www.tccpi.org/Resources.html>

— and Cornell is a major player in this initiative.

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

Cornell is a member of International Town & Gown Association that is a key information resource point for common issues between institutions of higher learning and the communities in which they reside. Shared information among campuses and their host communities include sustainability, housing and community development, campus/master plans, parking and transportation and related topics. Cornell pays for the City of Ithaca to be a member of the Association, as well.

See the following website for more information:

<http://www.itgau.org>

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

---

# Inter-Campus Collaboration

---

## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## Criteria

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

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

---

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

## **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

## **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

Cornell faculty, students, and staff present campus sustainability information at dozens of conferences around the country each year particularly at AASHE. In addition, there are several specific efforts to support sustainability in higher education broadly.

The Cornell Climate Action Plan was developed with support from the New York State Energy Research and Development Authority to be a model for climate neutrality planning. The plan provides extensive background planning and decision making materials for other universities and campuses.

<http://www.sustainablecampus.cornell.edu/initiatives/climate-action-plan>

Cornell partners with the National Renewable Energy Laboratory to provide an online Center for Climate Neutral Research Campuses

[http://www.nrel.gov/tech\\_deployment/climate\\_neutral/](http://www.nrel.gov/tech_deployment/climate_neutral/)

In the area of renewable bioenergy, the Cornell University Renewable Bioenergy Initiative Feasibility Study provides a model for others:

<http://cuaes.cals.cornell.edu/sustainability/curbi>

Several examples of how Cornell has shared its sustainability experiences directly with other universities include:

Partnering with the American Association for the Advancement of Science to host a one-day workshop on "Creating Living Laboratories for Sustainability" and producing a summary document of examples from around the United States

<http://sustainabilityscience.org/files/StoriesfromtheField.pdf>

Presenting our Climate Action Plan and sustainability initiatives to higher education leaders in China

<http://www.news.cornell.edu/stories/April11/ChinaSustainability.html>

Presenting on a wide range of topics from conservation to renewable energy production at various annual conferences and with local organizations including AASHE, the Northeast Campus Sustainability Consortium, LABS 21, and NACUBO.

**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:**

Tompkins County Climate Protection Initiative  
Tompkins County Sustainability Center  
Sustainable Tompkins  
New York Coalition for Sustainability in Higher Education  
Northeast Campus Sustainability Consortium  
Ivy Plus Sustainability Consortium  
Association for the Advancement of Sustainability in Higher Education  
International Sustainable Campus Network  
Tompkins County Environmental Management Council

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

Cornell works closely with local higher education partners including Ithaca College and Tompkins-Cortland Community College to advance regional sustainability through sharing of best practices and collaborative planning activities.

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

---

# Continuing Education

---

## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

---

## Submission Note:

The bulk of our continuing education sustainability courses are delivered through the Cornell Cooperative Extension System located in all counties across the state. The "courses" documented here are non-credit instructional activities that take various forms including local workshops, guided tours, field demonstrations, and public meetings. Topical areas include global food security and hunger, climate change, sustainable energy, food safety, childhood obesity and nutrition and youth, family and communities. The source of this data is our internal annual program activity reporting system.

"---" 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:

20,013

## Total number of continuing education courses offered:

60,101

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

2014 stories revised cjc.docx

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

See above document.

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

Yes

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

The Cornell School of Hotel Administration offers a Certification in Facilities Management and Planning. This certification includes a course, "Hospitality Facilities and Sustainable Hotel Management", which discusses a broad range of triple-bottom-line issues ranging from global certifications to tactical green activities every hotel can accomplish.

More information about this course is available at

<https://www.hotelschool.cornell.edu/industry/executive/pdp/course-desc.html?id=SUS>

**Cornell Cooperative Extension programming:**

Cornell University utilizes the Cooperative Extension Education System to extend educational programs to citizens all across New York State. Cornell Cooperative Extension (CCE) programs are planned with an interest in long-term community and personal sustainability. CCE provides high-value educational programs and university-backed resources that help solve real-life problems, transforming and improving New York families, farms, businesses and communities. Programs related to integrated pest management, invasive species, youth education enrichment, adapting agricultural practices in the face of climate change, family nutrition and budget balancing, and community planning are examples of non-formal educational initiatives connected to Cornell's interest in motivating sustainable practices.

<http://cce.cornell.edu/>

**Specific Cooperative Extension certificate programs include:**

- Master Gardener

<http://www.gardening.cornell.edu/education/mgprogram/>

- Master Composter

<http://cctompkins.org/garden/composting/become-master-composter>



- Northeast Beginning Farmers Trainings – Small Farms Program

<http://nebeginningfarmers.org/online-courses/>

- Certificate in Plant-Based Nutrition

<http://www.ecornell.com/certificates/plant-based-nutrition/certificate-in-plant-based-nutrition-cme-edition/>

- Preventing Childhood Obesity: An Ecological Approach,  
website (

<http://www.nutritionworks.cornell.edu/features/index.cfm?Action=Course&CourseID=75>

)

- Master Watershed Steward Program

<http://cce.cornell.edu/learnAbout/GetInvolved/Pages/MasterWatershedSteward.aspx>

**Year the certificate program was created:**

1,990

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

<http://cce.cornell.edu/>

## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## 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.

---

### **Submission Note:**

Number of students engaged in community service is reported from 2013-2014. Total number of undergraduate and graduate students is from common data set:

<http://dpb.cornell.edu/documents/1000554.pdf>

. Graduate student participation is not significant; there are only about 30-50 students involved in community service through our graduate student school outreach program.

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

### **Number of students engaged in community service:**

8,033

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

21,593

### **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:**

157,859

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

No

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

---

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

No

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

Cornell is an exceptionally decentralized university, and there is no 'one-size-fits-all' institutional answer regarding incentives for staff and faculty community service. Conversely, the boards of Ithaca's rich non-profit community all have exceptional Cornell representation, and the University accounts for a full 40 percent of United Way of Tompkins County's annual campaign. Community volunteerism at Cornell doesn't have to be incentivized or officially encouraged. It has been a long-time way of life, that is often celebrated, and recognized, including via an annual Town-Gown Awards ceremony,

<http://news.cornell.edu/stories/2014/12/skorton-campus-and-community-leaders-honored>

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

<http://www.psc.cornell.edu/>

# Community Stakeholder Engagement

---

## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## 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*.

---

## Submission Note:

<http://www.acsf.cornell.edu/collaborations>

<http://sustainability.cornell.edu>

<http://ccetompkins.org/energy>

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

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

Yes

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

As previously noted, there are several standing campus-community collaborations that focus on various areas, and are governed to meet that end. In February 2015, community stakeholder engagement at Cornell is generally routed through the Office of Sustainability (Facilities), the Office of Community Relations (Administration), the Atkinson Center for a Sustainable Future (Academic), and Cornell Cooperative Extension and Public Service Center (land grant mission) who consult on a regular basis. To enhance these efforts, change is in the offing.

Engaged Cornell – a groundbreaking, \$150 million, 10-year initiative to establish community engagement and real-world learning experiences as the hallmark of the Cornell undergraduate experience – was launched on October 6 2014. A goal of this developing initiative is to empower Cornell students to become active citizens and to tackle critical challenges by participating in hands-on, practical learning experiences in communities at home and around the world.

This transformational initiative is being established with a \$50 million gift from the Einhorn Family Charitable Trust.

<https://now.cornell.edu/engaged/>

Engaged Cornell will create a new model and direction for higher education – one in which public engagement is deeply ingrained, fully institutionalized and effectively taught and implemented. Through this initiative, students graduating from Cornell will enter the world as educated global citizens who practice respect and empathy; seek collaboration, cooperation and creativity; embrace differences and diversity in all aspects of their personal, professional and civic lives; and are dedicated to working together to help solve some of the world’s most intractable problems. In turn, the community will have “one-stop shopping” that will enhance current offices and related community activities.

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

The Department of Inclusion and Workforce Diversity was established in January 2000 to provide leadership to the Cornell community in the areas of equal opportunity, affirmative action and diversity. The office serves as a liaison to local community organizations that address the employment interests of individuals from traditionally underrepresented groups.

**List of identified community stakeholders:**

In addition to the local organizations listed in E10, other connected groups include the Tompkins County Chamber of Commerce, Workforce New York, Tompkins County Human Services Coalition, Local Leaders of Color, area governments, the Village at Ithaca, and the Center for Transformative Action.

<http://www.centerfortransformativeaction.org>

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

<http://www.blackoakwindny.com>

[http://www.tccpi.org/Cornell\\_Solar\\_Project.html](http://www.tccpi.org/Cornell_Solar_Project.html)

[http://www.tccpi.org/Success\\_Stories.html](http://www.tccpi.org/Success_Stories.html)

<http://sustainability.cornell.edu>

- See “News”

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

<http://www.cornell.edu/engagement/>

# Participation in Public Policy

---

## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## 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:**

### 1. New York State Clean Water policy

Cornell Extension and research faculty provided testimony for the Hearing on Clean Water conducted by the New York State Senate Standing Committee on Environmental Conservation. This testimony also was made available on public websites.

### 2. Federal climate briefings

Cornell Cooperative Extension contributed to a series of policy briefings for U.S. House and Senate members on sustainability themes, including natural gas drilling in the Marcellus Shale, climate change and agriculture, cap-and-trade and other policy responses to climate change, and emerging carbon sequestration technologies, including geologic sequestration and biochar. Providing science-based information on sustainable agriculture and land use, climate change mitigation and adaptation, was the focus of the series. Development of the briefings was led by Cornell University Agricultural Experiment Station on behalf of the Cornell College of Agriculture and Life Sciences and the Atkinson Center for a Sustainable Future.

### 3. Draft Supplemental Generic Environmental Impact Statement on hydrofracturing of gas-bearing shale formations

Cornell University faculty, including Extension faculty, submitted written input to New York State on the Draft Supplemental Generic Environmental Impact Statement on hydrofracturing of gas-bearing shale formations. The documents submitted were made available for the public on several websites, including the Cornell Cooperative Extension Natural Gas Development pages (

) and the NYS Water Resources Institute pages (

<http://wri.eas.cornell.edu/>

).

4. Service on state and federal partner advisory bodies

Extension faculty represent Cornell Cooperative Extension and the Cornell College of Agriculture and Life Sciences on the New York State Soil and Water Conservation Committee, bringing research-based input to conservation practices and implementation from campus research and Cornell Cooperative Extension educators working with agricultural producers and related constituents and participating in review of applications for conservation funding.

Extension faculty from Cornell Cooperative Extension and the Cornell College of Agriculture and Life Sciences serve on the USDA – Natural Resources Conservation Services Technical Committee (New York State), providing input on national and state conservation practices and implementation.

Cornell Extension faculty served on the former New York State Task Force on Invasive Species and currently serve on its successor, the New York State Invasive Species Council, providing input for development of state-wide plans to monitor, prevent, and control invasive species threatening New York State resources. The Council is hosted by the New York State Department of Environmental Conservation.

County-based Cornell Cooperative Extension educators serve on local committees such as county water quality coordinating committees, emergency response teams, Farm Bureau boards, and environmental management councils, bringing research-based input and stakeholder concerns to decision making.

5. Local energy policy: Influencing what local governments are doing

Energy issues particularly relevant to upstate New York include the broad issue of energy transitions which includes both energy conservation and renewable energy and the role of existing and emerging energy production scenarios. Cornell Cooperative Extension Associations are working with municipalities on the many variables including public and private decisions, the land use base, technology, costs, greenhouse gas emissions, workforce development, and transportation options. The possibility of natural gas development in the Marcellus Shale has led to a broader discussion of how we responsibly meet the energy needs of our communities.

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

N/A

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

N/A

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

---



## Responsible Party

**Gary Stewart**

Director of Community Relations  
Department of Government and Community Relations

---

## Criteria

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

---

### Submission Note:

The links below describe some of Cornell's actions on behalf of worker rights.

<http://www.news.cornell.edu/stories/2012/09/skorton-cuts-ties-clothing-manufacturer-over-labor-abuses>

<http://www.news.cornell.edu/stories/2009/12/boycott-forces-russell-athletic-change-anti-labor-policies>

<http://www.news.cornell.edu/stories/2010/09/living-wage-clothing-arrives-cornell-store>

<http://www.news.cornell.edu/stories/2002/04/cornell-reaffirms-continued-membership-worker-rights-consortium-and-fair-labor>

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

### Is the institution a member of the Worker Rights Consortium?:

Yes

### Is the institution a member of the Fair Labor Association? :

Yes

### Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

Yes

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

---

# Hospital Network

## Criteria

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

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

---

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

*The affiliated hospital or health system has been excluded from the institutional boundary.*

# Operations

## Air & Climate

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

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

# Greenhouse Gas Emissions

---

## Responsible Party

**Steve Beyers**

Facilities Environmental & Energy Engineer  
Facilities Engineering

---

## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

---

## **Submission Note:**

For instances where FY 2005 usage is unavailable, we assumed usage is comparable to FY14 values.

Cornell PCC FY14 GHG inventory includes a Scope 3 deduction in fuel/energy related activities represents the GHG emissions

associated with exported electric. Cornell's Combined Heat & Power facility will sometimes generate electricity that exceeds campus demand. This excess electric is exported to the grid. The Scope 3 deduction represents the emissions associated with this energy not used on campus. This value is -16,795 metric tons. The AASHE STARS input sheet cannot handle the input of negative values

In regards to the weighted campus user data: the number of partners/family members of staff and professional students that also live on campus and consume resources were placed in the "in-patient hospital beds" category because there is no place in STARS 2.0 to document campus residents that are not students, employees, or in-patient hospital beds. This allows for the most honest representation of Cornell's weighted campus users.

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

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

Yes

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

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

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

No

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

- 1) Obtain fuel records
- 2) Obtain purchased electric records
- 3) Calculate consumption
- 4) Determine commuting mileage
- 5) Determine air travel mileage
- 6) Input consumption and mileage data into CACP v7 calculator to determine emissions

**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:**

Emissions estimates are part of USEPA Clean Air Act Reporting requirements and are certified by Cornell's authorized regulatory official.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	161,806 <i>Metric Tons of CO2 Equivalent</i>	160,014 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	3,360 <i>Metric Tons of CO2 Equivalent</i>	3,349 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	17,497 <i>Metric Tons of CO2 Equivalent</i>	87,339 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

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

The Cornell Campus Sustainability Office provided advisory support in the development and piloting of an independent local carbon offset fund, the Finger Lakes Climate Fund. Several Cornell offices have voluntarily used the Finger Lakes Climate Fund to offset conferences and travel. Plans to expand the use of the program are under development.

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

---

**A brief description of the composting and carbon storage program:**

---

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

---

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	7,344	6,662
<b>Number of residential employees</b>	36	35
<b>Number of in-patient hospital beds</b>	469	459
<b>Full-time equivalent enrollment</b>	21,671	19,053
<b>Full-time equivalent of employees</b>	10,769	12,113
<b>Full-time equivalent of distance education students</b>	47	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014



<b>Baseline Year</b>	July 1, 2004	June 30, 2005
----------------------	--------------	---------------

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

CU is a reporting (and founding) member of the ACUPCC and reports according to the protocols adopted for that system.

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

15,745,567 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	1,789,047 <i>Square Feet</i>
<b>Healthcare space</b>	152,089 <i>Square Feet</i>
<b>Other energy intensive space</b>	420,506 <i>Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	29,841 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	28,941 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	---
<b>Other categories (please specify below)</b>	0 <i>Metric Tons of CO2 Equivalent</i>

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

---

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

---

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

[http://rs.acupcc.org/search/?institution\\_name=CORNELL&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://rs.acupcc.org/search/?institution_name=CORNELL&carnegie_class=%3F%3F&state_or_province=%3F%3F)

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

Campus-wide central plant, building energy conservation, and new building construction programs. CU has an entire profession staff devoted to maintaining campus utility requirements while maintaining or reducing emissions.

# Outdoor Air Quality

---

## Responsible Party

**Ilene Miller**  
EH&S Air Compliance Officer  
EH&S

---

## Criteria

### *Part 1*

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

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

### *Part 2*

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

---

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

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

Yes

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

Cornell routinely requires (or analyzes in-house) emissions from all sources (stationary equipment, labs, etc.) and maintains strict standards regarding these emissions – exceeding regulatory requirements. Cornell also has “non-idling” requirements that reduce emissions from mobile sources, in addition to a strong commitment to low emission and no emission vehicles in the fleet and a robust Transportation Demand Management program, all of which reduce mobile emissions.

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

Yes

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

Cornell has large (twin 15-MW) co-generating gas turbines and additional boilers and equipment, and due to the size of this equipment we are required to rigorously measure and report all air emissions campus-wide as part of our Title V (Clean Air Act) permit. This inventory is used in calculating our "Scope 1" emissions for reporting to the ACUPCC and others using the standards documented in that report.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>17.80 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>6.80 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>0.95 Tons</i>
<b>Particulate matter (PM)</b>	<i>6.90 Tons</i>
<b>Ozone (O3)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>0 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>1.14 Tons</i>

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

The University uses a robust program of energy conservation, co-generation, low-emission fuels, and continuous emissions monitoring to minimize emissions to the lowest level necessary to operate the University in a reliable and efficient manner.

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

<http://sp.ehs.cornell.edu/env/air/clean-air-act/Pages/default.aspx>

# Buildings

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

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

# Building Operations and Maintenance

---

## Responsible Party

**Gilbert Delgado**

University Architect  
Capital Projects & Planning

---

## 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.

---

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

# Building Design and Construction

---

## Responsible Party

**Gilbert Delgado**  
University Architect  
Capital Projects & Planning

---

## Criteria

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

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

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

And/or

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

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

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

---

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

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

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

The following buildings were LEED certified through the end of the reporting period:

- Alice Cook House (5/05)
- Weill Hall (10/08)
- NYS Vet Diagnostic Lab (9/11)
- Physical Sciences Building (8/11)
- Riley Robb Biofuels Lab (5/10)
- Central Energy Plant Offices (3/11)
- Martha Van Rensselaer Phase I (12/11)
- Human Ecology Building (9/12)
- Brian Nevins Plantations Welcome Center (10/12)
- Milstein Hall (6/12)
- Marriott Learning Center (10/13)
- Fernow Hall (7/14)
- Teaching Dairy Barn (7/14)

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

832,899 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	40,509 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	518,744 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	227,422 <i>Square Feet</i>



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

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

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

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

---

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

---

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

0 Square Feet

**A copy of the guidelines or policies :**

---

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

---

**A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:**

---

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

The above referenced Cornell Green Building Guidelines have been superceded by a university commitment to pursue LEED certification (silver level minimum) for all new buildings and renovation projects exceeding \$5M in value. All new construction must comply with university design standards which include - 01003 Green Building Guidelines (

[http://cde.fs.cornell.edu/file/01003\\_Green%20Building%20Guidelines.pdf](http://cde.fs.cornell.edu/file/01003_Green%20Building%20Guidelines.pdf)

)

The following buildings have been certified LEED GOLD and fall within this reporting period:

Riley-Robb Biofuels Research Lab (5/10)

NYS Vet Diagnostic Lab (9/11)

Physical Sciences Building (8/11)

Central Energy Plant Offices (3/11)

Martha Van Rensselaer Phase I (12/11)

Brian Nevins Plantations Welcome Center (10/12)

Milstein Hall (6/12)

Marriott Learning Center (10/13)

Fernow Hall (7/14)

Teaching Dairy Barn (7/14)

The following buildings have been certified LEED Platinum and are included in this reporting period:

Human Ecology Building (9/12)

The following buildings are LEED certified but fall outside of the reporting period:

Alice Cook House (Certified - 5/05)

Weill Hall (Gold - 10/08)

The following buildings are LEED certified by fall outside of the reporting period and will be included in next years applicaiton:

Martha Van Rensselaer Phase II (Gold - 8/14)

Cornell Law School Addition (Platinum - 11/14)

The following buildings are registered and in process of certification by USGBC. These buildings are not included in the current totals:

Warren Hall

Stocking Hall

Rice Hall

Klarman Hall

Gates Hall

Kimball Hall  
Upton Hall  
Martha Van Rensselaer Phase III  
Rand Hall  
Gannett Health Center

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

<http://www.sustainablecampus.cornell.edu/initiatives/green-buildings>

# Indoor Air Quality

---

## Responsible Party

**Gilbert Delgado**

University Architect  
Capital Projects & Planning

---

## Criteria

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

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

---

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

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

13,333,224 *Square Feet*

## **Gross floor area of building space:**

13,333,224 *Square Feet*

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

Indoor air quality is managed at Cornell by a coordinated effort among building occupants, facility coordinators for each building, facility maintenance workers and Environmental Health and Safety staff. Auditing of ventilation equipment is part of the ongoing facility maintenance program, with specific buildings having specific monitoring and auditing plans on a risk-based basis. Environmental Health and Safety staff take the lead on responding to complaints, in close coordination with local facility coordinators and occupants.

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

<http://sp.ehs.cornell.edu/osh/occupational-health/indoor-air-quality/Pages/default.aspx>

## Dining Services

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

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

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

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

# Food and Beverage Purchasing

---

## Responsible Party

**Daniel Dosztan**

Purchasing Manager

SAS Business Service Center

---

## Criteria

### *Part 1*

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

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

Local community- based products:

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

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

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

### *Part 2*

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

---

## Submission Note:

~27% of total FRESH produce food expenditures are grown and/or processed within 250 miles of Cornell University or third-party certified.

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

27

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

---

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

Potatoes, winter squash and corn  
Local and regional fresh produce  
Local canned tomato products  
Cornell Dairy products  
Cornell and NY State apples  
Marine Stewardship Council certified fish

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

---

**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

---

**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

---

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

Cornell Agricultural Experiment Station Farms provide all of our fresh potatoes, winter squash and corn in season and extended into January; We purchase local and regional fresh produce (~27%), canned tomato products are from local producers; 90% of dairy purchases are local (Cornell and other local producers) and Cornell and NY State apples when possible; we purchase some Marine Stewardship

Council certified fish for 2 of our big dining units. The local beef program was reduced to using local beef burgers in two large retail units.

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

Items are marked with Flags in our Food Management System. From that we are able to determine how many items are purchased.

**Total annual food and beverage expenditures:**

---

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	---
Dining operations and catering services operated by a contractor	Yes	---
Franchises	No	No
Convenience stores	Yes	---
Vending services	Yes	---
Concessions	---	---

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

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	Yes
Signatory of the Real Food Campus Commitment (U.S.)	---



**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

---

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

<http://living.sas.cornell.edu/dine/howeare/sustainability/index.cfm>

# Low Impact Dining

---

## Responsible Party

**Daniel Dosztan**

Purchasing Manager

SAS Business Service Center

---

## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

---

### Submission Note:

It is important to note that Cornell gets the majority of its dairy products from the Cornell Dairy plant that is part of its Campus. Nearly all of the milk, ice cream and bulk yogurt are produced right at Cornell.

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

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

34

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

---

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):**

One of Cornell Dining's top priorities is to offer vegan and vegetarian entrees, sides, soups, and grab-n-go items in all of its dining locations. At each of the ten All You Care to Eat (AYCTE) locations, it is a standard to offer a complete protein vegetarian or vegan entrée and side dish at the hot traditional station. Some examples of the vegan options include sweet potato cashew patties, tofu and broccoli stir fry, tempeh scaloppini, and quinoa stuffed peppers. In addition to the hot traditional stations at the AYCTE locations, there is always a vegan or vegetarian soup, and vegan options at the salad bar, grill, and deli including hummus, grilled portobello mushroom, and tomato masala soup. Vegan pizzas are highlighted weekly at North Star dining and vegan desserts are served daily, including vegan pies, vegan cake, vegan puddings, and house made vegan cookies.

AYCTE locations offer soy, rice, and almond milk as dairy free alternatives.

Cornell Dining also has over 20 retail locations. Each location boasts different vegan items on the menu. In the Fall 2014 semester, vegan pizzas, vegan quesadillas, and vegan pasta bakes have been added to menus at three different retail locations.

Additionally, Cornell Dining has one retail location, One World Café, where the entire menu offers only vegetarian or vegan options. Examples of vegan options sold at retail operations include: Suzie's Reuben (a vegan sandwich made with vegan cheese and locally produced seitan), the Atrium Vegetable Wrap (local tofu with a carrot, edamame, and cucumber salad on a wrap) and Poblano Small Planet Burger.

Cornell Dining also offers a number of healthy "grain bars" which offer a wide variety of whole grains and legumes. Additionally, this semester, whole grains salads, including vegan friendly quinoa, and farro, wheatberries, and bulgur are prepared in vegan and vegetarian ways and sold in grab and go cups at different coffee shops and retail locations.

At Jansen's Market, one of Cornell Dining's convenience stores, a Peanut Butter Sandwich Bar is featured. Customers can make their own sandwich with fresh peanut butter, ground on site, with various "toppings" and whole grain bread.

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

---

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

<http://dining.cornell.edu/>

**Annual dining services expenditures on food:**

---

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

---

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

---

# Energy

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

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

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

# Building Energy Consumption

---

## Responsible Party

**Mark Howe**

Program Manager

Energy Management

---

## Criteria

### Part 1

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

### Part 2

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

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

---

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	3,252,197 <i>MMBtu</i>	2,644,908 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	226,206 <i>MMBtu</i>	718,869 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

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

<b>Gross floor area</b>	15,745,567 <i>Gross Square Feet</i>	14,346,948 <i>Gross Square Feet</i>
-------------------------	-------------------------------------	-------------------------------------

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

	<b>Floor Area</b>
<b>Laboratory space</b>	1,789,047 <i>Square Feet</i>
<b>Healthcare space</b>	152,089 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	7,771
<b>Cooling degree days</b>	497

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2013	June 30, 2014

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

---

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

All digitally controlled buildings are scheduled to relax temperatures during unoccupied periods to reduce energy use.

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

Pilot project to replace incandescent lighting in elevators

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

ultrasonic and infrared occupancy sensors are used to control lighting and space temperature/ airflows in multiple buildings throughout campus.

**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:**

Cornell placed into service two Solar Titan 130 Combustion Turbines (2@15 MWe)with Rentech dual pressure Heat Recovery Steam Generators in December of 2009. In addition, there are two back pressure steam turbines (8 MWe total) that produce electricity with steam prior to the steam being used for heating purposes on campus. These co-generation systems result in a thermal efficiency of approximately 78% and have allowed the university to discontinue the use of coal. Energy generated with co-generation technology includes electric and steam.

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

All buildings central mechanical systems are re-commissioned on a 24-36 month cycle.

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

90% of buildings are connected to a central energy management system that allows trending of building energy use.

**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:**

We employ energy efficient landscape design strategies on campus, explicitly for any project pursuing LEED certification (Credits 7.1 and 7.2 both address heat island effect, including shading with vegetation, use of paving materials with a high solar reflectance index, and green roofs) and through implementation of landscape design guidelines within our 2008 Cornell Master Plan for greenways, quads and greens, and streets and walks. They are integral elements of sustainable landscape design that contribute multiple benefits to the campus.

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

99% of all vending machines on campus are energy star rated.

In place of installing motion sensors we have chosen to turn out the display lights in some of the vending machines.

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

Cornell has had an Energy Conservation Initiative for well over 15 years. Millions of dollars have been spent to re-commission building systems (\$1.5 million/yr continuous Cx), install new controls and variable frequency drives, energy efficient lighting and occupancy sensors to modulate room temperatures/ airflows/lighting automatically based upon space usage. In addition, all building energy use is measured, recorded and monitored on a regular basis. Cornell is using the metered heating, cooling, and electricity usage of the buildings as the data for this category. Since 2005 (Base Year) Cornell has kept their energy use/gross square foot nearly flat with only a very slight decline. This is commendable in light of the fact that Cornell has added over 1,000,000 square feet (~8% of campus) of research buildings that are high intensity energy users. To achieve the slight decrease in the energy usage per square foot of built space is significant.

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

<http://energyandsustainability.fs.cornell.edu/em/energycons/initiative.cfm>

## Responsible Party

**Mark Howe**

Program Manager

Energy Management

---

## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	14,087 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	516,702 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

3,252,197 *MMBtu*

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

Cornell owns and operates two hydroelectric generators. The turbine manufacturer is Ossberger and the units are rated at 712 kw and 997 kw. In addition, there are two solar photovoltaic installations of 15.0 and 2.2 kw.

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

Cornell has installed two solar hydronic hot water systems. The systems use the solar energy to heat water in evacuated tube solar collectors. The systems are designed to offset the need for fossil fuels to provide a portion of the heating and hot water needs of two campus facilities (23 total panels with 30 tubes each). Each tube is rated at 1,000 btu/day at peak summer solar insolation.

Cornell also has a heat exchange facility (Lake Source Cooling) to produce up to 20,000 peak tons of chilled water for campus. It generates renewable cooling by exchange heat to cold water from deep in Cayuga Lake saving 86% of the energy of conventional cooling (~25 million kWhr/year, about 10% of total campus electricity usage).

**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://energyandsustainability.fs.cornell.edu/sustain/sustenergy/default.cfm>

# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

---

## Responsible Party

**Leslie Schill**

University Planner

Capital Projects and Planning

---

## Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

**Submission Note:**

While we are reporting only within the main campus boundary, Cornell University has a much larger extended campus as well as research stations within the county and New York State. CUAES has about 2100 acres of combined crop and forestland. Forested land and non-crop land (building spaces, grass alleys, etc.) occupy about a quarter of the total managed land area (525 acres). Of the remaining 1575 acres of crop land, we estimate that at least 1400 acres of that is managed in accordance with IPM practices. Details on our specific farms can be found at:  
<http://cuaes.cals.cornell.edu/farms>

Grounds Department IPM -  
<http://fm.fs.cornell.edu/file/Pesticide%20pdf.pdf>

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

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

	<b>Area</b>
<b>Total campus area</b>	2,300 Acres
<b>Footprint of the institution's buildings</b>	141.60 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	0 Acres

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	1,400 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	0 Acres
<b>Managed organically, third party certified and/or protected</b>	0.10 Acres

**A copy of the IPM plan:**

---

**The IPM plan :**



IPM is carried out at Cornell by several different groups - primarily the Grounds department, the Cornell Plantations and the Agricultural Experiment Station (CU AES) and the College of Veterinary Medicine on the Ithaca campus. The 1,400 acres of open space comprise 61% of the main campus area and approximately 90% of our total grounds area. They include managed landscapes, natural areas and the arboretum, as well as crop fields, pastures and wooded areas used for teaching and research. The Grounds Dept. follows IPM procedures in maintaining the campus landscape. By doing so, pesticide use on campus is reduced every year. To control insects, weeds and plant diseases that threaten the lawn, flower, shrub, and tree species, IPM uses a holistic approach that includes many cultural pest control techniques:

- Naturalized landscape design, emphasizing a diversity of species
- Careful site selection and preparation
- Use of hearty, disease- and pest-resistant varieties
- Proper frequencies of watering, pruning, and mowing
- Mulching
- Introduction of naturally occurring organisms to control pests

Cornell Plantations cares for about 200 acres of botanical gardens and arboretum as well as a 3000+ square foot greenhouse, a lath house and a raised bed nursery utilizing Integrated Pest Management practices. There are many facets to this system from installation to long-term garden management. Preventative care is established through proper site selection and preparation prior to plant installation. In-depth scouting and monitoring of our collections is conducted for specific pests as well as yearly general assessments throughout the collections. Mechanical practices such as pruning, fall sanitation, utilizing water pressure and even hand removal of pests are employed to limit the need for pesticides. When chemical control becomes necessary, the staff strive to choose pesticides with least toxic properties. Plantations works to reduce the need for herbicides through mechanical weed control whenever possible, both in the gardens and the arboretum. Finally, the program is supported with detailed records of treatment for reference and encouraging the education of the staff of gardeners.

Cornell Plantations also manages the system of natural areas on campus. These areas are actively protected and managed to support the educational mission of the University. Management activities include but are not limited to monitoring, habitat establishment, natural areas restoration, naturalization, invasive species control, and deer over-population management.

The CU AES farm managers follow IPM practices on the greatest majority of their land, production cropland and wherever IPM practices will complement a given research project. The forests are minimally managed, with some selective thinning. CU AES has been removing ash trees in an attempt to minimize the spread of the emerald ash borer, as well as some removal of unwanted or invasive species. The College of Veterinary Medicine manages its pasture lands without the use of any pesticides.

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

We are currently developing a sustainable landscape management plan for campus that reflects the new criteria under STARS.

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

Various departments at the University - academic and administrative - manage landscape areas. There has been a long-standing practice of prioritizing and using native plant species in campus landscaping, both in the maintained grounds as well as in the campus landscapes that are used for teaching, research and conservation. This practice is in the process of being formalized into a native plants policy. While the policy is not yet complete, we continue the practice of ensuring that all new projects include native plants in their site landscape. The growing number of green infrastructure projects on campus include native plants as well.

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

The majority of the agricultural composting at Cornell is carried out by Farm Services, a Cornell University Agricultural Experiment Station (CUAES) operation and includes far more than waste from grounds keeping (please see details in the attached public notes). What constitutes University Grounds includes an extensive area used for agricultural teaching, research and outreach.

Since 1992, the Cornell Grounds department has collected thousands of cubic yards of yard waste from normal lawn maintenance activities. All yard waste is ground and composted in order to reduce and reuse materials. This reduces disposal fees, transportation costs and the need to buy topsoil. These management practices have reduced the amount of material going into landfills as well as the contamination of water sources on and adjacent to the campus.

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

Under development as a component of our Sustainable Landscape Management Plan.

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

Under development as a component of our Sustainable Landscape Management Plan.

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

Under development as a component of our Sustainable Landscape Management Plan.

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

The environmental impacts of snow and ice removal are addressed in three broad ways. 1) Reducing the area to be de-iced. Grounds maintains over 53 miles of sidewalks. Through the University's earlier Advancing Sustainability Action Plan (ASAP) we had identified just over 2 miles (~4%) of walkway closures for winter maintenance. This seasonal closing equates to a reduction of salt usage, equipment fuel, and savings in lawn damage repairs totaling \$11K annually.

The Grounds Dept. tested a new type of salt spreader in 2012-2013 and found that the new technology allowed greater operator calibration and placement of salt along walkways. Three more of these more efficient spreaders were purchased for the 2013-14 snow season.

Plantations has 5.3 miles of trails of which they have no winter maintenance on 2.2 miles (~ 42%).

2) Through a specific program for efficiency in application and materials. Cornell University has had a De-icing Salt Conservation (Sensible Salt/Calibration) Program in place since 1987. The program emphasizes the most economical use of de-icing salt while maintaining safety on roads and for the environment. The metrics are Environmental, Economic and Social. Environmental metrics include proper storage, handling, application, drainage, and landscaping. Economic metrics include lower operating costs due to reduced salt, as well as continued safe operation of roads. Social metrics include the safety of the campus community and the continuation of [STARS Reporting Tool](#) | [AASHE](#)

campus functions in inclement weather.

3) To use materials that require less salt over time, to reduce environmental impacts to the extent possible. Continued in-house employee training and the expansion of de-icing products to include local recycled brine are being actively pursued. Our bulk salt usage for the last 5 years has been fairly static at 1800 Tons per season with a backup amount of 500 Tons in reserve.

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

Cornell's Mann Library Garden (0.1 acres) was one of the original 13 pilot projects certified under the Sustainable Sites Initiative (SITES).

**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://fm.fs.cornell.edu/file/Pesticide%20pdf.pdf>

## Responsible Party

**Leslie Schill**

University Planner

Capital Projects and Planning

---

## 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:**

Cornell University owns and manages 660 acres of lands in a natural areas preserve system, covered under IUCN Category IV legally protected lands, where the primary goal is the long-term conservation of native biodiversity, natural communities, and ecological processes. These holdings are protected and actively managed for conservation purposes by Cornell Plantations.

Part of these holdings are also legally designated by New York State Statute as a Recreational River. In 1986 New York State passed the Wild, Scenic and Recreational Rivers System Act to prevent "Improvident development and use of these rivers and their immediate environs..." N.Y. Comp. Codes R. & Regs. Tit. 27, §. tit. 27, § 666.1 (1986). Applicants can submit rivers or portions of rivers for protection under the Act to the New York State Department of Environmental Conservation, and in 1990 the City of Ithaca submitted such a request. As a Recreational River Fall Creek, from the West side of the Triphammer Footbridge to the Cayuga Lake inlet, is now protected from alterations of flow, reductions in water quality, impingement on historic use patterns and preserved for its ecological, hydrologic, geologic and socio-cultural qualities. Agents found guilty of violating these protections are subject to remedies and penalties

outlined in New York State's Environmental Conservation Law. A description of Recreational Rivers, taken from the WSRRA, is, "Recreational rivers are generally readily accessible, and may have a significant amount of development in their river areas and may have been impounded or diverted in the past. Management of recreational river areas will be directed to preserving and restoring their natural, cultural, scenic and recreational qualities, except in areas delineated by the Department as communities, which will be managed to avoid adverse environmental impacts and loss of existing river corridor values. The NYS Department of Environmental Conservation webpage containing the listing of Fall Creek can be found at:

<http://www.dec.ny.gov/permits/32739.html>

**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:**

There are a number of assessment methodologies that we use:

Tompkins County Unique Natural Areas Inventory. This began as a masters-thesis project completed in 1976. It has been enlarged and continued and is now overseen by Tompkins County Planning Department and Tompkins County Environmental Management Council. Various collaborations with Cornell Plantations Natural Areas Program staff have occurred over the years and have contributed important expertise and guidance. It now includes the 194 most important natural areas in the county. Field visits were made to sites to document the biota and ecological communities present, as well as, conservation status, physical characteristics, geological importance, and aesthetic, scenic or cultural qualities. Periodic updates have occurred at approximately 10-year intervals.

Evaluation of Natural Areas process. Periodically we have produced internal studies evaluating the relative importance and degree and kind of use of our various holdings. This is done to help prioritize our actions and justify what we do within the priorities of the university.

We make periodic visits to all of our sites. Several preserves include biotic inventories, which are updated as new occurrences are identified. Monitoring or census counts are conducted for rare species occurrences, these are observed sometimes as often as several times a year. This monitoring is conducted to identify declines or other conservation challenges, which inform management actions.

For example, all unfenced portions of our natural areas holdings are experiencing significant impact to the understory vegetation and associated fauna by excessive deer browse. To gauge the impact and track the efficacy of our lethal and non-lethal deer management program, a vegetation monitoring regime has been implemented to assess population levels and vegetation impact. This is combined with harvest information and mark/recapture deer census work using infrared cameras to track population changes.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

The managed natural areas present within the Cornell campus includes 660 total acres. This preserve system encompasses 32 distinct natural and anthropogenic plant community types. Specifically, this includes:

#### Successional old field

A meadow on sites cleared, plowed, and then abandoned. The ragweed type occurs on fields 1 to 3 years after last cultivation; ragweed, daisy, Queen Anne's lace, crab grass, golden foxtail, and chickweed are common. The goldenrod subtype occurs 3 - 15 years after last cultivation. Dominant species are perennial composites: goldenrods and asters. Other herbs include timothy, orchard grass, smooth brome, bluegrasses, quackgrass, sweet vernal grass, evening primrose, old-field cinquefoil, wild strawberry, and hawkweeds. Shrubs and trees represent less than 50% cover but include gray dogwood, arrowwood, raspberries, blackberries, sumac, red maple and white pine.

#### Mixed oak forest

A forest dominated by oaks found on steep south and west facing slopes. Soils may have calcareous materials at depth. Dominants are red, black, and white oak, and white pine. Black oak is an indicator of this ecological community type. Pignut hickory and red maple are usually present. Flowering dogwood and choke cherry are often abundant in the understory.

#### Shale cliff and talus community

A community with sparse vegetation that occurs on nearly vertical exposures of shale bedrock, ledges, and talus. The talus is unstable, there is little soil. Characteristic species include blunt-lobed woodsia, rusty woodsia, hairy penstemon, herb-Robert, panic grass, *Carex pensylvanica*, and eastern red cedar.

#### Shale talus slope woodland

An open to closed canopy woodland that occurs on talus slopes composed of shale. Slopes are unstable and very well drained. Soils are shallow and dry. Canopy cover is less than 50%. Characteristic trees include chestnut oak, pignut hickory, red oak, white oak, white pine, white ash, and eastern white cedar. Characteristic shrubs include smooth sumac, poison ivy, hairy penstemon, everlasting, and Pennsylvania sedge.

#### Cliff and talus communities on shale

Open communities with less than 25% trees on a shale substrate. The Shale cliff and talus community and Shale talus slope woodland communities are often found together. The woodland community is structurally intermediate between forests and open canopy upland of the cliff and talus community.

#### Rocky headwater stream

The aquatic community of a small to moderate sized rocky stream with a moderate to steep gradient that lacks persistent emergent vegetation. The cold water stream flows over eroded bedrock near the stream origin and contains alternating riffle and pool sections. These streams typically have mosses and algae present, but few larger rooted plants.

#### Beech-maple mesic forest

A hardwood forest with sugar maple and beech co-dominant. Found on moist, well-drained soils, on north and east facing slopes, and on gently sloping hilltops of any aspect, this ecological community type rarely occurs in ravines. Common associates are basswood, American elm, white ash, yellow birch, hop hornbeam, and red maple. Characteristic species in the sub-canopy are musclewood, striped maple, witch hazel, hobblebush, and alternate-leaved dogwood. There typically are few herbs and shrubs, but tree seedlings may be abundant. There are many spring ephemerals.

#### Hemlock-northern hardwood forest

A forest that typically occurs on lower slopes of ravines, on cool, mid-elevation slopes, and at the edges of drainage divide swamps. Hemlock is a co-dominant species with one to three others: beech, sugar maple, red maple, black cherry, white pine, yellow birch, black birch, red oak, and basswood. Shrubs have low abundance, but striped maple may be present. Herbs characteristic of northern and montane areas are common.

#### Oak-beech-hickory-pine type

A forest usually found on hilltops and south to west facing slopes. Soils are acidic and well to moderately well drained, but usually have restricted rooting depth due to fragipan or bedrock. Beech, pine, or aspen may be among the dominant trees and trees of cool microclimates such as birch, hemlock, and striped and mountain maples are abundant in this ecological community type. Shrubs and herbs are abundant and moderately diverse.

#### Midreach stream

The aquatic community of a stream that has a well-defined pattern of alternating pool, riffle, and run sections. Waterfalls and springs may be present. Typical aquatic macrophytes include waterweed and pondweeds. Persistent emergent vegetation is lacking.

#### Reservoir/artificial impoundment

The aquatic community of an artificial lake created by the impoundment of a river, pond or swamp (Beebe Lake, Lake Treman).

#### Appalachian oak-hickory forest

A hardwood forest with more than 60% canopy cover of trees that occurs on well-drained sites, usually on flat hilltops, upper slopes, or south and west facing slopes. Dominant trees include one or more of red oak, white oak, and black oak. Mixed with oaks, are one or more of pignut, shagbark, and sweet pignut hickory. Common associates are white ash, red maple, and hop hornbeam. Small trees include flowering dogwood, witch hazel, shadbush, and choke cherry. Shrubs and groundlayer flora are diverse. Shrubs include maple-leaved viburnum, blueberries, red raspberry, gray dogwood, and beaked hazelnut.

#### Emergent marshes

Marsh communities occur on mineral soils or fine-grained organic soils that are permanently saturated. They are often found near the Finger Lakes or in wetlands near a drainage divide. Because water levels may fluctuate, exposing substrate and aerating the soil, there is little or no accumulation of peat. Characteristic vegetation in deeper marshes includes emergent aquatics such as yellow pond lily, cattails, bulrushes, and arrow arum. Disturbed marshes may have purple loosestrife, reedgrass, or reed canary grass. Characteristic plants in shallower marshes include bluejoint grass, cutgrass, bulrushes, and water smartweed.

#### Farm pond/artificial pond

The aquatic community of a small pond constructed on agricultural or residential property. These ponds are often eutrophic and may be stocked with fish.

#### Perched swamp white oak swamp

A swamp on mineral soils that occurs in a shallow depression on a forested hilltop where there is a perched water table. The sites are shallow to bedrock with an impermeable clay layer. The swamp may be flooded in spring and dry by late summer. The dominant tree is swamp white oak, which may form a nearly pure, but open canopy stand. In better drained areas, the canopy may include scarlet oak, white oak, red maple, white pine, and pitch pine. Scattered ericaceous shrubs are present in the open understory and include black huckleberry, highbush blueberry, lowbush blueberry, and maleberry. Hummocks around bases of trees and shrubs often have Sphagnum mosses. The ground cover may be sparse (South Hill, Bull pasture ponds).

#### Red maple-hardwood swamp

A swamp that occurs in poorly drained upland depressions usually on acidic muck over clay. The bedrock is usually shale. Red maple or silver maple may dominate alone or with yellow birch. Black ash, white pine and hemlock may also be present. The shrub layer is quite dense and includes spicebush, winterberry, black chokeberry, highbush blueberry, red-osier dogwood, arrowwood, and nannyberry. The herb layer is often dominated by cinnamon fern. Herbs include skunk cabbage, jewelweed, and sedges.

#### Shrub swamp

A shrub dominated wetland that occurs along a lake or river, in a wet depression, or as a transition between wetland and upland communities. The substrate is usually mineral soil or muck. Alder, willows, or red-osier and silky dogwoods are common dominant species. Other characteristic shrub species include gray dogwoods, meadowsweet, highbush blueberry, winterberry, spicebush, viburnums, and buttonbush. A few red maple trees may be present. The herb layer is lush and diverse, and typically includes species

found in sedge-grass meadows.

#### Successional shrubland

A shrubland with at least 50% cover of shrubs that occurs on agricultural fields 10 - 25 years after abandonment, following other disturbance, and especially on sites with restricted drainage. Characteristic shrubs include gray dogwood, raspberries, hawthorn, serviceberries, chokecherry, sumac, nannyberry, arrowwood and buckthorn. Herbs are those of old-fields. Seedlings of white pine, red maple and white ash are usually present.

#### Wetland headwater stream

The aquatic community of a small, swampy brook with a low gradient, slow flow rate, and cool to cold water that flows through a fen, swamp or marsh near the stream origin. Springs may be present. The substrate is clay, gravel or sand, with silt, muck, peat, or marl deposits along the shore. Characteristic plants include watercress, Chara. Persistent emergent vegetation is lacking.

#### Floodplain forest

A hardwood forest found on alluvial gravels on low terraces of floodplains of larger creeks and creek deltas. Characteristic trees include sycamore, cottonwood, box elder, silver and red maple, butternut, crack and white willow. American elm was once present. Characteristic vines and shrubs are Virginia creeper, poison ivy, and spicebush. Characteristic herbs are white snake root, green dragon, jewelweed, ostrich fern, and jumpseed.

#### Riverside sand/gravel bar

A meadow community that occurs on sand and gravel bars deposited within, or adjacent to, a river channel. The community may be very sparsely vegetated, depending on the rates of deposition and erosion of the sand or gravel. Characteristic species include sandbar willow (*Salix exigua*), sand-cherry (*Prunus pumila*), dogbane (*Apocynum cannabinum*), switchgrass (*Panicum virgatum*), and poison ivy (*Toxicodendron radicans*).

#### Sedge meadow

A wet meadow with permanently saturated and seasonally flooded organic soils in wetlands that receive mineral nutrients via groundwater or streams. There is usually little peat accumulation and floating mats are not formed. Sedge meadows typically occur along streams and near the inlet and outlets of lakes and ponds. The dominant species is a tussock-sedge, *Carex stricta*, usually with about 50% cover. Other characteristic herbs include sedges (*C. lacustris* and *C. rostrata*), bluejoint grass, sweetflag, joe-pye weed, tall meadow rue, and bulrushes.

#### Successional northern hardwoods

A forest with more than 60% canopy cover of trees that occurs on sites that have been cleared or otherwise disturbed. Dominant trees are usually two or more of the following: red maple, white pine, white ash, gray birch, quaking aspen, big-tooth aspen, and, less frequently, sugar maple and white ash. Tree seedlings and saplings may be of more shade tolerant species. Shrubs and ground cover species may be those of old-fields. In abandoned pasturelands apples and hawthorns may be present in the understory.

#### Erosional slope/bluff

A sparsely vegetated community that occurs on vertical exposures of unconsolidated material, such as small stone, gravel, sand and clay, that is exposed to erosional forces, such as water, ice, or wind.

#### Intermittent stream

The aquatic community of a small ephemeral streambed with a moderate to steep gradient where the water flows only during the spring or after a heavy rain. The streambed may be covered with mosses such as *Bryhnia novae-angliae*.

#### Conifer plantation

A planted stand of commercial trees species, usually for timber purposes. Usually a monoculture, but they may be mixed stands with two or more species. Species typically planted include white pine, red pine, Scotch pine, Norway spruce, Douglas fir, European larch, and Japanese larch.



#### Rich graminoid fen

Here the substrate is a graminoid peat which may be underlain by marl. The dominant species are sedges (*Carex flava*, *C. hystericina*, *C. sterilis*), with grasses and rushes. Sphagnum is restricted to a few species, but other mosses may be abundant. Other species are cattails, sundew, pitcher plant, cranberry, and grass-of-parnassus. Trees and shrubs have less than 50% cover, but include red-osier and gray dogwoods, shrubby cinquefoil, and swamp buckthorn. Rich fens are fed by water from highly calcareous springs or seepage rich in minerals with high pH, (6.5 to 8). They are underlain by glacial gravels with peat deposits. This community is often found with other fen communities which may form a mosaic on one site.

#### Mowed areas

Land in which the groundcover is dominated by clipped grasses and forbs. The ecological community type with trees has more than 30% cover of trees. The type also includes narrow strips of mowed pathway, such as a roadside or utility corridor.

#### Deep emergent marsh

Deep marshes have a water depth ranging from 15 cm to 2 m. The substrate is almost always wet and there is usually standing water in autumn. Characteristic vegetation includes emergent aquatics such as yellow pond lily, white waterlily, cattails, bulrushes, burreed, and arrow arum. Disturbed marshes may have purple loosestrife, reedgrass, or reed canary grass. Marsh communities occur on mineral soils or fine-grained organic soils that are permanently saturated. They are often found near the Finger Lakes or in wetlands near a drainage divide. Because water levels may fluctuate, exposing substrate and aerating the soil, there is little or no accumulation of peat.

#### Hickory-white ash-oak type

The forest occurs on flat uplands and gentle to moderate slopes. Soil is of moderate pH and well to moderately well drained. Shagbark hickory as a dominant is an indicator of this ecological community type. Mesophytes of fertile soils such as white ash, basswood, tulip poplar, sugar and red maples are among the dominant species or abundant as a group in this type. Shrubs and herbs often have a weedy component.

#### Flower/herb garden

Residential, commercial, or horticultural land cultivated for the production of ornamental herbs and shrubs. This community includes gardens cultivated for the production of culinary herbs. Characteristic birds include American robin (*Turdus migratorius*) and mourning dove (*Zenaida macroura*).

#### Eutrophic pond

The aquatic community of a shallow, nutrient-rich pond. The water is usually green with algae and the bottom is mucky. Aquatic vegetation is abundant. Characteristic plants include coontail, duckweeds, waterweed, and pondweeds, water starwort, algae, yellow pondlily and white waterlily.

The preserve system also includes locally recognized old-growth forest stands of Hemlock-northern hardwoods, Appalachian oak-hickory types, and Maple-beech mesic forest.

Additionally, the Mitchell Street Hawthorn Thicket is recognized as a preserve that attracts an unusually high assemblage of migratory songbirds, including 35+ species of warblers (Blue-winged Warbler, Brewster's Warbler, Lawrence's Warbler, Golden-winged Warbler, Tennessee Warbler, Orange-crowned Warbler, Nashville Warbler, Northern Parula, Yellow Warbler, Chestnut-sided Warbler, Magnolia Warbler, Cape May Warbler, Black-throated Blue Warbler, Yellow-rumped Warbler, Black-throated Green Warbler, Blackburnian Warbler, Pine Warbler, Prairie Warbler, Palm Warbler, Bay-breasted Warbler, Blackpoll Warbler, Cerulean Warbler, Black-and-white Warbler, American Redstart, Prothonotary Warbler, Worm-eating Warbler, Ovenbird, Northern Waterthrush, Louisiana Waterthrush, Kentucky Warbler, Connecticut Warbler, Mourning Warbler, Common Yellowthroat, Hooded Warbler, Wilson's Warbler, Canada Warbler). More than 100 species of birds have been observed at this site, including other important passerines, such as hermit and wood thrushes, scarlet tanagers, indigo buntings, orchard and Baltimore orioles, and rose-breasted grosbeaks.

Lastly, the 660 acres of managed natural areas present within the Cornell campus also include numerous threatened or endangered species or species of conservation concern. The following lists species by common name, scientific name, New York State Legal Status, and

NatureServe Ranking. Specifically, this includes four Dragonflies and damselflies: Tiger Spiketail (*Cordulegaster erronea*), Unlisted but Critically Imperiled (S1) in New York State; Spine-crowned Clubtail (*Gomphus abbreviatus*), unlisted but Critically Imperiled (S1); Rapids Clubtail (*Gomphus quadricolor*), unlisted but Critically Imperiled (S1); and Gray Petaltail (*Tachopteryx thoreyi*), Special Concern and Imperiled (S2). This also includes three vascular plants: Bird's-eye Primrose (*Primula mistassinaca*), Threatened and Imperiled (S2); Drummond's Rockcress (*Boechera stricta*), Threatened and Imperiled (S2); and Common Butterwort (*Pinguicula vulgaris*), Threatened and Imperiled (S2).

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

Cornell University protects and manages the campus as natural areas, wildlife habitats, and naturalistic landscaped areas in support of wildlife biodiversity. These lands include two gorges, 70,425 feet of streams and riparian habitats, mature and successional forests, marsh, wet meadow, and old field habitats, as well as Plantations Botanic Garden and F.R. Newman Arboretum. These areas, which comprise 32% of the campus, are actively protected and managed to support the educational mission of the University. Management activities include but are not limited to monitoring, habitat establishment, natural areas restoration, naturalization, invasive species control, and deer over-population management.

Several of these habitats are recognized for their regional significance, including the Mitchell Street Hawthorn Thicket Natural Area, which is recognized as a "migrant trap" for neo-tropical migrating birds, and the Bull Pasture Ponds, which supports a very high diversity and abundance of amphibians.

Cornell University also supports a deer research and management program to reduce negative impacts of deer overpopulation on and near campus. Discussions and actions regarding deer damage management reflect the University's goal to maintain the integrity of Cornell lands, while being cognizant of related neighborhood impacts. The project is being implemented for the primary purposes of supporting the research, teaching, and outreach functions of Cornell University.

For the 660 acres that is managed by Cornell Plantations, these preserves have management plans that characterize the purpose, site description, regional landscape context, geology, ecological communities, property history, soils, hydrology, cultural amenities, historic management regimes, challenges to management and threats to ecology, maps, plant communities, common plant and animal species, plant and animal species of conservation concern, and invasive species threats. Plans also include related management, monitoring, and research goals and actions.

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

<http://www.cornellplantations.org/our-gardens/natural-areas>

# Purchasing

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

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

## Responsible Party

**Tom Romantic**  
Sr. Director  
Supply Management

---

## 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.

---

### Submission Note:

We purchase computers and laptops exclusively from Dell and Apple. Dell designs and engineers its products to help prevent pollution and conserve natural resources throughout the system's life. Reducing the environmental impact of Dell products begins at the design stage. Cross-functional product design teams work to make thoughtful and effective decisions that will have positive environmental results throughout the equipment's life cycle.

Facilities Services sets the standard for buying green. The systems we purchase are Lead-Free, RoHS Compliant, EPEAT registered, and Energy Star® certified.

<http://www2.cit.cornell.edu/computer/green/>

"---" 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:**

[Computers and Hardware\\_Procurement.pdf](#)

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

As stated on the Cornell Procurement Services web site, "Cornell's preferred suppliers for computer hardware provide products that are ENERGY STAR compliant and meet Electronic Product Environmental Assessment Tool (EPEAT®) silver and/or gold standards. Cornell prefers to purchase EPEAT Silver or higher computers and monitors."

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

Cornell's preferred suppliers for Computer Hardware provide hardware products that are energy star compliant and meet EPEAT silver and/or gold standards. Purchases that are made through our office are ensured of the standards.

**Does the institution wish to pursue 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::**

	Expenditure Per Level
<b>EPEAT Bronze</b>	18,993 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	350,049 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	5,178,343 <i>US/Canadian \$</i>

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

9,041,192 *US/Canadian \$*

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.dfa.cornell.edu/procurement/supplierlist/computers/index.cfm>

# Cleaning Products Purchasing

---

## Responsible Party

**Tom Romantic**  
Sr. Director  
Supply Management

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

[Janitorial Supplies\\_Procurement.pdf](#)

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

From the Procurement Services web site, "All preferred janitorial vendors have preference to supply Green Seal™ and EcoLogo® products in our operations."

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

We require this preference to supply green seal and ecologo products in our operations.

**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:**

101,705 US/Canadian \$

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

1,255,664 US/Canadian \$

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:**

No

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

---

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

---

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

---

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

<http://www.dfa.cornell.edu/procurement/supplierlist/janitorial/index.cfm>

# Office Paper Purchasing

---

## Responsible Party

**Tom Romantic**  
Sr. Director  
Supply Management

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

---

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

## **Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

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

[Printer and Copier Paper\\_Procurement.pdf](#)

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

Per the Procurement Services web site, "Our suppliers make conscious efforts every day to address environmental concerns. Procurement Services and W.B. Mason encourage you to select recycled copy paper, either 30% or 100%, when placing your paper orders. Visit the punch-out site in e-SHOP to select recycled copy paper products. Cornell prefers to purchase recycled content office paper."

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

Guidelines are present on our website and posted to communications via web posts, newsletters and catalog offerings. Onsite paper vendor representatives are encouraged to promote recycled paper over virgin. In house recycling program supports recycled paper through education to individual departments and students.



**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::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	177,620 <i>US/Canadian \$</i>
<b>50-69 percent</b>	571 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	50,343 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

477,984 *US/Canadian \$*

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

<http://www.dfa.cornell.edu/procurement/supplierlist/officesupplies/copypaper/index.cfm>

# Inclusive and Local Purchasing

---

## Responsible Party

**Tom Romantic**  
Sr. Director  
Supply Management

---

## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

---

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

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

Yes

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

[vol3\\_25.pdf](#)

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

(1) In our policy (page 13), we specify:

"Cornell University will promote the development of significant and mutually beneficial business relationships with diverse and local suppliers. Particularly when utilizing federal and state funds to procure goods and services, the university will put forth a good-faith effort to utilize diverse businesses, when practical. For more information on diverse suppliers, see

[www.sba.gov/services](http://www.sba.gov/services)."

(2) Highlighted in our e-procurement tool

(3) Highlighted list of vendors on webpage:

<http://www.dfa.cornell.edu/dfa/procurement/supplierlist/suppliers.cfm>

(4) Highlighted on our web site with a Diversity section:

<http://www.dfa.cornell.edu/procurement/diversity/index.cfm>

(5) Local and regional businesses are listed on our web site in a Local business section:

<http://www.dfa.cornell.edu/procurement/local/index.cfm>

(6) Guidelines on supporting local and diverse businesses (supplier utilization hierarchy) are included in our Buying Manual and published on our website at

<http://www.dfa.cornell.edu/procurement/buying/index.cfm>

**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:**

16

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

[http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3\\_25.pdf](http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_25.pdf)

# Life Cycle Cost Analysis

---

## Responsible Party

**Steve Beyers**

Facilities Environmental & Energy Engineer  
Facilities Engineering

---

## 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.

---

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

Yes

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

No

**A brief description of the LCCA policy(ies) and practice(s):**

LLC is part of the CU Design and Construction Standards that are required for projects which will consume water and/or energy. The LLC helps Facilities determine which equipment and systems to spec. The link to the standard is below (see "Life Cycle Cost Analysis"). Cornell Facilities often (as part of LEED) spec very efficient systems anyway that help us meet our LEED goals. LCC typically mostly helps us analyze things that represent "stretch" opportunities.

**The website URL where information about the institution's LCCA policies and practices is available:**

<http://cds.fs.cornell.edu/toc.cfm>

# Guidelines for Business Partners

---

## Responsible Party

**Tom Romantic**  
Sr. Director  
Supply Management

---

## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

---

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

Some

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

---

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

Prevailing wage language used for state owned and funded buildings on campus is:

#### 2.4 Prevailing Wage

As stated in New York State EXHIBIT A, vendor is required to pay prevailing wage. Prevailing wage rates shall apply to onsite trade labor that includes physical connection and or installations of infrastructure as classified by the Department of Labor (DOL) per PRC#2012008932, dated October 22, 2011. Certified payrolls shall be submitted in accordance DOL regulations. Please note that the entire prevailing wage package is included with the bid documents.

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

In our policy (page 13), we state: "Cornell will maintain the highest standards of business ethics and conduct when interacting with suppliers. Relationships with suppliers will support the promotion of environmentally preferred practices, diverse business utilization, and small businesses."

**The website URL where information about the institution's guidelines for its business partners is available:**

[http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3\\_25.pdf](http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_25.pdf)

# Transportation

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

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

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

## Responsible Party

**Bridgette Brady**

Director of Transportation Services  
Transportation

---

## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

---

### Submission Note:

This data is only for vehicles owned by Cornell Fleet Services. Currently, we do not have information for all university-owned vehicles. We are working on collecting this data into our fleet management system. Cornell University owns approximately 1,300 vehicles and only about 12% are Cornell fleet vehicles.

This year (2014) Cornell Fleet Services replaced a few mid-sized sedans and subcompacts with 13 Toyota Camrys and 8 Toyota Corollas with Partial Zero Emission Vehicles (PZEV) rating, which reduced our greenhouse gas (GHG) by 25% compared to the emissions of the vehicles we are replacing. This fleet replacement also resulted in a 15% increase in the miles per gallon used.



This equates to a reduction in GHG of about 14% for all the vehicles being offered by Fleet Services.

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

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

158

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	11
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	3
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

---

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

---

# Student Commute Modal Split

---

## Responsible Party

**Bridgette Brady**

Director of Transportation Services  
Transportation

---

## 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.

---

### Submission Note:

See pages 39-40 of the TGEIS:

Data from t-GEIS mode share survey:

Students non-motorized:

graduate - walk 31%, bike 4%;

undergrad - walk 71%, bike 1.4%

Students car/van pool

graduate 5.5%;

undergrad 7.5% (incl private shuttle vans)

Students public transit/university shuttle:

graduate 38%;

undergrad 15%

Students drive alone:

graduate 19%;

undergrad 5%

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

### Total percentage of students that use more sustainable commuting options:

89.30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
--	--------------------

<b>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</b>	10.70
<b>Walk, bicycle, or use other non-motorized means</b>	59.90
<b>Vanpool or carpool</b>	6.80
<b>Take a campus shuttle or public transportation</b>	22.60
<b>Use a motorcycle, scooter or moped</b>	0

**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:**

<http://transportation.fs.cornell.edu/commuting/>

# Employee Commute Modal Split

---

## Responsible Party

**Bridgette Brady**

Director of Transportation Services  
Transportation

---

## 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:

43

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	57
Walk, bicycle, or use other non-motorized means	12
Vanpool or carpool	17
Take a campus shuttle or public transportation	14
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

---

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

<http://transportation.fs.cornell.edu/commuting/>

# Support for Sustainable Transportation

---

## Responsible Party

**Bridgette Brady**

Director of Transportation Services  
Transportation

---

## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

---

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

Many of the student residence halls include indoor and secure bike storage for building residents only.

Students and employees have free access to showers and/or locker rooms at campus athletic and fitness facilities and some other university buildings. These facilities are not provided specifically for bike commuters, but are available to, and do benefit, bike commuters.

Cornell Green Building Guidelines include Site Strategy SS-4.2: Encourage Bicycle Use, with Baseline Performance Goals that require site and building access by bicycle, bike accommodations in new access roads, connecting to existing bike lanes and paths, university standard bike racks within specified distance from entrances. High Performance Goals include covered bike parking and interior shower facilities for bike commuters.

Installation of bicycle racks is now standard practice with new construction and with major rehabilitation projects.

**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:**

Registered bicycles can be parked at bike racks or in bike storage areas.

**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:**

Big Red Bikes is Cornell University's student run bike share program. It is open to all active students and employees who register for the program. The program is partially student funded through the undergraduate Student Assembly and student activity fee. Cornell Facilities Operations provides the remainder of the funding.

The bike share fleet includes 40 bicycles that are available from Spring Break in March until Thanksgiving break. Bikes are available at two libraries and a student residence community center. Bike must be returned to one of the three locations.

The University Libraries and Campus Life Appel Commons Service Center provide administrative support by checking in/out the bikes, keys and helmets, as well as reporting issues to the student organization.

Transportation Services contributes the funding for the vendor hosted bike share management software and helps fund a student employee responsible for maintenance and safety checks.

During fiscal year 2012-2013 bikes were checked out over 1,600 times by 742 active users.

**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:**

---

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

Yes

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

The Tompkins Consolidated Area Transit (TCAT) regional transit system (

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

) includes routes that circulate through campus with the frequency of a shuttle, as well as connecting the campus to nearby retail, commercial and residential areas.

All university employees can use their Cornell ID to ride buses free, Monday through Friday, within a zone that encompasses the campus, the City of Ithaca and nearby retail areas. TCAT also runs commuter routes through surrounding neighborhoods and communities in Tompkins County and other adjacent counties. Employees who choose to forego a campus parking permit are eligible for the OmniRide program, which allows unlimited travel on any TCAT transit bus within Tompkins County, seven days a week. Employees who live outside the county can also join OmniRide and receive a discounted pass for use on their county's transit system.

<http://transportation.fs.cornell.edu/commuting/busservices/employees.cfm>

Students are provided unlimited no fee access to the entire regional transit system during their first year of matriculation. After the first year, all students retain no fee access to transit at night and on weekends, and they are encouraged to purchase university subsidized



Student OmniRide passes that provide unlimited access to all TCAT routes.

<http://transportation.fs.cornell.edu/commuting/busservices/students.cfm>

The City of Ithaca, Tompkins County and Cornell University are equal partners in TCAT. In addition, Cornell University is the single largest fare paying customer of TCAT. Total annual university contributions to TCAT exceed \$3.4 million annually.

**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:**

If a personal emergency arises during the workday and an employee need to get to his/her car, home, or to a sick child, the GRT program will get the employee where he/she need to go from 7:30 a.m.–6:00 p.m., Monday–Friday. This service is available only when the university is open and operating normally and is not for weather-related closings or emergencies, unscheduled overtime, or appointments.

**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:**

Among other support services for commuting alternatives, Cornell contracts with Zimride, Inc. to provide carpool matching for the university community.

This service is also extended to the entire Tompkins County community, as well as employees and students of Ithaca College and Tompkins County Community College.

As of November 2013, Cornell has over 10,500 users registered with Zimride and over 550 rideposts active in the system.

<http://www.zimride.com/cornell>

**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:**

Cornell University is purchasing full or partially subsidized memberships for eligible employees and students with Ithaca Carshare.

All Cornell employees enrolled in the Omniride program are provided free "Just In Case" memberships. Non-Omniride employees get a discounted rate for Ithaca Carshare membership. All Cornell students are eligible for free or discounted membership as well.

Ithaca Carshare is a membership service offering 24/7 self-serve access to fuel efficient cars, minivans, and trucks located in Ithaca, NY. Ithaca Carshare also currently has roaming agreements with thirteen other carshares. Costs vary, but Ithaca Carshare members can drive in many of these cities by paying nothing more than usage fees. Four of the 23 Ithaca Carshare vehicles are located on the Cornell campus.

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

**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:**

Cornell has 1 EV charging station that is available to staff commuters with two more coming on-line soon. Students do not have access to these charging stations.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

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

Cornell offers a range of flexible work arrangements

(

[http://www.hr.cornell.edu/life/support/flexible\\_arrangements.html](http://www.hr.cornell.edu/life/support/flexible_arrangements.html)

) including telecommuting, individually negotiated and at the discretion of the supervisor.

[http://www.hr.cornell.edu/life/support/flexplace\\_telecommute.html](http://www.hr.cornell.edu/life/support/flexplace_telecommute.html)

Cornell also has computing guidelines for telecommuters who need to access Cornell's network and computing resources remotely.

<http://www.cit.cornell.edu/services/guides/telecommute/>

According to survey results, 35% of employees reported telecommuting. Specifically, 16% of full-time, non-exempt employees and 40 percent of full-time, exempt employees. Survey data compiled from the 2012 Sloan Foundation Cornell Employee Survey, and HR Leads.

**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:**

Cornell offers a range of flexible work arrangements:

[http://www.hr.cornell.edu/life/support/flexible\\_arrangements.html](http://www.hr.cornell.edu/life/support/flexible_arrangements.html)

including condensed work week:

[http://www.hr.cornell.edu/life/support/compressed\\_work\\_week.html](http://www.hr.cornell.edu/life/support/compressed_work_week.html)

In 2011 survey of employees included flex work questions. Of 593 respondents, 40.6% indicated they have benefited from arrangements for consistently flexible work hours, and 3.2% indicated they have used the condensed work week option.

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

Yes

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

Cornell University, the largest employer in Tompkins County, contributes \$200,000 per year to the Tompkins County Affordable Housing Fund to assist people employed in Tompkins County in purchasing proximal housing, that might otherwise be out of reach.

In addition, the Campus Planning Office and Cornell Real Estate have begun conceptual phases of planning and seeking funding for university owned housing for grad students and employees at the campus perimeter.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

OmniRide Program-- OmniRiders get the benefit of free, unlimited travel on any TCAT transit bus within Tompkins County, seven days a week. OmniRide privileges are accessed with a CU photo ID card at the fare box on TCAT buses. Transit riders who live outside the county can also join OmniRide. They'll receive a discounted pass for use on their county's transit system. (The out-of-county transit fee

is payroll deducted on a pre-tax basis).

Flexible parking options for days the bus won't work for you include occasional-use parking permits (currently ten permits every four months; limit of 30 permits annually), metered parking, and Parkmobile pay-by-cell parking.

Eligible groups can request books of ten one-day parking permits valid in all Perimeter and Outer Tier Parking areas. Groups receive one less book than there are number of members with registered vehicles (a two-person RideShare can request one book of permits every six months).

The RideShare parking permit may be used in any group member's car, as long as it is registered with the university.

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

<http://transportation.fs.cornell.edu/commuting/>

# Waste

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

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

# Waste Minimization

---

## Responsible Party

**Spring Buck**  
R5 Manager  
Facilities Operations

---

## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

### Submission Note:

In regards to the weighted campus user data: the number of partners/family members of staff and professional students that also live on campus and consume resources were placed in the "in-patient hospital beds" category because there is no place in STARS 2.0 to document campus residents that are not students, employees, or in-patient hospital beds. This allows for the most honest representation of Cornell's weighted campus users.

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,560.63 Tons	1,433.44 Tons
Materials composted	6,602.75 Tons	7,430.36 Tons

<b>Materials reused, donated or re-sold</b>	57.05 Tons	64.45 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	3,166.32 Tons	3,011.31 Tons

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	7,344	7,447
<b>Number of residential employees</b>	36	35
<b>Number of in-patient hospital beds</b>	469	459
<b>Full-time equivalent enrollment</b>	21,671	21,424
<b>Full-time equivalent of employees</b>	10,769	12,607
<b>Full-time equivalent of distance education students</b>	47	47

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2013	Dec. 31, 2013

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

The baseline year was changed from 2005 to 2013. It is the most honest representation of our waste minimization, as Cornell's R5 Operations has collected far more data during these two years (2013 and 2014). For example, films, rigid plastics, yard waste, wood, and dining oil were not included in 2005 metrics but are included in 2013 (baseline) and 2014 (performance) metrics.

**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:**

Cornell University surplus programs are currently decentralized and include the CATS program, the STACS Program, and donations to not for profit groups. Additionally, the University contracts with Sedgwick Business Interiors utilizing their Asset Inventory Management (AIM) program:

### **CATS Program:**

The Cornell Assets Transfer System (CATS) run by the Division of Financial Affairs - Cost and Capital Assets Department. This system is intended for items with a value exceeding \$5,000 (though often used for items under \$5,000), and is designed to connect those with available campus assets with those who can put the assets to further use. The Office of Community Relations coordinates equipment requests from the off-campus community where it is appropriate for assets to be gifted to an individual or outside agency.

### **STACS Program:**

R5 Operations manages both the System for Trade and Auction of Cornell Surplus (STACS) and the Facilities Services Reuse Program. As items are collected for disposal R5 Operations appropriately sorts furniture and office supplies for use by University Departments, for sale to the general public, and for the annual Dump and Run sale organized by Campus Life.

### **Sedgwick Business Interiors Asset Inventory Management (AIM) program:**

AIM Program inventories all furniture for an account/project. The Sedgwick project team generates a customized Internet based asset inventory (AIM) list of all items stored. Items cataloged are rated as to their present condition to be used as a reference when items are re-deployed to other areas.

AIM allows users to view all reserved, stored product online for future moves and reconfigures, leaving anything un-used stored. By managing active customer inventory, through reliable consistent information, better utilization of assets may be achieved and less product will be purchased; customer standards may be identified and managed, allowing for reduction in asset levels and customer storage costs. Current accounts/projects on the Cornell campus include those in the College of Human Ecology, the Statler Hotel, Campus Life, the College of Agriculture and Life Sciences, and more.

### **Donations:**

Donations of Cornell owned items are coordinated by the Department of Community and Government Relations.

### **Human Services Coalition Listserv:**

The mission of the Human Services Coalition is to identify information and service needs, to provide planning and coordination, and to enhance the delivery of health and human services in the Tompkins County area.

The listserv is open to persons who are affiliated with the non-profit sector. This may include employees or volunteers at not-for-profit agencies, county and city departments, elected officials, board members, or other affiliates. An award by the Appalachian Regional Commission to the Tompkins County Collaborative Communications Project, in cooperation with Cornell University, provided funding for this service. Over 11,000 individuals subscribe to the listserv.

Departments at Cornell University frequently utilize the listserv to post items available for reuse.

Listsersv address:

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



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

Cornell has placed its course catalog online for a number of years while reducing the number of paper copies that are printed. As of the 2011-2012 academic year, paper catalogs were eliminated altogether. Users can select pages or sections of the online catalog and turn them into pdf files that they can keep on their computers and/or print themselves.

<http://courses.cornell.edu/>

Cornell has a searchable "course and time roster" posted online.

<http://registrar.sas.cornell.edu/courses/roster/>

The university has an online directory that replaced a printed phone book that was discontinued in 2009.

<http://www.cornell.edu/search/?q=&submit=go&tab=people>

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

There is a cost for all printing at libraries and computer labs. Printing at these facilities is managed through a program named "Net-Print" which allows students, faculty, and staff to create an account, make payments in advance or, for students, be charged monthly on one's University Bursar bill.

Costs vary depending on location, paper size and color choice (black and white or color print).

In addition to printers photocopy machines are located in libraries.

There is no charge for scanning a document to a flash-drive, or sending a scan of a document to an email account.

All printed photocopies incur a cost paid by cash, or with advance purchase of a copy card.

Costs vary depending on location, paper size and color choice (black and white or color copy).

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

Dump & Run is Cornell's annual campus-wide waste-reduction and recycling program to reduce move-out waste. Student and staff volunteers collect items students might otherwise throw away when leaving campus in May, sort and organize the collected items over the summer, and resell them at a large community sale when students return in August.

Items are collected from both university owned residence halls and apartments, as well privately owned apartments and houses. Items collected include clothing, shoes, organizational units, working appliances and electronics, furniture, sporting items, coat hangers,

decorations, new toiletries, non-perishable food, text books, etc.

Proceeds from each Dump & Run sale are donated to local nonprofit organizations. This year's sale will benefit Cops, Kids & Toys; Greater Ithaca Activities Center (GIAC); Loaves & Fishes; Shelter Outreach Services, Finger Lakes ReUse, and United Way of Tompkins County.

Since Cornell's Dump & Run program began in 2003, the university's program has contributed more than \$275,000 to Ithaca-area charities. In 2013, 30 tons of reusable items were diverted from landfills.

Dump & Run is organized by Cornell students, with support from Campus Life. Cornell's program is modeled after a national program; visit

<http://living.sas.cornell.edu/explore/news/1308-dump-run-sale.cfm>

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

Outreach and education has been a large strategy for waste minimization including but not limited to: Recyclemania; presentations to classes, student clubs, and campus groups; staff trainings; engagement with event coordinators in planning for low waste events; and the new "Think Big Live Green" outreach education campaign that was piloted in the College of Engineering in 2013 with a component on waste reduction.

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

During the 2013-2014 academic year, the Dining Student Sustainability Coordinators (SSCs) conducted a three-part food waste study and campaign targeting first-year students. This study consisted of (1) measuring students' food waste over the course of a week to obtain baseline values, (2) following-up with an online survey to identify individuals' behaviors, and (3) educating students about the implications of wasting food through a poster campaign.

The SSCs found that the average Cornell student wastes 3.2 oz of food per night. This equates to about 152 lbs per night, or 744 lbs for an entire week at one dining hall (Appel's Market Eatery). At a larger, more frequented dining hall (Robert Purcell's Market Eatery), the total waste is about two times this amount (1,488 pounds per week).

Out of the total number of students sampled, about 25% of the students wasted 5 ounces of food or more per meal. These students accounted for over half of the total waste. Additionally, the people who wasted over 10 oz. of food per night, accounted for a very large portion of the total waste (12%).

Most of the survey responses indicated that students leave food on their plates because they didn't like the way food tasted or they took more than they could eat.

**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:**

Cornell Dining offers a "cook on demand" option, where students can request meals and watch as their food is prepared. For example, some All You Care to Eat Dining Facilities are equipped with an omelet bar, where students choose their own ingredients prior to the

omelet's creation. A similar program is used to make sandwiches, burritos, quesadillas, and salads in Dining's retail locations.

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

Cornell Dining introduced trayless dining in 2008 to reduce food waste and to conserve electricity and water. Currently nine of the ten All You Care to Eat Dining Facilities practice trayless dining.

Trayless dining has been implemented at all but one of Dining's retail locations.

Cornell Dining offers discounts for hot beverage drinks where the patron brings a reusable mug.

**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):**

All beverage cups and lids utilized by Cornell Dining, and the majority of contracted vendors, utilize compostable beverage cups and lids. Additionally all opportunities to purchase compostable "to go" containers are made (eg. paper boxes, compostable sandwich wrappings, paper cookie wraps, compostable salad bowls, etc.). Compost is collected widely across campus and processed on campus at an industrial size compost facility.

**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):**

Cornell Dining utilizes reusable flatware, plates, bowls, cups, and mugs in all "all you can eat" dining areas. In all locations where "to go" meals are served, Cornell Dining, Cornell Catering, and the Statler Hotel dining facilities, as well as most contracted dining vendors utilize compostable flatware and containers (e.g., paper boxes, compostable sandwich wrappings, paper cookie wraps, compostable salad bowls, etc.). Compost is collected widely across campus and processed on campus at an industrial size compost facility.

**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:**

Cornell Dining sells reusable mugs at four retail locations. Cornell Dining has a discount refill program. A customer can bring in any reusable mug and get a 45-cent discount per drink. At one retail unit (Martha's Café), Dining offers a "free coffee" program 5 mornings a week. Most student customers bring their own mugs to this coffee stand, rather than paying 25 cents for a cup.

The Johnson Graduate School of Management has a daily coffee hour where students may obtain coffee at no charge with a reusable mug (disposable cups are not offered - students wishing to participate without a mug need to purchase a disposable cup from the nearby dining facility).

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

Cornell Catering offers compostable flatware, cups, plates, and napkins as well as compost bins and compost bin removal at end of catered events.

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

<http://r5.fs.cornell.edu/>

# Waste Diversion

---

## Responsible Party

**Spring Buck**  
R5 Manager  
Facilities Operations

---

## 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*.

---

## Submission Note:

For information on reuse at Cornell visit

<http://r5.fs.cornell.edu>

---

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

## Materials diverted from the solid waste landfill or incinerator:

8,220.43 Tons

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

3,166.32 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:

Recycling efforts have a longstanding tradition at Cornell University, and are continuing to grow. In July of 2010 the recycling operation, historically a function of the Grounds Department, became an independent unit in Facilities Operations. This department is "R5 Operations;" the five R's representing Respect, Rethink, Reduce, Reuse, and Recycle.

R5 Operations oversees the recycle streams for paper, cardboard, glass, tin, plastic, toners and ink cartridges, CD's, computers and electronics, waste oil, scrap metal, wood, tires, and refrigerated units. R5 Operations is also working to improve reuse efforts for office supplies, furniture, and other items.

A core purpose for R5 Operations is a commitment to community engagement. In the 2012 they had a presence at new student orientations, hosted an open house, facilitated Cornell's second year of participation in Recyclemania, celebrated America Recycles Day, hosted an electronic scrap collection event, and tabled a number of events.

Teaming with departments is a key to growing success. Cornell's Building Care and R5 Operations are worked jointly to transition the campus to a single stream recycling system in the fall of 2011. Cornell's Campus Mail and R5 Operations work together to offer a battery/CD/toner cartridge collection program with over 100 collection points . More team projects are on the way.

Recyclemania 2012 was Cornell's second year in the game, and proved to be a wonderful opportunity for collaboration with broad support from student groups representing all undergraduate classes and many graduate programs. Departments all over the campus worked not only to recycle and compost, but to help boost school spirit through communications and event support.

R5 Operations is only one unit working with waste. Positive impacts on the university's waste stream are broad. To mention only a few efforts: the College of Agriculture and Life Sciences (CALS) operate the on-campus composting program; initiatives in Cornell Dining reduce food waste through improved preparation practices; policies on LEED certified construction reduce landfill waste; and reduction of printing and paper use in many departments impact the overall waste stream; the Cornell Waste Management Institute serves the campus and the public through research, outreach, training, and technical assistance, with a focus on organic residuals.

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

Cornell Dining regularly donates produce and dairy products to the Food Bank of the Southern Tier which services 7 counties in the region. Cornell Dining also works with the Food Recovery Network to donate prepared, perishable food to Loaves and Fishes and other food banks in the Finger Lakes Region.

Cornell University Farms and the Cornell University Orchards donate large amounts of food. However, as this food is grown outside of the STARS institutional boundary the tonnages are not included in the waste diversion metrics.

Most of Cornell's donated produce from University farms is grown off-campus, predominately at the Freeville Farm and now exceed well over 1-million pounds (article on this program at

<http://www.news.cornell.edu/stories/2012/10/volunteers-harvest-spuds-food-bank>

). Donations from our "on campus" farm locations are minimal as the crops are more agronomic (corn-soybean-wheat) and less fresh market in nature.

Additionally, donations are made from the Cornell Orchards. While some of the food is grown within the Cornell STARS boundary, most is grown at the Geneva, NY campus. In the 2013-14 academic year the Orchards donated 407.3 bushels of apples and 103.5 gallons of cider, 8 quarts of plums, 8 quarts of donut peaches, 139.39 lbs. of peaches and 1 bushel of pears.

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

All of Cornell Dining's pre-consumer food waste is collected in every Dining unit and composted by one of the Cornell University Agricultural Experiment Station (CUAES) farms, Farm Services. Pre-consumer composting includes all food waste and compostable paper and plant-based products being composted during preparation and cooking before being served to customers, including all produce, dairy, meat trim loss, and any other food products that would not be eaten or salvaged.

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

The University's compost facility is operated by CUAES Farm Services. Farm services collects about 837 tons of food scraps and other compostables from 15 dining hall on campus.

Farm Services handles 57 waste streams across campus and composts about 7406 tons of waste annually. In addition to food waste composting, 6377 tons of animal manure and bedding from the School of Veterinary Medicine, the Cornell Dairy program and other [STARS Reporting Tool](#) | [AASHE](#)

animal facilities on campus, and 217 tons of plant material and soil from greenhouses and other plant growth operations on campus are composted at the facility.

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

	<b>Yes or No</b>
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	No
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	Yes
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	No
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes

<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

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

mattresses, pcb containing ballasts, electronics, plastic film (plastic bags, bubble wrap, etc.), reuse, yard waste



# Construction and Demolition Waste Diversion

---

## Responsible Party

**Spring Buck**  
R5 Manager  
Facilities Operations

---

## 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.

---

## Submission Note:

These numbers are related to the Stocking Hall, Warren Hall, Gates Hall, and CU Law and Stocking Hall renovations in calendar year 2013.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

1,896.39 Tons

## Construction and demolition materials landfilled or incinerated :

536.13 Tons

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

Cornell University has a commitment to pursue LEED certification (silver level minimum) for all new buildings and renovation projects exceeding \$5M in value. In regards to waste diversion every project has a target minimum of 50% diversion and push for 75% on the majority.

As such Cornell University has a commitment to meet LEED Materials and Resources credit guidelines. Current guidelines can be found at

<http://www.usgbc.org/ShowFile.aspx?DocumentID=8868>

# Hazardous Waste Management

---

## Responsible Party

**Spring Buck**  
R5 Manager  
Facilities Operations

---

## Criteria

### Part 1

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

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

---

### Submission Note:

This program complies with New York State Department of Environmental Conservation requirements, including submission of annual waste generation and waste minimization reports which describe these impacts in quantitative detail.

2013 Waste Minimization Report Letter cannot be attached, but is available by emailing Spring Buck at [scb23@cornell.edu](mailto:scb23@cornell.edu)

---" 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:**

Cornell University's Environmental Health and Safety department operates chemical waste management program that collects these wastes from campus generators. This program includes generator training, pollution prevention efforts, and careful consideration of disposal options to minimize environmental impacts associated with these wastes.

Each type of hazardous waste is handled and processed differently, but in a safe and compliant manner. There are also activities tied to these waste streams to reduce the volume generated as well as the volume disposed.

For calendar year 2013:

The largest biological waste stream generated is Regulated Medical Waste (RMW); it totals 119.77 tons for calendar year 2013. The Environmental Health and Safety (EH&S) department provides oversight of campus management of RMW. The Vet College treats infectious carcasses on campus; this process does not require them to be transported off campus for treatment, because the final product of the process is a non-hazardous solid waste.

The second largest waste stream is Hazardous Chemical Waste at the total of 62 tons generated in 2013. The chemical waste is collected by EH&S and processed at our 90-day facility. Increase of Hazardous Chemical Waste over last year is due to several projects which generated large volumes of wastewater and some pcb's; of the 62 tons, 9.2 tons were corrosive waste neutralized onsite through the Duffield Elementary Neutralization system and was not shipped offsite. There is also waste that does not meet the definition of hazardous waste, but for the safety of the environment is not suitable for drain or trash disposal. These types of waste are handled by the contractor and processed to reduce the environmental impacts prior to disposal.

The campus has a variety of programs and processes to track and reduce the chemicals used in the lab. The first is the surplus chemical recycling program, which takes un-used product that labs no longer need. The items are stored by EH&S and posted to an on-line site that labs can view and request items from. The chemical inventory system varies on campus by location, the most complete being the chemistry department. They have a central procurement system and location, then distribute chemicals to the labs and track their disposal via bar code.

The third waste stream generated on campus is radioactive waste, which totals 2.88 tons of waste for calendar year 2013. All radioactive material is controlled by EH&S using a single point entry and exit. EH&S recommends the procedures outlined in the Radiation Safety Manual methods for surveying radioactive waste, this process reduces the waste to only material with detectable radioactivity. Any material that does not meet the definition of radioactive is disposed of only by EH&S as solid waste. Any waste that has a half-life of 90 days or less is held on-site for decay. Once the material has decayed a minimum of 10 half-lives and meets the disposal criteria is disposed of as solid waste minimizing the amount of radioactive waste generated. The waste that is shipped off has two processes to reduce volume. One waste stream is incinerated for volume reduction and burial and the other is used for energy recovery. The volume of radioactive waste is small compared to others, but is highly regulated and weighs heavy on public perception.

Website Information:

Hazardous Waste Manual:

<http://sp.ehs.cornell.edu/lab-research-safety/chemical-safety/hazardous-waste-manual/Pages/default.aspx>

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

Cornell University Health and Safety Policy establishes EH&S as having the responsibility for administering Cornell's chemical waste management program and establishing policies and procedures for proper chemical waste management. This program is fully described at the URL provided below.

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

--

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

As a sustainability and waste minimization effort, Cornell University maintains a surplus chemical recycling program available for Cornell researchers. By using (and helping to promote) the surplus chemical recycling program, researchers can save money on chemical purchases and help to minimize chemical waste.

The chemicals available through the surplus chemical recycling program are in containers that are unopened or in very good condition. Chemicals available in the surplus chemical recycling program are FREE of charge!

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

The electronic waste recycling program is a function of the University's solid waste and recycling operation, R5 Operations.

Electronics are collected during routine daily recycling collection stops, are collected upon request, and are collected during building clean-outs. Any staff member at the University may request an item be collected for recycling.

R5 Operations owns and operates a machine to degauss hard drives, as needed, prior to destruction.

Cornell recycled 125.14 tons of electronic waste in 2013. Accepted electronics include, but is not limited to: Monitors, CPUs and hard drives, keyboards, circuit boards, cables, mice, printers, copiers, microwave ovens, televisions, cell phones, fax machines, power cords, extension cords, power strips, answering machines, fax machines, typewriters, pagers, cameras, VCR/DVD players, CD's, remote controls, and radios/stereos/tapes/records/8 track tape players.

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

Cornell University's solid waste and recycling operation, R5 Operations, collects electronic waste at all Cornell facilities. R5 Operations staff are professional, trained material handlers, and members of the Tompkins-Cortland Counties Building Trades Council, Maintenance Division Union. R5 Operations staff are provided the vehicles and tools to safely move electronic equipment.

Electronics are stored in the R5 Operations facility while waiting for transport by vendor; this is a secure facility.

The current electronic recycling vendor is Sunnking, Inc. which has Responsible Recycling (R2) Practices certification (

<http://www.epa.gov/osw/conservation/materials/recycling/r2practices.htm>

), disassembles all products within the United States, is located locally in Brockport, NY, and has a 97% recycle rate.

Sunnking, Inc. shreds all hard drives and provides Cornell with a certificate of destruction for each load of materials.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://sp.ehs.cornell.edu/Pages/Home.aspx>

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

---

## Responsible Party

**Chris Bordlemay**

Water/Wastewater Manager  
Energy and Sustainability

---

## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

## Submission Note:

Cornell Water System Production-(water served to the City of Ithaca + water served to the Town of Ithaca)+ (water purchased from Bolton Point).

In regards to the weighted campus user data: the number of partners/family members of staff and professional students that also live on campus and consume resources were placed in the "in-patient hospital beds" category because there is no place in STARS 2.0 to document campus residents that are not students, employees, or in-patient hospital beds. This allows for the most honest representation of Cornell's weighted campus users.

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	474,897,720 Gallons	475,739,480 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	474,897,720 Gallons	475,739,480 Gallons

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

	Performance Year	Baseline Year
Number of residential students	7,344	6,662
Number of residential employees	36	35
Number of in-patient hospital beds	469	459
Full-time equivalent enrollment	21,671	19,053
Full-time equivalent of employees	10,769	12,113
Full-time equivalent of distance education students	47	0

**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	15,745,567 Square Feet	14,346,948 Square Feet

**Area of vegetated grounds::**

	Performance Year	Baseline Year
Vegetated grounds	1,827 Acres	1,802 Acres

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005



**A brief description of when and why the water use baseline was adopted:**

Start of STARS data used 2005 baseline.

**Water recycled/reused on campus, performance year:**

50,000 Gallons

**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

Grounds has an underground 1,000 gal tank that is located in the Nursery area that captures water from our irrigation system. We have a pumping station that fills our water trucks and hydro seeder for utilization back on campus. The new Physical Sciences building has a grey water system that is used for irrigating their raised patio plantings situated between Physical Sciences and Rockefeller Hall.

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

All buildings metered and monthly bills sent.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Efficient shower heads installed; low flush toilets and urinals installed throughout campus;

**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):**

Green Roofs were designed utilizing xeriscape landscaping techniques. Current data has .9 acre of xeriscape on the endowed side, .5 acre on the statutory side and ~1.2 from campus life. Various varieties of Sedum populate the majority. Only key athletic fields and a couple high profile lawn areas are permitted to use irrigation.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

The Grounds Dept. manages 2.5 acres of irrigated turf and 1.25 acres of irrigated planting beds/rooftop gardens. Each site has a Rain Sensor that automatically measures precipitation and prevents the irrigation system from watering in rainy conditions. The system automatically shuts off preventing over watering during a rain event.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

Water utility monitors water usage and losses, auditing on an on-going basis to ensure leakage is not occurring and water is not being wasted. Cornell has a water conservation plan on file with the Department of Health.

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

<http://www.sustainablecampus.cornell.edu/initiatives/drinking-water>

# Rainwater Management

---

## Responsible Party

**Chris Bordlemay**

Water/Wastewater Manager

Energy and Sustainability

---

## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

---

*"---" 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:**

In its current form, the program focuses on new development/redevelopment and proper operation and maintenance of stormwater management practices. The Cornell Comprehensive Master Plan addresses campus-wide stormwater management, and outlines the goals and approaches which include retrofitting existing development, where feasible. At a minimum, Cornell's stormwater management efforts must comply with Federal Environmental Protection Agency (EPA), New York State Department of Environmental Conservation (NYS

DEC), and local municipal stormwater regulatory requirements.

**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:**

--

<http://www.sustainablecampus.cornell.edu/initiatives/stormwater-management>

**A brief description of any rainwater harvesting employed by the institution:**

<http://www.sustainablecampus.cornell.edu/initiatives/stormwater-management>

**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:**

Several examples of living or vegetated (green) roofs at Cornell have been implemented pursuant to LEED initiatives and for stormwater management benefits. Weill Hall, for example, has a 3 foot thick green roof that tops a group of ultra sensitive laboratories. Burring the labs, which need incredibly specialized lighting and low-vibration conditions, eliminates the need to block out the sun or over condition to meet the programmatic needs. And as a bonus, the underground labs are topped with a green lawn planted with spongy, local vegetation and a helpful water retention system.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Porous paving has been used for two parking lots. Where required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual. (

<http://www.dec.ny.gov/chemical/29072.html>

)

**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:**

Where applied or required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual. (

<http://www.dec.ny.gov/chemical/29072.html>

)

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Where applied or required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual. (

<http://www.dec.ny.gov/chemical/29072.html>

)

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

Several other stormwater technologies and strategies have been used: bioretention systems, subsurface filter chamber systems, vegetated filter strips, and sediment settling forebays.

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

<http://www.sustainablecampus.cornell.edu/initiatives/stormwater-management>

# Wastewater Management

---

## Responsible Party

**Chris Bordlemay**

Water/Wastewater Manager

Energy and Sustainability

---

## 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*.

---

### Submission Note:

Cornell Wastewater is treated by the Ithaca Area Waste Water Treatment Facility (IAWWTF). The IAWWTF was designed to remove phosphorus, biological oxygen demand and solids. The plant also removes most non-conventional pollutants as well. A federally mandated industrial pretreatment program prevents non-conventional pollutants from entering the wastewater system in amounts greater than the plant can treat.

Wastewater treatment incorporates: preliminary screening, primary clarification, biological treatment, chemical phosphorus removal, chlorination for disinfection and de-chlorination. Anaerobic digestion is used to stabilize biosolids, which are then dewatered and land-filled. The anaerobic digestion process produces biogas (65-70 % methane) that is purified and then burned to generate electricity and hot water.

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

### Total wastewater discharged:

474,897,720 Gallons

### Wastewater naturally handled:

0 Gallons

### A brief description of the natural wastewater systems used to handle the institution's wastewater:

---

### The website URL where information about the institution's wastewater management practices is available:

<http://www.cityofithaca.org/331/Wastewater-Treatment>



# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & Sustainability

---

## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

---

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

Hosted the Annual Campus Sustainability Summit  
Led the development of the Climate Action Plan Acceleration Report  
Launched a new sustainability advisory committee  
Integrated sustainability into all staff job descriptions  
Developed Cornell's first large scale, 2 megawatt solar system

**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 David Skorton formed a 50 member President's Sustainable Campus Committee (PSCC) to a) provide high-level oversight on administrative decisions that impact campus and regional sustainability and b) facilitate communication and promote synergies across

relevant University functions and constituencies. The PSCC works to promote a culture of sustainability on campus through effective collaborations among staff, students, faculty, and regional partners, and it advocates for policies and programs that enhance Cornell's commitment to be a living laboratory for the environmental, economic, and social dimensions of sustainability.

The PSCC includes representatives from operations and academic staff, students and faculty, and is involved across 10 areas of sustainable campus activities: energy, climate, water, food, waste, buildings, people, land, purchasing and transportation. Teams of staff, students and faculty implement actions in each of these areas.

### **Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

#### Executive Committee

- Co-Chair: Kyu Whang, Vice President, Facilities Services
- Co-Chair: Tim Fahey, Liberty Hyde Bailey Professor of Natural Resources
- Advisory Committee Chair: Michael Hoffmann, Associate Dean of CALS; Director, CUAES
- Communications Committee Chair: Lesley Yorke, Public Affairs, University Communications
- Lauren Chambliss, Director of Communications, Atkinson Center for a Sustainable Future
- Mary-Lynn Cummings, Director of Space Planning, Planning and Budget
- Lisa James, Facilities Manager, Residential Life
- Gary Stewart, Deputy Director, Community Relations, Government and Community Relations

#### President's Sustainable Campus Committee Management

- Daniel Roth, Associate Director, Campus Sustainability Office
- Bert Bland, Senior Director, Energy and Sustainability Department

#### Advisory Committee

- Chair: Michael Hoffmann, Associate Dean; Director CUAES, CALS
- Karl Pillemer, Associate Dean for Outreach and Extension, Human Ecology
- Joe Grasso, Associate Dean for Finance, Administration, and Corporate Relations, ILR
- Charles Seyler, Associate Dean for Undergraduate Programs, College of Engineering
- Sarah Wicker, Associate Dean for Administration, Graduate School
- Aimee Turner, Associate Vice President, Finance
- Tracy Vosburgh, Assistant Vice President, University Communications
- Maria Cimilluca, Senior Director of Facilities Management, Facilities Services
- Frank DiSalvo, Director, Atkinson Center for a Sustainable Future
- Becca Macies, Student Sustainability Intern, Campus Sustainability Office
- Linda Croll Howell, Director of Work/Life Services, Human Resources
- Kent Hubbell, Dean of Students, Student and Academic Services
- Richard Kiely, Director, Center for Engaged Learning and Research
- Ken Schlather, Executive Director, Tompkins County Cooperative Extension

#### Communications Committee

- Chair: Lesley Yorke, Public Affairs, University Communications
- Careen Arsenault, Sustainability Administrator, Campus Sustainability Office
- Spring Buck, R5 Operations Manager, Facilities Operations
- Lisa Hogarty, Webmaster, Campus Sustainability Office
- Mark Lawrence, Communications Manager, Atkinson Center for a Sustainable Future
- Erin Moore, Energy Conservation Outreach Manager, E&S

- Daniel Roth, Associate Director, Campus Sustainability Office
- Sarah Zemanick, Environmental Management Specialist, Campus Sustainability Office

#### Focus Team Leaders

##### Buildings Team

- Kristen Gutenberger and Gilbert Delgado, Facilities Services
- Ying Hua, Professor, Design and Environmental Analysis

##### Climate Team

- Tim Fahey, Professor, Natural Resources

##### Energy Team

- Mark Howe, Energy Management
- Jeff Tester, Professor, Chemical and Bio-molecular Engineering

##### Food Team

- Dan Dotzan, Dining Administration
- Jane Mt. Pleasant, Associate Professor, Horticulture

##### Land Team

- Mina Amundsen, Campus Planning Office
- Marianne Elizabeth Krasny, Professor, Natural Resources

##### People Team

- Linda Croll Howell, Inclusion and Workforce Diversity, Human Resources
- Susanne M. Bruyère, Professor, School of Industrial and Labor Relations

##### Purchasing Team

- Tom Romantic, Procurement Services
- Rohit Verma, Professor, Executive Director the Center for Hospitality Research

##### Transportation Team

- Tanya Hussick, Facilities Operations
- Katherine Gleason, Professor, Architecture

##### Waste Team

- Spring Buck, Recycling Operations
- Jean Bonhotal, Associate Professor, Crop and Soil Sciences

##### Water Team

- Chris Bordlemay, Water Treatment Plant Manager, Facilities Services
- Todd Walter, Associate Professor, Biological and Environmental Engineering

#### **The website URL where information about the sustainability committee(s) is available:**

<http://www.sustainablecampus.cornell.edu/initiatives/president-s-sustainable-campus-committee>

#### **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 Campus Sustainability Office works with students, staff, faculty and community members to catalyze Cornell's transformation into a sustainable campus, including its energy infrastructure. The Campus Sustainability Office is a section within the Energy & Sustainability Department.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

8

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

<http://www.sustainablecampus.cornell.edu/pages/campus-sustainability-office>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Sarah Zemanick

**A brief description of each sustainability officer position:**

Responsible for providing the vision, organizational strategy, and leadership for the E&S Sustainability Office in advancing operational and programmatic sustainability efforts. Develop programmatic partnerships between the faculty, students, and staff that advance the environmental sustainability actions defined in the 2010-2015 Strategic Plan. Provide senior administrators, faculty, staff and students with the knowledge, skills, and motivation to integrate sustainability values and practices into strategic planning processes, operations and resource management, and overall University practices. Collaborate with students, faculty, staff, relevant committees, and external partners to support and enhance current sustainability initiatives, and provide leadership in assisting the University to continue to enhance its efforts and reputation with regard to sustainability programs. Develop and supervise student internship program. Provide expertise in facilitation, capacity building, educational and outreach program planning, and strategic communications to project managers and consultants across the University.

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

<http://www.sustainablecampus.cornell.edu/pages/campus-sustainability-office>

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	No	No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

The Climate Action Plans and annual report of the Presidents Sustainable Campus Committee describes the goal to build climate and sustainability literacy in the campus community through curricular and extra-curricular programs

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Within the next two years

Work with the college deans to develop a university-wide sustainability learning outcome.

Integrate sustainability literacy into the student Pulse survey

90 % of freshmen participate in sustainability training and survey

**Accountable parties, offices or departments for the Curriculum plan(s):**

President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

Details on Cornell's plans to advance sustainability research can be found in the 2013-2017 Strategic Plan of the Atkinson Center for a Sustainable Future

<http://www.acsf.cornell.edu/Assets/ACSF/docs/attachments/ACSF-StrategicPlan-2013.pdf>

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Details on Cornell's plans to advance sustainability research can be found in the 2013-2017 Strategic Plan of the Atkinson Center for a Sustainable Future

<http://www.acsf.cornell.edu/Assets/ACSF/docs/attachments/ACSF-StrategicPlan-2013.pdf>

**Accountable parties, offices or departments for the Research plan(s):**

Details on Cornell's plans to advance sustainability research can be found in the 2013-2017 Strategic Plan of the Atkinson Center for a Sustainable Future

<http://www.acsf.cornell.edu/Assets/ACSF/docs/attachments/ACSF-StrategicPlan-2013.pdf>

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

The Climate Action Plan includes the Think Big Live Green as Cornell's comprehensive campus engagement program that includes engagement of students, staff, and faculty in new sustainability behaviors and culture change initiatives. Components include:

- 1) The Student EcoReps Program
- 2) Staff training and development
- 3) The College Engagement Program
- 4) Green Offices and Green Labs Certifications
- 5) A real-time building dashboard system

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Over the next two years:

90% of Freshman are engaged by the EcoReps program

10% of campus offices are certified Green Offices

The College Engagement Program expands to at least 2 more colleges

Sustainability is fully integrated into the annual performance management processes for all staff

New guidelines for performance management are developed and released

New sustainability tools for managers are developed and released

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Campus Sustainability Office

Human Resources

New Student Programs



**A brief description of the plan(s) to advance Public Engagement around sustainability:**

Cornell's commitment to public engagement is embedded in the University's strategic plan

<http://www.cornell.edu/strategicplan/commitments.cfm>

The more specific strategic plans to increase community based research and teaching, and broader public engagement, including sustainability topics, are detailed in the Engaged Cornell Plan.

[https://www.giving.cornell.edu/docs/Engaged%20Cornell%20Abridged%20Proposal\\_1\\_15\\_15.pdf](https://www.giving.cornell.edu/docs/Engaged%20Cornell%20Abridged%20Proposal_1_15_15.pdf)

In addition, Cornell's Cooperative Extension has a long history of sustainability initiatives in communities all across New York State. These initiatives are detailed here:

<http://cce.cornell.edu/Nutrition/Pages/SustainabilityandCCE.aspx>

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Cornell's overarching strategic plan to increase community based research and teaching, and broader public engagement, including sustainability topics, are detailed in the Engaged Cornell Plan.

[https://www.giving.cornell.edu/docs/Engaged%20Cornell%20Abridged%20Proposal\\_1\\_15\\_15.pdf](https://www.giving.cornell.edu/docs/Engaged%20Cornell%20Abridged%20Proposal_1_15_15.pdf)

In addition Cornell's Cooperative Extension has a long history of sustainability initiatives in communities all across New York State. These initiatives are detailed here:

<http://cce.cornell.edu/Nutrition/Pages/SustainabilityandCCE.aspx>

**Accountable parties, offices or departments for the Public Engagement plan(s):**

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Through the Climate Action Plan Cornell is committed to carbon neutral operations for the Ithaca campus by 2035. Carbon reduction has become an integral strategy at all levels of the university. The President's Sustainable Campus Committee has a Climate Focus Team that oversees the Climate Action Plan and biennial greenhouse gas inventory. More information about the details of our Climate Action Plan can be found here

<http://www.sustainablecampus.cornell.edu/initiatives/climate-action-plan>

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

Carbon neutral by 2035

**Accountable parties, offices or departments for the Air and Climate plan(s):**

President's Sustainable Campus Committee  
Energy and Sustainability Department

**A brief description of the plan(s) to advance sustainability in Buildings:**

Since 2006 Cornell has had a board policy that all major new construction must be LEED Silver or higher, and 30% more energy efficient than required by national AASHRE standards.

The current Climate Action Plan calls for 1) a new policy that requires standard energy performance modeling to be integrated into the design process and a requirement for new buildings and significant renovations to be 50% more efficient than required by national ASHRAE, 2) expanded energy conservation projects to include work with a longer return on investment, and 3) strengthening strategies to manage the use and allocation of campus space, and maximum space efficiencies in renovation and construction projects. The Buildings Focus Team of the President's Sustainable Campus Committee oversees these efforts.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Over the next two years:

- 1) New high performance building policy in effect
- 2) Integrate space scheduling with HVAC scheduling software, revise the capital planning process and architect/engineer contracts to incorporate space planning
- 3) Perform energy studies for 20% of campus buildings

**Accountable parties, offices or departments for the Buildings plan(s):**

Division of Budget and Planning  
Facilities Services  
Energy and Sustainability  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

The Sustainability Plan for the Ithaca Campus includes goals by Dining Services and the Food Focus Team of the President's Sustainable Campus Committee to continue a major initiative to increase local procurement of farm products. Currently 40% of all dining hall food is either local or third party sustainability certified.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Over the next two years:

- 1) To establish new University policies that support a sustainable food system
- 2) Decrease food waste through consumer education and food recovery partnerships with the food bank system

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Dining Services  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Energy:**

A major shift to renewable energy and high efficiency distribution systems is underway at Cornell as part of the Cornell Climate Action Plan. Cornell just completed a 2MW solar farm and entered into a PPA with an 11MW local wind farm development to purchase all of their electricity.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Over the next two years:

- 1) Continue expansion of Cornell's renewable energy portfolio in solar, hydro, wind, and geothermal energy

Additional details can be found on the Climate Action Plan website

<http://www.sustainablecampus.cornell.edu/initiatives/climate-action-plan>

**Accountable parties, offices or departments for the Energy plan(s):**

Energy and Sustainability Department  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Grounds:**

Sustainable land management is an integral part of Cornell's Campus Master Plan and Climate Action Plan. A Sustainable Landscape Plan is under development to formalize strategies for Integrated Pest Management, irrigation practices, site naturalization, snow and ice removal, etc. for Cornell Grounds activities.

For the 660 acres that is managed by Cornell Plantations, these preserves have management plans that characterize the purpose, site description, regional landscape context, geology, ecological communities, property history, soils, hydrology, cultural amenities, historic management regimes, challenges to management and threats to ecology, maps, plant communities, common plant and animal species, plant and animal species of conservation concern, and invasive species threats.

More information can be found at the following websites:

<http://www.cornellplantations.org/our-gardens/natural-areas>

<http://www.cornellplantations.org/our-gardens>

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Over the next two years:

- 1) Integration of green infrastructure across campus
- 2) Use of the SITES sustainable landscape certification system for additional sites.

**Accountable parties, offices or departments for the Grounds plan(s):**

Grounds Department  
Cornell Plantations  
Campus Planning Office  
President's Sustainable Campus Committee  
Campus Planning Committee

**A brief description of the plan(s) to advance sustainability in Purchasing:**

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

Sustainable procurement initiatives are documented on Cornell Procurement Services website

<http://www.dfa.cornell.edu/procurement/sustainability>

, included in the Climate Action Plan, and are supported by the Purchasing Focus Team of the President's Sustainable Campus Committee.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Over the next two years:

1) Establish energy-efficient standards based upon Energy Star certification for new purchases and bids.

<http://www.sustainablecampus.cornell.edu/initiatives/equipment-efficiency-standards-policy>

2) Utilize “Fast Tracks” in Cornell’s online Procurement Gateway to facilitate purchasing of sustainable office equipment and supplies, recycled paper, remanufactured toner, EPEAT certified computers, etc., and to limit the availability of less sustainable products.

<http://www.sustainablecampus.cornell.edu/initiatives/sustainable-products-procurement>

3) Consider sustainability criteria, including locality and GHG emissions, in the vendor selection process to reduce the environmental footprint of Cornell’s supply chain.

<http://www.sustainablecampus.cornell.edu/initiatives/green-suppliers>

**Accountable parties, offices or departments for the Purchasing plan(s):**

Procurement Services

President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Transportation:**

Cornell has been a national leader in Transportation Demand Management over 20 years with numerous plans over the years. Currently sustainable transportation is included in the Climate Action Plan and has been integrated into efforts of the Transportation and Mail Services Department. Major on-campus actions to reduce environmental impacts resulting from transportation include policies that highly discourage automobile use and encourage other means of transport. We provide New-to-Cornell students with free bus passes for their first year to promote group transit and have very restricted on-campus parking policies to discourage vehicles and promote carpooling, biking, bus-taking and walking. All returning students are provided with unlimited bus transit at no cost after 6 PM on weekdays, and all

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

day on weekends. We not only work to improve our on-campus transportation system, but also work with the City of Ithaca and Tompkins County to continue to improve regional transportation systems for our community and beyond.

It is also a priority for Cornell to consider transportation as we plan for future land use and building construction on campus, so that we fully integrate new buildings and other campus changes into our transportation systems with sustainability in mind.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

Over the next two years:

- 1) Increase outreach and education about existing Transportation Demand Management programs.
- 2) Allocate financial resources and draft RFP for a Campus Bike/Pedestrian Master Plan.
- 3) Allocate resources to study the extension of Campus-to-Campus service.
- 4) Develop a deployment plan for EV-charging stations on campus and regionally.
- 5) Implement incentives to increase use of clean-fuel vehicles.

**Accountable parties, offices or departments for the Transportation plan(s):**

Transportation and Mail Services  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Waste:**

Waste reduction, recycling, and composting initiatives have been fully integrated into Cornell's operations and Campus Sustainability Plan. Currently R5 Operations and the Waste Focus Team of the President's Sustainable Campus Committee continuously monitor progress and set new annual goals.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Over the next two years:

- 1) Develop a comprehensive university waste policy
- 2) Expand residential composting pilot program

**Accountable parties, offices or departments for the Waste plan(s):**

R5 Operations  
Dining Services  
Farm Services  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance sustainability in Water:**

Water conservation, watershed protection, and promotion of tap-water use are all integrated into the Campus Sustainability Plan, Climate Action Plan, and the Take Back the Tap Task Force Plan. The Energy and Sustainability Department and the Water Focus Team of the President's Sustainable Campus Committee support ongoing monitoring and set new goals.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

Over the next two years:

- 1) Continue to support installations of water bottle filling stations on campus
- 2) Support energy-efficient water conservation projects
- 2) Continue investigation into water losses in the campus distribution system

**Accountable parties, offices or departments for the Water plan(s):**

Energy and Sustainability Department  
President's Sustainable Campus Committee

**A brief description of the plan(s) to advance Diversity and Affordability:**

Cornell's approach to institutional inclusion and diversity planning is holistic. Our commitments, both regulatory and strategic, involve novel approaches to improve campus culture and our demographic composition. Cornell's plans to advance diversity and affordability are detailed on the following website

<http://diversity.cornell.edu/commitment-to-inclusion>

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Measurable objectives are detailed in the Toward New Destinations website

<http://diversity.cornell.edu/toward-new-destinations>

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

University Diversity Council  
Office of Workforce Diversity and Inclusion  
Office of Academic Diversity Initiatives  
[STARS Reporting Tool](#) | [AASHE](#)

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Cornell's holistic and comprehensive commitments to well-being and health of staff, students, and faculty are integrated into the University's strategic plan, and numerous specific plans for different parts of the campus community.

Mental Health Framework

<http://www.gannett.cornell.edu/campus/welfare/framework.cfm>

Faculty and Staff Wellness

<http://recreation.athletics.cornell.edu/wellness/>

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Objectives for students are detailed under objective 5 on the following website

<http://www.cornell.edu/strategicplan/objectives.cfm#education-more>

Objectives for staff are detailed on the following website

<http://www.cornell.edu/strategicplan/objectives.cfm#staff-more>

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Gannett Health Services

Office of Career/Life Services

Executive Committee on Campus Climate, Health, and Safety

Council on Mental Health and Welfare

President's Council on Alcohol and Other Drugs (AOD)

Council on Hazing Prevention

Council on Sexual Violence Prevention:



**A brief description of the plan(s) to advance sustainability in Investment:**

N/A

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

N/A

**Accountable parties, offices or departments for the Investment plan(s):**

N/A

**A brief description of the plan(s) to advance sustainability in other areas:**

N/A

**The measurable objectives, strategies and timeframes included in the other plan(s):**

N/A

**Accountable parties, offices or departments for the other plan(s):**

N/A

**The institution's definition of sustainability:**

As a world leader in sustainability, Cornell University is a committed steward of the Earth and its people. From innovation to public engagement, Cornellians are balancing today's economic, environmental, and social issues with related needs of the future.

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

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

A goal in the 5 year strategic plan of Cornell is: Promote effective stewardship of the built and natural environment.

Rationale: The beauty of Cornell's natural surroundings and its built environment are key assets that must be enhanced and preserved. At the same time, facilities must be allowed to grow and evolve as necessary to support the university's core mission. Decisions regarding facilities and the physical environment typically involve the complex interplay of multiple factors and interests that must be recognized and addressed in order to steward effectively the university's physical resources. These decisions should be framed by and consistent with Cornell University's commitments to sustainability and accessibility. An integrated planning model should involve the following

elements:

Actions:

Make environmental sustainability a guiding principle in the stewardship of the university's facilities and resources and in assessments of its impact on the community and region.

Pursue the sustainability objectives in Cornell's 2008 Master Plan for the Ithaca Campus and the Climate Action Plan of 2009.

[See

<http://www.sustainablecampus.cornell.edu/>]

**The website URL where information about the institution's sustainability planning is available:**

<http://www.sustainablecampus.cornell.edu/initiatives/ithaca-campus-sustainability-plan>

# Governance

---

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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.

---

*"---" 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:**

Cornell has a system of campus governance that involves all the members of the campus community in making decisions that impact life at the University. Shared Governance includes the Faculty Senate, the Student Assembly (undergraduate), the Employee Assembly, the University Assembly and the Graduate and Professional Student Assembly.

The Student Assembly is the undergraduate student government at Cornell University, and deals with quality of life issues for students, making sure that student issues are heard and addressed. The assembly has legislative authority over the policies of the Office of the Dean of Students and the Department of Campus Life, and establishes the undergraduate Student Activity Fee and guidelines for its distribution. Every Cornell student has the opportunity to voice concerns during the open microphone period held at the beginning of each meeting.

The Graduate and Professional Student Assembly brings together Cornell's 7,000 graduate and professional (M.B.A., J.D., D.V.M.) students to address non-academic issues of common concern. Drawing upon the strengths of our diverse constituencies, we work with the university administration to improve the quality of life at the University. The GPSA engages the needs and concerns of its constituents, communicating these directly to the University administration. They also appoint graduate and professional students to university committees, where they have a direct voice in decision-making processes.

**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:**

Student Assembly: Each spring nineteen students are elected to represent the undergraduate population, holding at-large and undergraduate college seats, and seats that represent minority, international, and lesbian, gay, bisexual, transgender, or questioning students. Each fall one transfer and three first-year representatives are elected.

Grad & Professional Student Assembly: In the spring, the GPSA members caucus by area (Humanities, Social Sciences, Biological Sciences, Physical Sciences) to elect a total of fourteen voting members for the following academic year; the three Ithaca-campus professional schools directly elect one voting member each. At the first GPSA meeting in the Fall semester, two Masters-degree seats are elected to that year’s body of voting members. The voting members vote on any issues that require such action at the monthly GPSA business meetings. Depending on its size, each field selects either one or two representatives to the GPSA in the fall. Professional schools each elect three field representatives. The voting members elect the officers, who meet regularly with the Graduate School deans and central university administration, as well as committee chairs and graduate and professional student representatives to the University Assembly.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

In addition to the opportunities to affect policies, decision, goals through shared governance, Cornell is one of the few universities in the country with two students, two faculty, and one employee as full voting members on their 64-member Board of Trustees.

Trustees help determine major policy directions and have an important role in safeguarding the integrity of the university. Trustees serve on numerous committees and task forces of the Board and as ex-officials of the Student and Employee Assemblies.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

The EA consists of nineteen members committed to providing employees with a means of continuous involvement in the governance of the affairs and life of the University. Working closely with members of the administration, the EA encourages a higher visibility for employees as community members, more equal participation with faculty and students in the policy-making process, and an increased sense of community among all constituencies through shared responsibilities.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

The Assembly consists of nineteen voting members, of whom six represent exempt employees, six represent non-exempt employees, one represents the New York State Agricultural Experiment Station at Geneva, hereafter referred to as the Geneva campus, and six represent all employees, regardless of job classification or location.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

All members of the Employee Assembly, both supervisory and non-supervisory staff, have equal voting rights on all matters before the Assembly.

Some examples are:

Resolution 3: Division of HR & RED Committee, Appreciation

Resolution 4: Regarding 2011 Staff Engagement Survey College & Unit Follow-up

Resolution 5: Vice President of Human Resources and Safety Services Appreciation

Resolution 6: Workload/Workload Imbalance Committees, Appreciation

Resolution 7: Supervisor Feedback Committee, Appreciation

Resolution 8: Career Opportunities Committee, Appreciation

Resolution 9: Employee Survey Team, Appreciation

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

Faculty Senate

Except for the powers reserved to the University Faculty (see page 14), and subject to the power of the University Faculty to postpone or nullify any action of the Senate, all the powers and functions of the University Faculty are delegated to the Faculty Senate. The Senate has the following specific powers: (1) to select its officers; (2) to approve or reject nominees presented by the Nominations and Elections Committee for election by the University Faculty; (3) to approve or reject the list of members and chairs presented by the Nominations and Elections Committee for appointed committees; and (4) to adopt, amend, or repeal bylaws or other procedures relating to the conduct of its business and the duties and functions of its officers and committees.

**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:**

Except for the powers reserved to the University Faculty (see page 14), and subject to the power of the University Faculty to postpone or nullify any action of the Senate, all the powers and functions of the University Faculty are delegated to the Faculty Senate. The Senate has the following specific powers: (1) to select its officers; (2) to approve or reject nominees presented by the Nominations and Elections Committee for election by the

University Faculty; (3) to approve or reject the list of members and chairs presented by the Nominations and Elections Committee for appointed committees; and (4) to adopt, amend, or repeal bylaws or other procedures relating to the conduct of its business and the duties

and functions of its officers and committees.

Faculty Senate Membership: The president, the dean of the faculty, the associate dean and secretary of the faculty, and the Ithaca-based faculty trustees are ex officio voting members. There is one representative from the Cornell Association of Professors Emeriti; and nine members (three of whom must be non-tenured) elected at large by the University Faculty. Constituency members are elected by the various academic units in Ithaca and Geneva. Each constituency has at least one seat on the Senate, except that constituencies with fewer than five voting faculty members may combine with another constituency to establish a joint seat. Constituencies with more than 25 voting faculty members will have a second Senate seat. In addition, constituencies may elect an alternate senator to serve if the regularly elected senator is unable to do so. All members serve three-year terms, with terms commencing July 1.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

<http://theuniversityfaculty.cornell.edu/pdfs/GOVERNANCE372007.pdf>

Expressing Support for the Cornell University Climate Action Plan  
 Cornell Investment and Divestment Strategies for a Sustainable Future



**The website URL where information about the institution's governance structure is available:**

<http://www.assembly.cornell.edu/>

# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

---

## Responsible Party

**A.T. Miller**

Associate Vice Provost for Academic Diversity  
Office of Academic Diversity Initiatives

---

## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

A diverse community includes everyone and is the foundation for the meaningful exploration and exchange of ideas. Since its founding, Cornell University has encouraged a culture that provides for the full participation of all members of our campus community—this keeps us at the leading edge in education and in our fields and practices. Cornell University is a place where intercultural skills are developed and enacted among diverse campus constituencies, with community partners, and within room and workplace.

President David Skorton reaffirmed the university's commitment to diversity in a message to faculty, staff and students. This commitment, he said, is "central to the university's founding vision," "remains a core value of Cornell and is a key goal of the university's 2010-15 strategic plan." He and Provosts Kent Fuchs and Laurie Glimcher, dean of Weill Cornell Medical College, are now directing the development of explicit diversity goals -- through the University Diversity Council (UDC) -- across all university populations to which units and departments will be held accountable.

The UDC has been restructured to represent a wider breadth of the campus community and to incorporate a new approach called "Toward New Destinations." It allows colleges and units to tailor their diversity initiatives, based on institutional goals, to their particular needs.

The restructuring of the UDC includes a new emphasis on measuring results and accountability. A wide range of initiatives and goals have been developed that will help guide the colleges and units in their endeavors. These goals and initiatives represent the full reach of Cornell's commitment to diversity and inclusion.

The university's deans and vice presidents are now required to choose five diversity initiatives annually that best suit their needs and strategic plans and to report on their progress at year's end.

The approach includes diversity initiatives grouped by the core principles of:

- composition, which refers to the demographic makeup of a unit, such as strategies for attracting and/or retaining more members from underrepresented groups;
- engagement, which refers to the personal, social and professional commitment to institutional goals and activities, such as developing activities and events that "promote opportunities for engagement across difference";
- inclusion, which involves strategies to improve the campus's multicultural climate and interpersonal relationships; and
- achievement, which reflects levels of attainment for underrepresented individuals or groups, through, for example, leadership training, honors, awards and other milestones.

**The full-time equivalent of people employed in the diversity and equity office:**

9

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.diversity.cornell.edu/>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

### A brief description of the cultural competence trainings and activities:

Cornell University has numerous opportunities on and off campus for individuals from diverse backgrounds to connect with others with the same background or with totally different backgrounds to develop cultural competence. In terms of activities, faculty, staff, students, and community members engage in and host social events, networking groups, and organizations during the course of the academic year. The university and the local community also host events together, such as the Finger Lakes International Dragon Boat Festival, the Annual Sister-Friends Luncheon, and the annual Ithaca Juneteenth Celebration. In addition, Cornell has a number of offices to support diverse communities who sponsored events during the academic year. Offices include: Africana Studies and Research Center; The American Indian Program; Cornell United Religious Work; Cornell Women's Resource Center; Feminist, Gender, & Sexuality Studies Program; International Students and Scholars office; Latin American Studies Program; Office of Inclusion and Professional Development, Office of Faculty Development and Diversity, and Lesbian, Gay, Bisexual, Transgender Resource center; Asian and Asian American Center and Alumni Diversity Programs as well as Diversity Programs in Engineering; the Office of Academic Diversity Initiatives; and the Einaudi Center for International Studies. Cornell Latin America Student Society (CLASS), the Latino Graduate Student Coalition (LGSC), and the Cornell Society of Hispanic Professional Engineers (SHPE) hosted a private screening of the movie: "Cesar Chavez" as part of a fundraising event. Cesar Chavez was a significant Latino civil rights leader who fought for farm worker's rights to higher wages and person. The Cornell Latin America Student Society (CLASS), along with the Emerging Markets Institute and the Cornell Institute for Public Affairs hosted the event: "Demystifying Public Private Partnerships: A Cornell and World Economic Forum Perspective." Faculty Institute for Diversity brings tenured and tenure-track faculty together to engage in complex discussions about aspects of diversity creates a network of teachers and scholars who can serve as a resource to one another on matters of diversity and education, and supports faculty in incorporating diversity elements into new or revised courses. Center for Teaching Excellence Diversity Institute (CTE) is offered twice a year, and CTE also provides year round workshop on diversity in classroom. Many events are hosted by over 600 student organizations in addition to living learning residential programs such as Ujamaa, Akwe:kon, the Latino Living Center, and the Multicultural Living Learning Unit.

Cornell offers programs to develop cultural competence in both supervisors and employees.

In terms of training programs, the Supervisory Training Program for Academic Staff has a module dedicated specifically to cultural appreciation and understanding.

Cornell Interactive Theatre Ensemble (CITE) is a group of professional actors and facilitators who use theatre to explore diversity and Inclusion. Their programs create safety around highly charged workplace issues, facilitating honest dialogue, self awareness and organizational learning on four levels: personal, interpersonal, group and institutional/community. As a part of the university's commitment to inclusion, this year CITE created and ran several sessions of Your Story, My Story, an interactive session aimed to create a deeper understanding of what it means to work in an inclusive workplace, for large units on campus. Many Cornell employees and work groups have benefited from attending CITE programs (

<http://www.hr.cornell.edu/life/career/cite.html>

).

Cornell has established Employee Skills for Success as well as Leadership Skills for Success. Diversity & Inclusion are included in both sets of skills for success. These skill sets are at the corner stone of Cornell's performance management process as well as integrated into the design of programs available to all Cornell employees. In particular, the employee program Turning Point and the Leading Cornell Program, includes these skills for success in their curriculum. (

[http://www.hr.cornell.edu/life/career/leadership\\_s4s.pdf](http://www.hr.cornell.edu/life/career/leadership_s4s.pdf)(<http://www.hr.cornell.edu/life/career>

[/turning\\_point.html](#)

)

Respect in the Workplace is a simulated on-line training program focusing on real-life situations in the workplace on avoiding harassment and discrimination at Cornell and understanding Title IX. Many units and divisions are making it mandatory for their staff to take the course and departments are being tracked in their completion against the university and other departments. As of May, 2014, 6,705 individuals, including 72% of our staff, completed the course. A recently released revised version of this program, titled Building a Culture of Respect, additionally now includes important information on how faculty and staff should respond if they learn a member of our community has experienced any type of sexual violence or stalking. It also lets faculty and staff know how to file a complaint.

**The website URL where information about the cultural competence trainings is available:**

[https://www.hr.cornell.edu/life/career/professional\\_development.html](https://www.hr.cornell.edu/life/career/professional_development.html)

# Assessing Diversity and Equity

---

## Responsible Party

**A.T. Miller**

Associate Vice Provost for Academic Diversity  
Office of Academic Diversity Initiatives

---

## 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) :

Toward New Destinations provides a broad institutional framework for diversity, asserting the centrality of diversity and inclusion to the university's values and excellence. Cornell's diversity plan is based on the recognition that education, research, knowledge production, and operational and academic pursuits are enhanced through full and reciprocal engagement among diverse perspectives, life experiences, and modes of knowledge creation and interpretation. Toward New Destinations is thus designed to promote the pursuit of excellence through support for the core values provided in Cornell's institutional commitment of "Open Doors, Open Hearts, Open Minds."

Toward New Destinations presents a comprehensive list of diversity goals structured according to four core principles: composition, engagement, inclusion, and achievement. These principles serve to display the scope of this new approach to planning, which includes the demographic make-up of the institution; Cornell's ability to inspire personal, social, and professional commitment to its goals and activities on the part of all members of its community; the climate and nature of professional and interpersonal relations at the university; and the levels of attainment of underrepresented individuals or groups.

Initiatives in the engagement and inclusion principles specifically focus on campus diversity culture, thus regularly reported progress and accomplishments on these initiatives provide unit-level culture information.

Cornell regularly measures the overall organizational climate, including measures which specifically address diversity and inclusion, for students, faculty and staff. The student survey, called the Pulse, is conducted on a bi-annual cycle. The faculty survey is conducted every five years and the staff survey was conducted in fall, 2011.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

Cornell Institutional Research and Planning has partnered with academic leadership to develop dashboards to continuously assess and track student diversity and equity by school and by degree objective program, graduation and retention rates for diverse groups, and perceptual measures by diverse group on an annual basis. This can be found on the diversity dashboards at

<http://irp.dpb.cornell.edu/university-factbook/diversity>

. This information has been used to develop student-focused annual initiatives for Cornell's Diversity and Inclusion framework Toward New Destinations. Some examples include:

- Architecture, Art and Planning (AAP)— increase recruitment and enrollment of multicultural students, in conjunction with AAP's Admissions Office
- Arts and Sciences (A&S) initiate Posse Program, using the program to enhance college recruitment and advising/achievement for underrepresented students
- College of Agriculture and Life Sciences (CALS) – increase the percentage of underrepresented students by further developing relationships with targeted high schools and higher education institutions
- Computing and Information Science (CIS)—increase the number of women/underrepresented students expressing interest in computer science entering freshman
- College of Engineering (ENG) – maintain and expand pipelines to targeted local, regional, national, and international communities, and nations
- College of Human Ecology (HE) – Access and improve the peer-mentoring program directed to minority students and supporting personal growth and academic success by facilitation relationships and the sharing of information among new students, upper-class students, and faculty
- School of Industrial and Labor Relations (ILR)—consider how we can feasibly increase the number of freshman and transfer applicants from low-income families, especially among underrepresented groups.
- Graduate School—The Director of Recruitment works with the Associate Dean for Inclusion and Professional Development to support graduate fields to develop relationships with strategic partners, foster exchange of information, and support implementation and management of new Graduate School Recruitment Grants to increase enrollment of URM

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

As a federal contractor, Cornell bi-annually assesses employee diversity and employment equity in hiring, promotion and retention practices. Information on employee diversity can be found on the diversity dashboard at



**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

Diversity and Inclusion at Cornell has been a central part of Cornell's mission since the university was founded. Specifically, our mission is as follows: Cornell is a learning community that seeks to serve society by educating the leaders of tomorrow and extending the frontiers of knowledge. In keeping with the founding vision of Ezra Cornell, our community fosters personal discovery and growth, nurtures scholarship and creativity across a broad range of common knowledge, and engages men and women from every segment of society in this quest. We pursue understanding beyond the limitations of existing knowledge, ideology, and disciplinary structure. We affirm the value to individuals and society of the cultivation of the human mind and spirit. Our faculty, students, alumni, and staff strive toward these objectives in a context of freedom with responsibility. We foster initiative, integrity, and excellence in an environment of collegiality, civility, and responsible stewardship. As the land grant university for the State of New York, we apply the results of our endeavors in service to our alumni, the community, the state, the nation, and the world.

Cornell's Diversity and Inclusion framework, *Toward New Destinations*, actively engages the entire Cornell community, including faculty, staff, undergraduate students, graduate/professional students, post-docs, parents, alumni, and community partners. Last year, as part of this initiative, the Department of Inclusion and Workforce Diversity (DIWD) partnered with the student assembly to design and conduct a survey to assess diverse group's representation in student shared governance. DIWD also assesses leadership composition for both faculty and staff on a bi-annual basis, tracking progress and sharing concerns with leadership. On an annual basis, the Board of Trustees receives an "Inclusion Report" and accompanying presentation sharing the university's progress over the last decade.

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

<http://www.diversity.cornell.edu/sites/default/files/docs/Toward%20New%20Destinations.pdf>

# Support for Underrepresented Groups

---

## Responsible Party

**A.T. Miller**

Associate Vice Provost for Academic Diversity  
Office of Academic Diversity Initiatives

---

## Criteria

### Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

---

## Submission Note:

Reporting Bias System:

[https://www.hr.cornell.edu/diversity/reporting/bias\\_response.html](https://www.hr.cornell.edu/diversity/reporting/bias_response.html)

To report a bias incident/form:

[https://publicdocs.maxient.com/reportingform.php?CornellUniv&layout\\_id=4](https://publicdocs.maxient.com/reportingform.php?CornellUniv&layout_id=4)

Bias Reporting Team Members:

[https://www.hr.cornell.edu/diversity/reporting/bias\\_team.html](https://www.hr.cornell.edu/diversity/reporting/bias_team.html)

[http://living.sas.cornell.edu/live/apply/apply\\_undergrad/gender\\_inclusive\\_housing.cfm](http://living.sas.cornell.edu/live/apply/apply_undergrad/gender_inclusive_housing.cfm)

"---" 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:**

There are several programs throughout the university designed to support underrepresented groups within the student body. The Office of Academic Diversity Initiatives provides support and guidance to students from underrepresented racial groups, low-income and first-generation college students. Students can receive assistance and counseling for a variety of issues and the office acts as a resource and network for students helping to connect them across the campus. This office works closely with the Center for Intercultural Dialogue, which is charged with strengthening the sense of community among the student body and providing student programs. There are also services provided at a macro level through the Dean of Students Office for students.

For assistance with writing, there is an ESL peer mentoring program through the Knight Writing Institute available to students. This program offers a number of Writing Workshops across campus; students can attend drop-in hours and have someone work on a paper and review it for them to provide feedback and suggestions for improvement.

On a more micro level, each college and school has an office dedicated to its diverse student population. Through this office, counseling and advising services are offered to its students, as well as mentoring in some programs and peer support and guidance in others. The College of Engineering, for example, has Diversity Programs in Engineering (DPE). Through this office, the students have regular appointments with the staff and advisors. The staff advise several student lead organizations including the Society for Women Engineers (SWE), the American Indian Science and Engineering Society (AISES), Society of Hispanic Professional Engineers (SHPE), the Society of Asian Scientists and Engineers (SASE), and the National Society for Black Engineers (NSBE). Each college has an office that acts in a similar way providing services to students.

Also, the university has well-established ethnic studies programs that offer academic support and mentoring and advising to students. These include the American Indian Program, the Africana Studies and Research Center, Latino Studies Program, the Asian American Studies Program. There are also resource centers and programs for students including the Asian/Asian American Center, the LGBT Resource Center, Student Disability Services Office, and the Women's Resource Center.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://diversity.cornell.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:**

Cornell's current Reporting Bias System grew out of a series of events and community-action efforts and has evolved from 1999 until now. (See Policy 6.4, Prohibited Discrimination, Protected Status (Including Sexual) Harassment, and Bias Activity.) This program is designed to supplement existing discrimination-related procedures and processes, and support the efforts of administrative units that address bias activity – such as the Cornell Police, the Office of the Judicial Administrator, and the Office of the University Ombudsman. The primary goal of this program is to respond to bias activity by advising the university community of the occurrence of bias incidents and crimes, providing support-related resources to individuals who have experienced bias activity, and developing programs that will help to prevent or eliminate bias activity. The program's process is not intended to be punitive in nature. Anyone who directly witnesses or experiences bias activity (or finds evidence of or hears about past bias activity) on the Cornell campus or in an area that impacts the Cornell community should intervene in the moment as appropriate (e.g., contact Campus Police at 911, if a crime is in progress, or interrupt the behavior in as much as the observer feels skilled and safe) and be sure to also complete this confidential report of the incident, as soon as possible. Reporting bias and the resulting efforts to understand and prevent bias activity are a matter of taking part in a caring community. This report will result in:

- 1) Appropriate involvement/communication from the Reporting Bias System staff in the Department of Inclusion and Workforce Diversity (DIWD);
- 2) Intervention with the agent, target, and witness(es) of the bias activity with assistance from the Office of the

Judicial Administrator, Office of Workforce Policy and Labor Relations and Cornell University Police; 3) Follow up with the reporting person if desired. Reporting is confidential and open to anyone with an internet connection.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

[https://www.hr.cornell.edu/diversity/reporting/bias\\_response.html](https://www.hr.cornell.edu/diversity/reporting/bias_response.html)

**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?:**

No

# Support for Future Faculty Diversity

---

## Responsible Party

**A.T. Miller**

Associate Vice Provost for Academic Diversity  
Office of Academic Diversity Initiatives

---

## 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.
- 

## Submission Note:

Additional websites that provide information:

<http://www.research.cornell.edu/undergrad/>

<http://www.cte.cornell.edu/>

<http://www.gradschool.cornell.edu/diversity>

<http://www.oadi.cornell.edu/preprofessional/>

<http://www.oadi.cornell.edu/preprofessional/mentoring.cfm>

<https://www.oadi.cornell.edu/services/>

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Cornell has several programs that help build a diverse faculty for higher education.

Cornell is a member of the national 22-institution CIRTTL Network (Center for the Integration of Research, Teaching, and Learning), whose mission is to develop future faculty particularly in the STEM disciplines, with a specific focus on learning through diversity. The Cornell CIRTTL program is housed in the Graduate School.

<http://www.gradschool.cornell.edu/cu-cirtl>

Cornell was awarded a Ronald E. McNair Postbaccalaureate Achievement Program grant for 2012-2017 to nurture McNair scholars -- undergraduates from underrepresented groups who will go on to complete doctoral study.

The Graduate School and the Office of Academic Diversity Initiatives run the Graduate Students Mentoring Undergraduates Program, which provides opportunities for underrepresented graduate students to mentor underrepresented undergraduate students.

<https://www.oadi.cornell.edu/preprofessional/mentoring.cfm>

Our Undergraduate Research Program (led by Laurel Southard) aims to facilitate, coordinate, and support undergraduate research experiences for students. Having students work side-by-side with faculty and graduate students in labs and other research settings may stimulate interest in and capacity for progressing into graduate school and the professoriate.

<http://undergraduateresearch.cornell.edu/>

Through the Office of Academic Diversity Initiatives, we offer the pre-professional programs Collegiate Science and Technology Entry Program, and Cornell Professional Opportunities Program. Both of these (CSTEP funded partially by the state, CPOP funded by Cornell) provide opportunities, encouragement, and programming to build the capacity of undergraduate students to pursue advanced education in the sciences, technical fields, and the professions.

<https://www.oadi.cornell.edu/preprofessional/index.cfm>

Through the Center for Teaching Excellence, we offer future faculty teaching preparation programs, master teaching assistant certificate programs, and a variety of workshops and other support structures to encourage graduate students to be excellent teachers as well as researchers, preparing them for the professoriate.

<http://www.cte.cornell.edu/>

Through the Graduate School, we offer diversity fellowships for students from groups historically underrepresented in graduate education. The Associate Dean for Inclusion and Student Engagement leads programs for diverse graduate students on transferable skills and professional and career development.

<http://www.gradschool.cornell.edu/diversity>

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

<https://www.oadi.cornell.edu/services/>

# Affordability and Access

---

## Responsible Party

**A.T. Miller**

Associate Vice Provost for Academic Diversity  
Office of Academic Diversity Initiatives

---

## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**



The University provides what is known as need-based aid. This means that a calculation based on the information from FASFA and the CSS Profile is used to create a financial aid award for students. The University also has a policy for parent contributions based on assets and income. If a family has income below \$60,000 and assets less than \$100,000, that student can receive a package without a parent contribution and without a loan in the package. If the income is slightly higher, \$75,000 and assets valued at more than \$100,000, that family may be required to provide a parent contribution, and the loans will be capped at \$2,500. If the family income is between \$75,000 and \$120,000, the loan is capped at \$5,000 in the package. And if the family income is above \$120,000, the loan is capped at \$7,500 in the package. All of these options make Cornell a very affordable institution for our neediest students.

**A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:**

The University has several offerings designed to support faculty and staff to better serve students from low-income backgrounds. Through the Center for Teaching Excellence (CTE), many resources are available online for faculty as they plan and design courses, syllabi, and teaching strategies. Staff from the office are available for consultation on issues and serve as resources. Additionally, CTE sponsors the Faculty Institute on Diversity, a three day institute that brings faculty together to discuss issues related to diversity and how to incorporate and infuse them into all aspects of their teaching.

Through the McNair program, workshops have been offered for faculty mentors on working with the diverse backgrounds of the scholars and how to support them on their path to PhDs.

The Office of Academic Diversity Initiatives and the Office of Institutional Research and Planning regularly provide data to colleges and departments about the progress, retention, and achievement of students who are Pell-Grant eligible and those on financial aid in comparison with all other students.

Training and resources for staff are also provided through the Department of Inclusion and Workforce Diversity.

<http://www.cte.cornell.edu/index.html>

<https://www.hr.cornell.edu/diversity/>

<http://www.oadi.cornell.edu/services/McNair/about.cfm>

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

One program that works with low-income students to prepare for college is the Pre-Freshman Summer program. While not every student enrolled in the program is from a low-income background, the majority of the students are. This program is designed to be a bridge program for students to aid in the preparation and transition and from high school to college. This is a requirement for students enrolled in Cornell through the Arthur O. Eve Educational Opportunity Program (EOP) and Higher Education Opportunity Program (HEOP) for

low-income NYS residents. These two programs are administered in conjunction with the seven undergraduate colleges and schools through the Office of Academic Diversity Initiatives. NYS residents from low-income backgrounds who are considered academically underprepared are selected for the program and through financial and academic support are given admission to Cornell. The Prefreshmen Summer Program helps to prepare them for the academic year.

Cornell has several scholarship programs for high school students from low-income backgrounds to attend our residential Summer College, and we also partner with the Telluride Foundation on campus to bring a similar cohort of students to that summer program.

We have conducted financial aid application workshops in NYC the last 5 years.

<http://www.finaid.cornell.edu/types-aid>

<http://www.oadi.cornell.edu/heop>

**A brief description of the institution's scholarships for low-income students:**

<http://www.finaid.cornell.edu/types-aid>

Cornell has made the commitment to students who demonstrate financial need by meeting that need with one or more financial aid components. Each aid application is carefully reviewed and a specific aid package is designed to meet each students' particular need.

Building on a long history of providing opportunity and access to students regardless of economic circumstances, Cornell also has several financial aid initiatives to help ease the financial burden for undergraduate students and their parents.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

<http://www.finaid.cornell.edu/cost-attend/financial-aid-initiatives>

Cornell has implemented several financial initiatives as part of our commitment to provide need-based aid and make Cornell affordable for admitted students.

#### Parent Contribution Initiative

Families with a total family income of less than \$60,000, and total assets of less than \$100,000 (including primary home equity), will have no parent contribution. Total family income equals adjusted gross income for the most recent tax year, plus any business or other losses, as well as any untaxed income. In cases of divorce or separation, we calculate total family income for each parent and add them together.

#### Loan Initiatives

Cornell is committed to keeping student loans at a reasonable level. Need-based loans included in aid packages are capped based on total family income. Our loan initiatives are outlined in the chart below.

#### Total family income Loan in aid package

Under \$60,000 annually

\$0

Between \$60,00 and 75,000 annually

\$2,500

Between \$75,00 and 120,000 annually

\$5,000

Above \$120,000 annually

\$7,500

Total family income equals adjusted gross income for the most recent tax year, plus any business or other losses, as well as any untaxed income. In cases of divorce or separation, we calculate total family income for each parent and add them together.

#### Award Match Initiative

To improve Cornell's competitiveness in recruiting and enrolling undergraduate students, Cornell will commit to increasing grant aid by matching the family contribution components and lower loan level of financial aid offers from other Ivy schools. We will also strive to match the family contribution components and lower loan levels of financial aid offers from Stanford, Duke, and MIT.

The Office of Academic Diversity Initiatives provides financial support to bring low-income parents to Cornell's first-year parents weekend and to attend commencement, including fully-sponsored transportation, housing, and meals.

#### **A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Through the NYS Opportunity Programs (EOP/HEOP), the Director and Assistant Director travel across NYS recruiting through college fairs as well as high school and community based organization visits. They discuss these programs with prospective high school students. The office works collaboratively with the Undergraduate Admissions Office to coordinate trips, materials, and outreach across the state as well as participate in any on-campus bus trips from agencies and high schools.

<http://www.oadi.cornell.edu/heop>

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Cornell University recently began a partnership with the Posse Foundation. The Posse Foundation is a college access and youth leadership program that matches promising high school students with top-tier colleges and universities across the United States. Each year these students enter college in a multicultural cohort (Posses) of 10. The first Posse began during the Fall 2013 semester.

Additionally, Cornell has engaged in a partnership with Say Yes to Education. Say Yes is a non-profit organization that partners with different cities to promote the promise of a college education to students within the city schools. Say Yes currently operates in the cities of Philadelphia, Pa; Syracuse, NY; Buffalo, NY; Hartford, CT; and Harlem, NY. As part of the agreement, students from these cities that graduate high school, are provided the opportunity to attend a partner institution (in-state public school or over 60 private institutions) with a guarantee of tuition costs covered.

<http://www.oadi.cornell.edu/services/posse/about.cfm>

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

<http://www.finaid.cornell.edu/cost-attend/financial-aid-eligibility>

The amount of financial assistance a family needs each year is determined by the following formula:

**Total Cost to Attend**

Estimated costs include:

Tuition and fees

Housing (standard double-room rate)

Dining (Bear Traditional meal plan)

Books and supplies

Travel and miscellaneous

**Family Contribution**

Income, assets, family size, and the number of children in college are all considered when calculating the amount your family can contribute. If parents are separated or not married, Cornell reviews each one's financial information. Usually, each parent is expected to contribute, and that expectation continues throughout your undergraduate years.

Cornell may make exceptions to this if a family has special circumstances.

**Financial Need**

After deducting what a family can pay from the total cost to attend, a financial need is determined. A financial need may be met with a

combination of work, loans and grants.

#### Consistency

We try hard to be consistent in the way we consider financial circumstances from year to year. If a family's financial circumstances remain relatively unchanged throughout your time at Cornell, a predictable financial aid package each year can be expected.

#### **A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

The Pre Professional Programs (P3) is a programming and support initiative housed in the Office of Academic Diversity Initiatives for the purpose of recruiting, preparing and graduating underrepresented, economically disadvantaged, or first-generation students to the Science, Technology, Engineering, and Math (STEM) and Professional fields.

Additionally, OADI provides Community Development and Social Justice Programming through which students from non-traditional backgrounds are engaged and supported. A particular focus is on first-generation college students through the "First In Class" as well as non-traditional students through the "Trailblazers" programs. Each of these programs offer regular workshops and meetings to provide support to students and assist them in navigating through higher education.

OADI also provides funding support for students involved in the programs to be able to obtain experiences through research, internships, and other professional development ventures.

<http://www.oadi.cornell.edu/services/cdsj/about.cfm>

<http://www.oadi.cornell.edu/preprofessional/>

<http://www.oadi.cornell.edu/services/funding/index.cfm>

#### **Does the institution have policies and programs in place to support non-traditional students?:**

Yes

#### **A brief description of any scholarships provided specifically for part-time students:**

Cornell does not have scholarships for part-time students.

#### **A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

There is an on-site child care center managed by Bright Horizons Family Solutions. This venue provides child care support for children from 6 weeks to 5 years. The service is open to all Cornell faculty, staff, and students and there is a fee for the service. Cornell students with dependents can apply for a grant to in the cost of child care. Additionally, there is a Dependent Care Consultant available for students to explore child care options.

<http://studentparents.dos.cornell.edu>

<http://child-care-preschool.brighthorizons.com/NY/Ithaca/Cornell/>

**A brief description of other policies and programs to support non-traditional students:**

Through the Office of Academic Diversity Initiatives (OADI), the Community Develop and Social Justice Programming encompasses non-traditional students. Programming and support is given for students who are adult learners, students with dependents, veterans, and first generation students.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	18
The graduation/success rate for low-income students	89
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	62

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

45

**The website URL where information about the institution's affordability and access programs is available:**



# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety



# Employee Compensation

---

## Responsible Party

**Lynette Chappell-Williams**  
Associate VP  
Workforce Diversity & Inclusion

---

## 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.

---

**Submission Note:**

Cornell has a compensation philosophy to pay competitively with mid-market rates for comparable employers within demonstrated labor markets. Pay rates are established within these parameters. To ensure equity in pay for job groups, an analysis is conducted through an outside vendor and reviewed for any inequities on an annual basis.

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

**Number of employees:**

9,731

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

9,731

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

0

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

0

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

N/A

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

9,731

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

Cornell has a compensation philosophy to pay competitively with mid-market rates for comparable employers within demonstrated labor markets. Pay rates are established within these parameters. To ensure equity in pay for job groups, an analysis is conducted through an outside vendor and reviewed for any inequities on an annual basis.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Competitive with mid-market rates for comparable employers within demonstrated labor markets for these specific roles. Our pay rates for these positions all exceed the established "living wage" determined for our local market.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Competitive with mid-market rates for comparable employers within demonstrated labor markets for these specific roles. Our pay rates for these positions all exceed the established "living wage" determined for our local market and are prorated based on the percentage of time worked.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Competitive with mid-market rates for comparable employers within demonstrated labor markets for these specific roles. Our pay rates for these positions all exceed the established "living wage" determined for our local market.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Cornell has a compensation philosophy to pay competitively within the specific academic discipline for comparable employers within demonstrated labor markets. Pay rates are established within these parameters and ultimately determined by the individual college.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

The Cornell Student Job and Wage Classification System governs student positions and wages. Hourly jobs are classified into four grade levels depending on job responsibilities, required skills and experience, level of supervision, and degree of decision-making for different types of jobs. The student hourly wage is also based on equity within the department. Refer to

[www.studentemployment.cornell.edu/jobs/wages-and-classifications](http://www.studentemployment.cornell.edu/jobs/wages-and-classifications)

for more information.

**The local legal minimum hourly wage for regular employees:**

8.75 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.cornell.edu/policies/nonacademic/comp\\_administration.html](http://hr.cornell.edu/policies/nonacademic/comp_administration.html)

# Assessing Employee Satisfaction

---

## Responsible Party

**Lynette Chappell-Williams**  
Associate VP  
Workforce Diversity & Inclusion

---

## 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:**

100

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Cornell continuously employs unit or campus-wide surveys to drive improvements to the campus climate to foster a productive work environment for faculty, students and staff, including mature workers. Cornell administers a satisfaction survey for all faculty on a 5 year cycle - the most recent of which was administered in fall, 2010. The university conducted a survey for all staff in the fall of 2011, with another planned in fall, 2016. The student PULSE survey is conducted on a bi-annual basis, with the last conducted in the spring, 2013 and another planned in spring, 2015.

In addition to these organization-wide measures, many other measures of satisfaction are in place on an on-going basis. For example, the university exit survey measures reasons why people leave Cornell, a new hire survey measures acclimation to Cornell after 120 days, which includes satisfaction metrics. Many units on campus also conduct "pulse" surveys of their staff, faculty and students on a regular basis.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including**

**examples from the previous three years):**

From the faculty survey a number of areas have been addressed. One area was the academic calendar. Since the survey was conducted a few changes have been made. 1) Labor Day has been listed as a non-instructional day of remembrance. Originally, classes were held on Labor Day while non-academic employees had the day off as a paid holiday. 2) Beginning in 2014, Martin Luther King, Jr. day was observed for all university employees. 3) Fall break has been extended by 2 days to help alleviate stress that students have expressed concern about in the past.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,011

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

[https://www.hr.cornell.edu/about/employeesurvey/College\\_Unit%20Measures.pdf](https://www.hr.cornell.edu/about/employeesurvey/College_Unit%20Measures.pdf)

# Wellness Program

---

## Responsible Party

**Lynette Chappell-Williams**  
Associate VP  
Workforce Diversity & Inclusion

---

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

## Submission Note:

Some additional websites to visit for more information on our wellness programs.

<http://wellness.cornell.edu/>

<http://www.fsap.cornell.edu/>

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

Cornell has both a wellness program and a Faculty and Staff Assistance Program (FSAP). The Faculty and Staff Assistance Program offers free, confidential, professional assessment, counseling, consultation and referral services by telephone or in person to all

benefits-eligible faculty, staff, retirees and their dependents. Supervisors can consult with FSAP for assistance in managing employees with personal problems or whose behaviors are causing poor job performance or interpersonal conflicts. Counselors help individuals with a variety of topics including stress-related emotional issues; legal assistance; relationship issues; anger management; family issues and parent-child concerns; aging parents; domestic violence; grief/loss issues; divorce/separation adjustment; depression and anxiety; alcohol and drug concerns; financial concerns; single parenting; and interpersonal difficulties.

Wellbeing workshops are offered through face-to-face and pre-recorded webinars on topics such as managing change, resolving interpersonal conflict, setting limits, depression, working with difficult people, seasonal affective disorder, self-image, overcoming stress, keeping relationship satisfaction high, sleep, chronic pain, and assertiveness.

The Cornell University Wellness Program helps individuals achieve their fitness and nutrition goals. With 4,093 members as of December, 2014, including retirees, Trustees, and Professors Emeriti, in addition to employees the Wellness program serves a broad range of needs. Additionally, approximately 1,500 individuals participated in Wellness outreach programs. The program offers access to five fitness centers, an ice skating rink, and several swimming pools, along with group fitness and nutrition classes for employees of the university. Utilization of wellness facilities continues to climb.

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

<http://wellness.cornell.edu/>



# Workplace Health and Safety

---

## Responsible Party

**Timothy Fitzpatrick**

Director, Occupational, Health, Safety & Injury Prevention  
Environmental Health and Safety

---

## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

---

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

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	219	260
<b>Full-time equivalent of employees</b>	9,731	9,832

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

	Start Date	End Date
--	------------	----------

<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2012	June 30, 2013

**A brief description of when and why the workplace health and safety baseline was adopted:**

There was a management change in the Occupational Health and Safety group in 2013. The 2012-2013 baseline was chosen as the most recent full year of data

**A brief description of the institution’s workplace health and safety initiatives:**

The Department of Environmental Health and Safety's Occupational Safety and Health Section is committed to providing state of the art consultative services to assist Cornell University in fostering a safe and healthy campus environment. We are a team of safety & health professionals with expertise in industrial hygiene, safety management, employee training, and injury prevention. Our work involves interactions among many subject areas, including industrial hygiene, public health, and safety engineering. Our team develops and implements University-wide safety and health programs to provide employees with relevant and clear safe work procedures and to comply with applicable state and federal employee safety regulations.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://sp.ehs.cornell.edu/osh/Pages/default.aspx>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

---

## Responsible Party

**Cody Danks Burke**

Investment Officer

Investment

---

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

---

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

## Responsible Party

**Cody Danks Burke**

Investment Officer

Investment

---

## 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

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

**Total value of the investment pool:**

6,209,226,226 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	91,540,059 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	12,826,818 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

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

Cornell is an investor in US timber lands that are certified by the Sustainable Forestry Initiative. This category of holdings also includes investments in renewable energy, environmental credit creation and clean technologies.

Sustainable Investment Funds: Cornell has investments in a renewable energy fund and an environmental credit fund.

All information is as of June 30, 2014.

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

---

**The sustainable investment policy:**

Cornell's practice for addressing constituent concerns relating to sustainability issues and endowment investments is to bring those issues to the attention of the University's Chief Financial Officer (CFO). If the CFO determines that a valid concern has been raised, he or she will arrange for the constituency to express its concerns to Senior Administration, including the University President, who will then determine whether the issue should be brought to the Investment Committee.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

---

**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

---

**A brief description of how managers are adhering to proxy voting guidelines:**

---

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one**

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

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

In fiscal year 2012, the University conducted a screen of its portfolio to determine its exposure to seven companies involved in producing oil in Sudan as part of an on-going divestment program. The University subsequently sent letters to the relevant investment managers notifying them of the University's Sudan divestment policy. For managers with investments that Cornell controls directly, the University requested that the appropriate securities be divested.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

---

**The website URL where information about the institution's sustainable investment efforts is available:**

---



# Investment Disclosure

---

## Responsible Party

**Cody Danks Burke**

Investment Officer

Investment

---

## 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

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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.
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:**

CUAES Lean Team Project

**A brief description of the innovative policy, practice, program, or outcome :**

This past year, a team of 11 staff from the Cornell University Agricultural Experiment Station (CUAES) worked with staff from Organizational Effectiveness and the Cornell Team and Leadership Center. The integrated team used the “lean” process improvement approach to significantly lessen greenhouse gas emissions and utility consumption across Cornell greenhouses. The greenhouse lean team assessed current greenhouse occupancy levels and the complex process by which space was assigned to researchers and educators. The outcome of the process was the education, development and implementation of revised space assignment practices, such that 17% (25,000 square feet) of the poorest quality and least efficient greenhouse spaces could be demolished. The team focused on creating documents to breach the disconnect between greenhouse growers, faculty, technicians, students and managers. These documents include procedural checklists, and educational materials about each greenhouses’ energy consumption and carbon emissions. The team is also developing a new space-request mapping software to identify and sort a myriad of compatibility factors that would highlight when greenhouse projects could effectively share space.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

[STARS verification letter, Greenhouse Lean Team Project 2-16.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
<b>Curriculum</b>	---
<b>Research</b>	---
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	---

Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

<http://pawprint.cornell.edu/?q=articles/2014/06/sustainability-lean-process-come-together-in-greenhouse-project>

### Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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.
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:**

Rev Ithaca

**A brief description of the innovative policy, practice, program, or outcome:**

Rev Ithaca provides a collaborative environment for local entrepreneurs in which to achieve faster and sustainable success, by amplifying the impact and momentum of their work. It does so by providing exclusive access to subject matter experts, an open-concept collaborative work space (with all of the amenities of a modern office), ongoing events, economic diversification, tax benefits for any qualifying company less than five years old, and real sustainable job creation.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

[Letter of Verification for REV.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

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



### Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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.
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:**

ACSF Postdoctoral Fellowships in Sustainability

**A brief description of the innovative policy, practice, program, or outcome:**

The Atkinson Center for a Sustainable Future (ACSF) Postdoctoral Fellowships in Sustainability program selects two to four new fellows each year to link their research at Cornell with nonacademic external partners, in order to advance the applications of their sustainable solutions. This further implements ACSF's plan to enable vibrant societies, healthy ecosystems, climate change resilience and solutions, biodiversity, and sustainable use and conservation of resources.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

[AASHE letter.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

<http://www.acsf.cornell.edu/grants/postdoc/>

### Responsible Party

**Dan Roth**

Director of the Campus Sustainability Office  
Energy & 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.
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:**

Finger Lakes Landlink

**A brief description of the innovative policy, practice, program, or outcome:**

The Finger Lakes Landlink project provides a free and confidential database and support system for farmers seeking land and landowners in the region's 14 counties. By facilitating such connections between these two parties, the Cornell Cooperative Extension Tompkins County and Groundswell Center for Local Food and Farming, seeks to increase the successful establishment and expansion of farming enterprises and thus contributes to the local economy, keeps land in farming, and fosters the transition of leased farm land to farm ownership.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

[SCopier-1st15021911110.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	Yes
Energy	---

<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

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