



State University of New York at Fredonia

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

| |
|-----------------------------|
| Credit |
| 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:

Baccalaureate

Institutional control:

Public

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

| | Present? | Included? |
|---|----------|-----------|
| Agricultural school | No | --- |
| Medical school | No | --- |
| Pharmacy school | No | --- |
| Public health school | No | --- |
| Veterinary school | No | --- |
| Satellite campus | No | --- |
| Hospital | No | --- |
| Farm larger than 5 acres or 2 hectares | No | --- |
| Agricultural experiment station larger than 5 acres or 2 hectares | No | --- |

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

This report covers all buildings and properties run by the State University of New York at Fredonia.

Operational Characteristics

Criteria

n/a

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

Endowment size:

28,177,399 US/Canadian \$

Total campus area:

250.74 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,274,887 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

40,682 Square Feet

Floor area of healthcare space:

2,979 Square Feet

Floor area of other energy intensive space:

189,708 Square Feet

Floor area of residential space:

857,798 Square Feet

Electricity use by source::

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

| | |
|---|-----|
| Biomass | --- |
| Coal | --- |
| Geothermal | --- |
| Hydro | --- |
| Natural gas | --- |
| Nuclear | --- |
| Solar photovoltaic | --- |
| Wind | --- |
| Other (please specify and explain below) | --- |

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

Energy used for heating buildings, by source::

| | Percentage of total energy used to heat buildings (0-100) |
|---|--|
| Biomass | --- |
| Coal | --- |
| Electricity | --- |
| Fuel oil | --- |
| Geothermal | --- |
| Natural gas | --- |
| Other (please specify and explain below) | --- |

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

Academics and Demographics

Criteria

n/a

Submission Note:

The number of residential employees does not include graduate student Hall Directors or undergraduate Resident Assistants.

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

24

Full-time equivalent enrollment:

4,960

Full-time equivalent of employees:

801

Full-time equivalent of distance education students:

62.77

Total number of undergraduate students:

5,231

Total number of graduate students:

276

Number of degree-seeking students:

5,299

Number of non-credit students:

49

Number of employees:

1,024

Number of residential students:

2,315

Number of residential employees:

9

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.

| |
|------------------------------------|
| Credit |
| Academic Courses |
| Learning Outcomes |
| Undergraduate Program |
| Graduate Program |
| Immersive Experience |
| Sustainability Literacy Assessment |
| Incentives for Developing Courses |
| Campus as a Living Laboratory |

Academic Courses

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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*.

Submission Note:

Please note that the SUNY Fredonia Academics in Sustainability Committee is currently in the midst of a year-long process of reviewing and rewriting our standards for sustainability-related and sustainability-focused courses (a foundation for which is being adopted from the University of Oregon's Office of Sustainability). The review process includes improvements to the campus-wide identification and tracking of these courses, and, for next Fall, the implementation of a designation for sustainability (related and focused) courses on student registration menus.

The information included in this report reflects our best estimate at the current time.

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

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

| | Undergraduate | Graduate |
|--|---------------|----------|
| Total number of courses offered by the institution | 2,161 | 434 |
| Number of sustainability courses offered | 28 | 0 |
| Number of courses offered that include sustainability | 70 | 8 |

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

18

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

24

Number of years covered by the data:

Three

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

[SUNY Fredonia Sust Courses.docx](#)

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

Please see attached document.

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

<http://fredonia.smartcatalogiq.com/2013-2014/Catalog>

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

- Courses on or related to sustainability have been identified by department and made publicly available via the Go Green website:

<http://www.fredonia.edu/gogreen/academics.asp>

. However, due to transitions in leadership and current reassessment of the standards for sustainability courses, this site is not currently being updated.

- Methodology: Sustainability courses were identified by academics committee members, faculty members and departments (in response to listserv and other email queries) and students who enrolled in relevant courses.

- The SUNY Fredonia Academics in Sustainability Committee is currently in the midst of a year-long process of reviewing and rewriting our standards for sustainability-related and sustainability-focused courses (a foundation for which is being adopted from the University of Oregon's Office of Sustainability). The review process includes improvements to the campus-wide identification and tracking of these courses. The information included in this report reflects our best estimate at the current time, based on the information gathered through the above methods.

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

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

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

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

| | Yes or No |
|----------------------------|-----------|
| Internships | No |
| Practicums | No |
| Independent study | No |
| Special topics | Yes |
| Thesis/dissertation | No |
| Clinical | No |

| | |
|---------------------------|----|
| Physical education | No |
| Performance arts | 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

Tracy Marafiote
Associate Professor
Communication

Criteria

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

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

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

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

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

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

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

10

Total number of graduates from degree programs:

1,000

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

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

The only academic program SUNY Fredonia currently offers that “has adopted at least one sustainability learning outcome” is Environmental Sciences.

On average 10 students graduate with an Environmental Sciences degree each year. Based upon the past 3 years, on average 1000 students graduate with an undergraduate degree each year.

<http://www.fredonia.edu/department/chemistry/environmental/mission.asp>

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

The Mission of the Environmental Sciences Program at SUNY Fredonia is to:

raise awareness about the impact of humans on the environment;
teach students the methods employed by scientists in order to monitor and assess these impacts;
provide a solid, well-rounded educational foundation for our students within the vast array of environmentally focused careers; and
act as a resource to our local community with regard to environmental issues.

To this end, we endeavor for our students to:

Develop an awareness of local, regional and global environmental issues in both current and historical contexts.
Demonstrate the skilled delivery of well-organized, academically informed written and oral presentations focused upon environmental issues and research.
Demonstrate, in a variety of settings, the ability to employ the scientific method and mathematical concepts to environmental issues, including the appropriate use of sampling protocols, experimental designs, environmental assessments and geospatial analyses.
Promote awareness and engagement through cooperative and open venues as approaches to addressing environmental issues facing society &/or solving environmental problems between opposing groups.

These Student Learning Outcomes are assessed on an annual basis and are aligned with our University Level goals of ensuring that all students are:

Skilled (develop Intellectual and Applied Skills, Literacies and Knowledges),
Connected (engage Community and Diversity: Local Stewardship, Global Citizenship),
Creative (demonstrate Scholarship, Artistry, and Innovation), and
Responsible (activate Sustainability, Ethics, Leadership, and Professionalism).

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

http://www.fredonia.edu/department/interdisciplinary/Environmental_Science.asp

Undergraduate Program

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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*.

Submission Note:

In addition to a strong Environmental Science major, SUNY Fredonia has recently added an Environmental Studies minor. The Environmental Studies minor was designed to allow for exploration of environmental and sustainability issues through a variety of academic disciplines. Students develop a broad understanding of the interactions between humans and the environment through a core curriculum that includes Historical contexts, Humanities, and the Natural and Social Sciences. Beyond this core curriculum, students engage with at least two additional courses from two different disciplines including Anthropology, Biology, Chemistry, Economics, English, Environmental Sciences, Geology, History, Political Science, and Sociology. The program is tied together as a cohesive whole through two 1 credit capstone seminars.

"---" 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 Sciences

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

The Environmental Sciences major integrates the strengths of programs in Biology, Chemistry, and Geosciences to understand the Earth ecosystem as a whole.

As our socio-economic system is nested within this ecosystem, our students are also required to take courses in geographic information systems, environmental history and environmental economics to provide a complete picture of the complexities of the problems we face as a society.

Many of the courses in this major have field components where students collect environmental samples, analyze them, and produce comprehensive interpretations of the data.

Students demonstrate their ability to conduct independent work in the environmental sciences through internships with local conservation departments, consulting firms or municipalities, or through research with a faculty member.

Possible careers after completion of this major include: environmental consulting, resource management, conservation scientist, aquatic and fishery research/management, wildlife management, conservation officer, and environmental and community planning.

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

http://www.fredonia.edu/department/interdisciplinary/Environmental_Science.asp

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

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

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

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

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

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

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

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

Yes

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

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

The Environmental Studies minor was designed to allow for exploration of environmental and sustainability issues through a variety of academic disciplines. Students develop a broad understanding of the interactions between humans and the environment through a core curriculum that includes Historical contexts, Humanities, and the Natural and Social Sciences. Beyond this core curriculum, students engage with at least two additional courses from two different disciplines including Anthropology, Biology, Chemistry, Economics, English, Environmental Sciences, Geology, History, Political Science, and Sociology. The program is tied together as a cohesive whole through two 1 credit capstone seminars.

The Environmental Studies minor is a strong addition to the curricular transcript of those students who are thinking about environmentally focused careers in the areas of: advocacy and public policy, communications, economics, history, journalism, law, or writing. The breadth and interdisciplinary nature of the program provides a solid foundation in the multitude of perspectives from which to view the natural world, and the variety of independent but interconnected paths from which to build a career focused on sustainability.

Course requirements for the ENVS minor can be found at:

<http://fredonia.smartcatalogiq.com/2013-2014/Catalog/All-Programs/Interdisciplinary-Studies-Minor-Programs/Environmental-Studies-minor>

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

<http://www.fredonia.edu/gogreen/academics.asp>

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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*.

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

Immersive Experience

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.

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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.

Submission Note:

Students at SUNY Fredonia engage in a diverse range of sustainability focused activities.

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

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:

For an Environmental Science class assignment, student groups are each assigned a particular campus parking lot. The students track the number cars in the lot and calculate greenhouse gas emissions. These students also do environmental monitoring of air quality on campus and calculate the correlations between the two.

Positive outcome: Students learn the concrete personal and social/environmental consequences of transportation choices, and how

institutional structure (e.g., the construction of parking lots to accommodate more cars) contributes to these consequences.

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:

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:

Dr. Junaid Zubairi and Dr. Sherri Mason oversaw research with students that sought to develop and evaluate food waste reduction strategies in dorms on campuses. The project consisted of three stages: pre-intervention, intervention, and post-intervention. For a period of 2 weeks each, the participants' food waste was collected and evaluated. All participants were asked for voluntary participation in the study. During the six-week period, all the participants were asked to place their food waste in a designated compost bin. The compostable bags were removed from the bin, collected and weighed by a student worker over a specified period of time. Prior to the pre-intervention stage, participants were given a survey about recycling behavior, attitudes about recycling and food waste, food consumption pattern, demographic variables, etc.

Positive Outcome: The purpose of this research was to develop and evaluate food waste reduction strategies in dorms on campuses. Through this project, they sought to create pro-environmental behavioral changes and the results did show positive trends after the intervention techniques were used.

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:

In English Composition each spring students' research project is centered on issues of sustainability. The students first gained a sustainability vocabulary drawn from the campus sustainability language and website along with some readings. One student researched wind power, which is used very minimally on campus (two small wind turbines). Students then take what they've learned about the topic globally and apply it to local contexts and issues.

Positive outcome: the student created a public-oriented medium to address the campus audience about the issue: pamphlets, presentations/posters, blogs

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:

To deepen their connection to a unique, biologically diverse local place and to give them "real world" or professional writing opportunity, students in ENGL 333, Environmental Lit, drafted a trail guide (for adults or children), a biographical piece, or other educational resource on one of the trails/persons for whom the trails are named at the campus College Lodge.

Positive Outcome: With permission, selected materials were shared with FSA (which manages the Lodge) staff members for possible use on the website.

Biology and Environmental Science students participate in campus Woodlot Invasive Species Pulls.

Positive outcome: Students learn about and are able to identify local exotic invasive species and witness the regeneration of native species. Other members of the campus, and the college as a whole, benefit by learning about the importance of balanced ecosystems.

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

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

In the spring several students in graphic design undertook self directed projects directly tied to sustainable issues. The student projects covered topics of walkability, transportation, landscape use and design on campus.

Positive outcome: The work was then exhibited as part of the 2013 senior show in the Marion Art Gallery, educating all visitors.

Students in Environmental Communication researched and organized a day-long workshop/demo to campus members –students, faculty, and staff – interested in learning more about their bicycles. They focused on proper care and management of bicycles as well as provided the audience with environmentally positive facts associated with using a bicycle as a means of transport.

Positive Outcome: Those who attended the demo to left with knowledge of how to take their bicycles apart, clean them and resemble them to ensure longevity and a sustainable 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:

Students in ESCI 113 gathered data on our paper towel usage for a class project.

Positive outcome: This project is what led to the campus-wide use of ‘These come from trees’ stickers for paper towel dispensers. They say on the stickers themselves that the use of these stickers helps to save XX amount of trees and CO2 emissions. You can also find this out on their website (

thesecomefromtrees.com

).

In 2010, 2011, and 2012, students worked with Dr. Sherri Mason, Chemistry and Environmental Science, to coordinate "Trayless Tuesdays" during Earth Week celebrations.

Positive outcome: These were so successful in lowering food waste—an amazing 30% reduction—as well as minimizing service station restocking, facilitating clean up procedures, and lessening soap and water use, that Fredonia’s dining halls have gone trayless.

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:

Environmental Chemistry 310 students research water bottles and water usage on campus.

Positive Outcome: They quantify their personal water footprint and then extrapolate the data to other students and then to campus as a whole.

Environmental Chemistry 310 students also monitor a small wetlands area on campus (by the campus woodlot), monitoring the water flow going into the wetlands and nutrients vs effluent leaving wetlands.

Positive outcome: Students are able to share any contamination, as well as positive effects of wetland filtering, with campus grounds and facilities management.

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

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

Students in Communication Research Methods conducted a study designed to better understand supportive relationships and communities that members of the SUNY Fredonia LGBT community depend on during coming out.

Positive Outcome: This research was shared with the campus LGBT community and its allies in an effort to make the coming out process easier.

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:

For their environmental communication project, a student group chose to focus on creating personal hygiene products that are all-natural and completely environmentally friendly. They surveyed students to determine what products were most commonly used, and researched their content, finding that “products that college students use contain harsh chemicals that are bad for humans and even worse for the environment.”

Positive Outcome: They then created an Earth Week workshop to show fellow students how they could avoid using these products by creating products of their own.

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:

For their group service project, Environmental Communication students created a hiking guide for members of SUNY Fredonia and the surrounding community.

Positive Outcome: This included a campaign about the importance of preserving the local parks and hiking trails, as well as a set of brochures and posters that advertise the benefits of experiencing nature through hiking.

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:

Students in COMM 321, Environmental Communication created a campaign to collect used athletic shoes on campus, targeting the track team, as well as placing donation boxes in four locations across campus.

Positive Outcomes: 3 Rs: Reduction of waste products; fewer shoes in landfills. Reuse of shoes; helps less fortunate. Facilitates recycling of product; less new material used. Collected over 200lbs of shoes.

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

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.

| |
|----------------------|
| Credit |
| Academic Research |
| Support for Research |
| Access to Research |

Academic Research

Responsible Party

Tracy Marafiote
Associate Professor
Communication

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

SUNY Fredonia is very proud of the excellent sustainability research being done by scholars in a wide range of disciplines. For instance:

The research of Dr Sherri Mason, Chemistry, is poised at the forefront of research on plastic pollution within freshwater ecosystems, in general, and the Great Lakes, more specifically. SUNY Fredonia lies 2 miles from the shores of Lake Erie, one of the 5 Great Lakes, which in total comprise the largest freshwater ecosystem in the world. In collaboration with the 5 Gyres Institute, the first-ever survey for plastic pollution within the open-waters of the Great Lakes was conducted.

<http://alumni.fredonia.edu/Magazine/SearchArticles/tabid/188/ctl/ArticleView/mid/608/articleId/356/SUNY-Fredonia-leads-the-first-ever-survey-of-Plastic-Pollution-in-the-Great-Lakes.aspx>

Dr. Mason's important work has been featured on NPR as well as numerous news outlets nationwide.

<http://www.npr.org/templates/story/story.php?storyId=251664454>

David Kinkela, associate professor of History, served as co-editor of, "Water: History, Power, Crisis," a special issue of Radical History Review, which was recently named the co-winner of the Council of Editors Learned Journal's Best Special Issue Award for 2013.

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4663/>

Dr. Kinkela has also published *DDT & The American Century*, which examines the interconnections between U.S. environmentalism and U.S. foreign policy, and received the Forum for the History of Science in America Book Prize 2012.

<http://americanscience.blogspot.com/2013/01/david-kinkela-on-ddt-american-politics.html>

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4136/>

[David_Kinkela_wins_book_prize_at_History_of_Science_Society_meeting.aspx](#)

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

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

13

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

250

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

9

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

24

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

[SUNY Fredonia Sustainability Research Inventory_1.docx](#)

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

12 faculty members out of 250 total, full time faculty have self-identified as conducting research or engaging in creative endeavors in the area of sustainability.

Faculty Name Department

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

Campus faculty and staff were contacted via email, both individually and via campus listserv, to inquire about sustainability-related research on which they have been (within the past three years) or are currently are working.

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

The research of Dr Sherri Mason, Chemistry, is poised at the forefront of research on plastic pollution within freshwater ecosystems, in general, and the Great Lakes, more specifically. SUNY Fredonia lies 2 miles from the shores of Lake Erie, one of the 5 Great Lakes, which in total comprise the largest freshwater ecosystem in the world. In collaboration with the 5 Gyres Institute, we conducted the first-ever survey for plastic pollution within the open-waters of the Great Lakes.

<http://alumni.fredonia.edu/Magazine/SearchArticles/tabid/188/ctl/ArticleView/mid/608/articleId/>

[356/SUNY-Fredonia-leads-the-first-ever-survey-of-Plastic-Pollution-in-the-Great-Lakes.aspx](http://alumni.fredonia.edu/Magazine/SearchArticles/tabid/188/ctl/ArticleView/mid/608/articleId/356/SUNY-Fredonia-leads-the-first-ever-survey-of-Plastic-Pollution-in-the-Great-Lakes.aspx)

Dr. Mason's important work has been featured on NPR as well as numerous news outlets nationwide.

<http://www.npr.org/templates/story/story.php?storyId=251664454>

See also, for example,

<http://www.wnyc.org/people/sherri-mason/>

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

<http://www.mprnews.org/story/npr/251664454>

<http://news.wbfo.org/term/sherri-mason>

David Kinkela, associate professor of History, served as co-editor of, "Water: History, Power, Crisis," a special issue of Radical History Review, which was recently named the co-winner of the Council of Editors Learned Journal's Best Special Issue Award for 2013.

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4663/>

[David_Kinkela_co-edits_CELJ_award-winning_issue.aspx](http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4663/David_Kinkela_co-edits_CELJ_award-winning_issue.aspx)

Dr. Kinkela has also published *DDT & The American Century*, which examines the interconnections between U.S. environmentalism and U.S. foreign policy, and received the Forum for the History of Science in America Book Prize 2012.

<http://americanscience.blogspot.com/2013/01/david-kinkela-on-ddt-american-politics.html>

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4136/>

[David_Kinkela_wins_book_prize_at_History_of_Science_Society_meeting.aspx](#)

Professor Aimee Nezhukumatathil, whose work entwines relationship to landscape and supposition, is the author of three poetry collections: *LUCKY FISH* (2011), winner of the gold medal in Poetry from the Independent Publisher Book Awards and the Eric Hoffer Grand Prize for Independent Books; *AT THE DRIVE-IN VOLCANO* (2007), winner of the Balcones Prize; and *MIRACLE FRUIT* (2003), winner of the Tupelo Press Prize, ForeWord Magazine's Book of the Year Award, the Global Filipino Award and a finalist for The Glasgow Prize and the Asian American Literary Award. Her first chapbook, *FISHBONE* (2000), won the Snail's Pace Press Prize.

The website URL where information about sustainability research is available:

<http://www.fredonia.edu/gogreen/Faculty.asp>

Support for Research

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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.
-

Submission Note:

Although SUNY Fredonia does not yet have specific programs for support sustainability research, the programs that provide research support do encourage work that focuses on sustainability.

The recently adopted SUNY Fredonia Handbook on Appointment, Reappointment, and Promotion (HARP) has expanded the definition of scholarship to include and value a wide variety of scholarly and creative activities. More specifically, it supports work undertaken alone or with student or peer collaborators that is interdisciplinary and/or community-based.

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

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

No

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

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

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

No

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

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

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:

SUNY Fredonia Handbook on Appointment, Reappointment, and Promotion (HARP)

This approach to evaluating scholarship—broadly defined—is valuable in understanding SUNY Fredonia's view of scholarly and creative work in faculty reappointment, continuing appointment, and promotion processes. Regardless of the type of scholarship, these standards encourage faculty and committees to assess the quality of each contribution.

As a regional, public liberal arts institution, SUNY Fredonia values a wide variety of scholarly and creative activities, undertaken alone or with student or peer collaborators:

- interdisciplinary scholarship that brings together perspectives from two or more fields.
- community-based research (scholarship of engagement) that may include partnerships with others in addressing regional issues. (p. 26)

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

<http://www.fredonia.edu/policy/docs/HARP-2012.pdf>

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

No

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

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

STARS Reporting Tool | AASHE

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

| Credit |
|-------------------------------------|
| 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

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

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

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

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

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

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

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

Student Orientation

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

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

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

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

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

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

90

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

There are not any formal discussions on sustainability during the orientation program. However, Orientation Leaders and some presentations identify some of the tools or policies that influence our sustainability in informal ways. For example, Orientation Leaders show students the water bottle refill stations, talk about Earth Week as a campus tradition, etc.

Sustainability Pledge offered to all new and existing students with opportunities to sign a pledge online (

<http://www.fredonia.edu/gogreen/pledge.asp>

)

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

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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.

Submission Note:

Student life at SUNY Fredonia is a rich experience, culminating each year in our Earth Week celebration, which brings student groups together to co-host, participate in, and attend a wide range of events. Student groups have ranged from the Campus Climate Challenge, Biology Club, and Black Student Union to Enactus, Improv Society, Graphic Design Club, and the DEA, to name only a very few.

Earth Week typically encompasses 25-40 events, including student exhibits, educational presentations, a green expo, an environmental film series, free open-to-the-community electronics recycling, an eco-fashion show, and many other events. Past events have also

included a trash dump (students and staff sort through campus trash and report on their findings) and notable speakers such as Ralph Nader, Lois Gibbs, Annie Leonard. WEBSITE:

<http://www.fredonia.edu/earthweek/>

Although we do not currently have a graduation-specific pledge, SUNY Fredonia has a sustainability pledge that encompasses student life (and, we hope, their choices beyond their college careers). It states:

"I pledge that during my years at SUNY Fredonia I will explore and take into account the social, economic, and environmental consequences of my behavior and that of my institution. I will learn about issues concerning environmental justice and sustainability, and will apply these principles to my everyday activities and behavior. Through my actions and involvement, I will promote enduring change in my campus community and wider world. Being conscious of my integral role within SUNY Fredonia's commitment toward these values, I will hold myself, my fellow students, and my institution accountable."

WEBSITE:

<http://www.fredonia.edu/gogreen/pledge.asp>

"---" 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?:

| | Yes or No |
|--|-----------|
| Active student groups focused on sustainability | Yes |
| 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 | No |
| Student-run enterprises that include sustainability as part of their mission statements or stated purposes | Yes |
| Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills | No |
| Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience | Yes |
| Cultural arts events, installations or performances related to sustainability that have students as the intended audience | Yes |

| | |
|---|-----|
| Wilderness or outdoors programs that follow Leave No Trace principles | Yes |
| Sustainability-related themes chosen for themed semesters, years, or first-year experiences | No |
| Programs through which students can learn sustainable life skills | No |
| Sustainability-focused student employment opportunities offered by the institution | Yes |
| Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions | No |
| Other co-curricular sustainability programs and initiatives | No |

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

SUNY Fredonia has several active and well-supported student groups. Two of these focus exclusively on environmental/sustainability issues: the Student Association’s Department of Environmental Affairs (DEA) and Campus Climate Challenge (CCC)

Several others include environmental/sustainability concerns among their goals: the Biology Club, Campus Greens/National Green Party, the Geology Club, and the Wilderness Club.

The Campus Climate Challenge (CCC) is a project of more than 30 leading youth organizations throughout the U.S. and Canada and is geared towards student activism. It is a group that strives to educate students and engage them in the community. CCC is part of a larger national movement presented by the Energy Action Coalition. The Challenge is growing a generation-wide movement to stop global warming, by reducing the pollution from our high schools and colleges down to zero, and leading our society to a clean energy future. Campus Climate Challenge website:

<http://fredonia.collegiatelink.net/organization/campus-climate-challenge>

Department of Environmental Affairs, or Environmental Affairs club, is a part of the President's Cabinet in the Student Association. DEA is supposed to advise the SA President in ways to make the campus as green as possible. By introducing legislation or suggesting projects, the committee has a direct impact to how the Student Association works. The DEA was founded in the spring semester of 2005 by Shaylah Reagan and the Student Association. This organization was given special privileges as an "Executive Committee" by the Student Association, to carry out its mission of making SUNY Fredonia a greener place. In general the club is an organization that provides a voice for the environment on campus. The group is willing to address any and all environmental issues, especially those that deal with on-campus issues. Among our chief concerns are increasing recycling on campus and creating a "carbon neutral" environment. Department of Environmental Affairs website:

<http://www.fredonia.edu/sa/environmentalclub/>

The website URL where information about student groups is available:

<http://www.fredonia.edu/sa/environmentalclub/>

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

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

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

ENACTUS formerly known as SIFE (Students In Free Enterprise) "is an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need.

Guided by academic advisors and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe. The experience not only transforms lives, it helps students develop the kind of talent and perspective that are essential to leadership in an ever-more complicated and challenging world."

<http://enactus.org/who-we-are/our-story/>

SIFE at SUNY Fredonia: The Fredonia State SIFE Team was established 18 years ago by Business Professor, Dr. Franklin B. Krohn. For 12 straight years (1997-2009), the presentation team won the Regional SIFE competition and advanced to the National SIFE competition held in various cities throughout the USA. The SUNY Fredonia team has been re-building and now includes 40 students leading eight projects. The projects include focus on positive decision making through anti-bullying and MADD efforts; environmental efforts through Green Wave, Recycle INK and Fred2O cup; arts through murals in Dunkirk and an integrating event to increase awareness. Dr. Susan McNamara (W315 Thompson) is the advisor and can be reached with interest or questions.

<https://fsu4u.fredonia.edu/organization/Business/about>

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

http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4461/Enactus_Team_expands_invites_new_majors_to_apply.aspx

A brief description of the sustainable investment or finance initiatives:

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

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

Earth Week each year brings student groups together to co-host, participate in, and attend a wide range of events. Student groups have included the Campus Climate Challenge, Biology Club, Black Student Union, Enactus, Improv Society, Graphic Design Club, DEA, to name only a few. Events in the past have included a trash dump (students and staff sort through campus trash and report on their findings), movie screenings, speakers (such as Ralph Nader, Lois Gibbs, Annie Leonard), and more.

Earth Week at Fredonia has become a tradition, typically encompassing 25-40 events, including student exhibits, educational presentations, a green expo, an environmental film series, free open-to-the-community electronics recycling, an eco-fashion show, and many other events. WEBSITE:

<http://www.fredonia.edu/earthweek/>

Earth Week 2012:

April 2, 2012–Keynote Speaker Guy McPherson met with an audience of over 100 students, faculty and community members to discuss “Global Climate Change and Energy Decline”

<http://www.fredonia.edu/department/english/newsletters/May%202012.pdf>

<http://www.fredonia.edu/face/pdf/FACE%20Center%20Annual%20Report%202011-2012.pdf>

Earth Week 2013:

In 2013, two special Earth week “keynote” presentations were offered:

Marcus Eriksen and Anna Cummins, co-founders of 5 Gyres Institute, gave the main Keynote presentation, “The Perils of Plastic: Notes from the Oceans and the Great Lakes”

<http://www.fredonia.edu/gogreen/earthweek/keynote.asp>

Dr. Ingraffea, the Dwight C. Baum Professor of Engineering at Cornell, gave an address, "Unconventional Gas Development from Shale Plays: Myths and Realities" on high volume hydraulic fracturing.

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4240/>

[Cornell_engineering_professor_to_address_shale_gas_issues.aspx](http://www.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4240/Cornell_engineering_professor_to_address_shale_gas_issues.aspx)

Earth Week 2013 included 20 events attended by 1464 people over the course of 11 days. 237 students contributed 560 student volunteer hours to Earth Week projects.

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

<http://www.fredonia.edu/earthweek>

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

SUNY Fredonia is known for its music, theater, and art programs. In addition to other events throughout the year, Earth Week always showcases these areas, such as the 2013, "Seeds of Change" exhibit (

<http://www.sgi.org/resource-center/ngo-resources/education-for-sustainable-development/seeds-of-change.html>

) and "Wasting Away" Art Competition (

<http://www.fredonia.edu/gogreen/earthweek/EWart.asp>

).

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

<http://www.fredonia.edu/gogreen/earthweek/EWcalendar.asp>

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

The student-run Wilderness Club encourages students to get outdoors and engage in activities like hiking, camping, horseback riding, rock climbing, apple picking, sledding, trips to the College Lodge, and white water rafting, while learning how to interact with the natural world responsibly.

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

<https://fsu4u.fredonia.edu/organization/wilderness-club/calendar/details/171183>

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

Each semester the Sustainability Office accepts one student intern. The position focuses primarily on public relations with tasks including:

Completing interviews and writing stories for the newsletter

Maintaining social media sites including facebook, twitter, and instagram

Working with the campus PR department on press releases

Student interns are expected to attend Sustainability Committee meetings if their course schedule permits and work with committee members on various projects.

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

<http://www.fredonia.edu/gogreen/intern.asp>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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

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

A brief description of the central sustainability website:

www.fredonia.edu/sustainability

covers the latest news in Sustainability efforts on campus, archives publications sent to campus, provides a pdf of the annual report, gives an extensive list of other websites containing sustainability related information, and contains pages outlining subcommittee projects.

The website URL for the central sustainability website:

<http://www.fredonia.edu/sustainability>

A brief description of the sustainability newsletter:

The sustainability newsletter is sent out to the entire campus once per semester

The website URL for the sustainability newsletter:

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

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

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

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

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

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

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

Table tents are used to inform students about the average food waste on campus, as well as ways students can reduce their waste. Signage is also posted throughout dining facilities during our annual "Trayless Tuesday" event so students are aware as to why trays are not available.

Signage is posted at events noting which food items are purchased locally and where they come from.

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

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

"NO MOW ZONE" signage is located in fringe zones around campus.

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

A brief description of the sustainability walking map or tour:

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 transportation subcommittee has worked with local bus systems to make bus transitions easier for students, staff, and community members. All bus schedules and information are posted on the website. This information was also disseminated to campus via a Public Service Announcement and ad in the student newspaper.

Fredonia has also launched FredRide - a carpool matching program

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

<http://www.fredonia.edu/gogreen/transportation.asp>

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

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

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

Freshman Green 15

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

<http://www.teensturninggreen.org/wordpress/wp-content/uploads/2013/06/fg15-student-packet-v12.pdf>

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

STARS Reporting Tool | AASHE

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

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

The committee writes an annual report each year for release to the campus and community during Earth Week. Additionally, ACUPCC and STARS reports are made available to the campus.

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

<http://www.fredonia.edu/sustainability>

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

No

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

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

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

No

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

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

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

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

Tracy Marafiote
Associate Professor
Communication

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:

SUNY Fredonia has held annual outreach and educational programs such as its end-of-year Waste Wipeout, which diverts reusable materials from the waste stream and donates them to a local organization, and Recyclemania, which increases campus awareness of our significant recycling efforts. In addition, this year we have rolled out a new ride-share (carpooling) program that is available to students, faculty, and staff.

"---" 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):

Waste Wipe Out

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

The annual (since 2008) Waste Wipeout program during student move-out (of dorms and local apartments) in May collects clothing, food, personal items and miscellaneous items for reuse by Chautauqua County Rural Ministry in Dunkirk, NY. Educational leaflets are hung on dorm-room doors and educational posters accompany collection boxes.

The May 2013 totals for items collected included : 6,250 lbs. of assorted clothing, 125 lbs. of non-perishable food items and many misc. items such as (TV's, rugs and other small appliances and home furnishings) totaling 1,750 lbs.

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

The total combined weight of materials diverted from the waste stream is 8,125 lbs., which is an increase of 3,050lbs. from May 2012.

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

<http://www.fredonia.edu/admin/accounting/pdf/2012-13%20Annual%20Report%20pdf%20one%20combined%20file.pdf>

The name of the campaign (2nd campaign):

Recyclemania

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

The campus participates annually in the National RecycleMania Campaign. Over the past several years, the campus has witnessed a significant increase in the total amount of material recycled during the annual 8 week competition.

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

Over 112,000 pounds of recycled material, or nearly 17.25 pounds per person, was collected by students, faculty and staff. Overall, SUNY Fredonia was 10th out of 23 New York State universities and 74th of 361 colleges nationwide in the per capita competition. Just over 520 colleges and universities recovered a staggering 90 million pounds of organic and recyclable materials during the 13th annual Recyclemania.

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

http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4304/On_top_of_the_heap_in_Recyclemania.aspx

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

SUNY Fredonia is introducing a new, interactive portal, which features a unique, easy-to-use online ridematching system and a one-stop shop for commuters and travelers in New York who are seeking cost-effective and reliable alternatives to driving alone. The ridematching system also provides information on carpooling, vanpooling, public transportation, bicycling and walking.

WEBSITE:

<https://rideshare.511ny.org/newyork/?id=2068&client=SUNYFredonia>

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

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

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

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

100

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

The Director of Facilities Services speaks to new employees at orientation and in the discussion he includes information on how the campus is sustainably operated as well as involvement opportunities for the new employees, and places they can go for more information.

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

Staff Professional Development

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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 :

Integrating Sustainability Across All Disciplines

Sarah Laurie, Environmental Safety & Sustainability Specialist

Wednesday, September 25, 2013 from 10:00 am – 11:00 am

PDC Bonsai Room, 120 Reed Library

This interactive workshop will focus on creating an awareness about what sustainability and will demonstrate how sustainability can be relevant to all disciplines. Faculty (and staff) will discuss methods for incorporating sustainability into student learning experiences, and participants will be encouraged to generate ideas and methods tailored to their learning goals.

Sustainability in the Strategic Plan As It Applies To Campus Employees

Sarah Laurie, Environmental Safety & Sustainability Specialist

Monday, September 30, 2013 from 2:00 – 3:00 pm

PDC Bonsai Room, 120 Reed Library

This interactive workshop is designed to create awareness regarding sustainability issues and initiatives. Participants will have the opportunity to discuss the "Sustainable Community" section of the Strategic Plan and its impact campus employees. Participants will be provided with further educational resources related to sustainability issues, as well as resources for implementing sustainable work practices within their departments.

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

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

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.

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

Community Partnerships

Responsible Party

Tracy Marafiote
 Associate Professor
 Communication

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

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*.

Submission Note:

The College Lodge Advisory Committee was created in response to community, as well as faculty and staff, concern over the management of one of the few remaining sizable, natural forests in Chautauqua County, NY. In response to the concerns, Fredonia formed this group, headed by the university controller Judy Langworthy and including community members and science and other faculty, to make recommendations for the sustainable management of the area.

The FACE (Fredonia Academic Community Engagement) Center was formed in 2009 to promote campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community-based research. In the area of sustainability, the center has created partnerships with over 30 local community organizations.

"---" 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:

College Lodge Advisory Committee, created in 2013.

The College Lodge and its surrounding 200 acres is a significant resource entrusted to FSA ownership and administration for the benefit of the university’s education, scholarship and student development programs. As such, the university will provide recommendations and on-going support as appropriate for Lodge improvements and programming. The College Lodge Committee will be the university’s primary conduit or bridge to the FSA with regard to recommendations regarding Lodge operations and programming.

Lodge Committee members will be appointed by the university President and may include faculty, staff, students, alumni, and community volunteers. Members will be reappointed every two years. The President will also appoint the Committee Chair.

Lodge Committee responsibilities include but may not be limited to:

- Coordinating the studies carried out by various work groups and receive evaluations of proposed Lodge initiatives and programming for further consideration;
- Prioritizing and recommending support of Lodge proposals to the university and the FSA;
- Provide the forum where the Lodge's forest environmental survey is received and discussed and any resulting Forest Management Plans are vetted prior to submission to the FSA Board;
- Convene continuing campus and community discussions as needed regarding Lodge operations and programming.

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):

In 2009 the university created the SUNY Fredonia Academic Community Engagement (FACE) Center to promote campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community-based research. In the area of sustainability, we have created partnerships with approximately 15 local community organizations. For a list of recent FACE/community collaborations in the area of sustainability, please visit:

<http://www.fredonia.edu/face/sustainability/pastprojects.asp>

For a list of FACE community partners (with descriptions), please see:

<http://www.fredonia.edu/face/partners.asp>

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

o Go Green website:

www.fredonia.edu/gogreen

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:

o Member of AASHE

o Creating SEED (Sustainable Education and Enterprise Development) Center with Ithaca College, Second Nature, Cloud Institute and New Roots School

NYCSHE Member- New York Consortium for Sustainability in Higher Education

GrowWNY Member

Regularly attends the SUNY Sustainability Conferences held each year.

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

In addition to the projects outlined above, individual Sustainability Committee members maintain personal communications with colleagues at neighboring institutions, such as JCC and the University of Buffalo

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

Continuing Education

Responsible Party

Tracy Marafiote
Associate Professor
Communication

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

5

Total number of continuing education courses offered:

34

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

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

Introduction to Organic Gardening – Participants will learn about organic gardening techniques from Master Gardener, Dr. Michael Jabot

Trainer: Dr. Michael Jabot

Introduction to Vermicomposting – Participants will learn about vermicomposting—what it is, and its benefits—from Master Gardener, Dr. Michael Jabot

Trainer: Dr. Michael Jabot

Wind Power: Nature's Alternative – Participants will learn about the environmental and cultural benefits of wind power from David Brunge.

Trainer: David Brunge

Flora and Fauna at the Lodge: A Guided Nature Walk – Participants will learn about the history, flora, and fauna of the College Lodge.

Trainers: Dr. Terrence Mosher

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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:

SUNY Fredonia has a history of extensive and dedicated volunteering and in 2013 was named to the 2013 President's Higher Education Community Service Honor Roll for its commitment to bettering the community through service. Being in named to the honor roll is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement.

http://www.nationalservice.gov/sites/default/files/documents/2013_hr_list.pdf

http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4215/Campus_makes_national_honor_roll_for_community_service.aspx

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

Number of students engaged in community service:

1,745

Total number of students :

5,507

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:

15,500

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:

The Volunteer and Community Services Program provides volunteer opportunities for students to help build sustainable and meaningful partnerships in the community. This program assists students with real world experience while enriching the lives of others and enhancing their academic experience. In addition, the office provides advisement and resources to faculty and staff. It is dedicated to promoting volunteerism and service learning experiences in and outside the classroom.

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

<http://www.fredonia.edu/campuslife/volunteer/>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

| |
|--------------------------|
| Credit |
| Greenhouse Gas Emissions |
| Outdoor Air Quality |

Greenhouse Gas Emissions

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

SUNY Fredonia utilizes the Clean Air - Cool Planet Calculator to collect and analyze GHG data and submits GHG reports semi-annually through the American College and University President's Climate Commitment (ACUPCC) website.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

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

| | | |
|---|---|---|
| Scope 1 GHG emissions from stationary combustion | <i>7,830 Metric Tons of CO2 Equivalent</i> | <i>8,015 Metric Tons of CO2 Equivalent</i> |
| Scope 1 GHG emissions from other sources | <i>8,495 Metric Tons of CO2 Equivalent</i> | <i>8,639 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from purchased electricity | <i>12,523 Metric Tons of CO2 Equivalent</i> | <i>13,485 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from other sources | <i>0 Metric Tons of CO2 Equivalent</i> | <i>0 Metric Tons of CO2 Equivalent</i> |

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”:

| | Performance Year | Baseline Year |
|--|-------------------------|----------------------|
| Number of residential students | 2,315 | 2,463 |
| Number of residential employees | 0 | 0 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 5,056 | 5,243 |
| Full-time equivalent of employees | 801.10 | 456 |
| Full-time equivalent of distance education students | 62.77 | 50.67 |

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

| | Start Date | End Date |
|-------------------------|-------------------|-----------------|
| Performance Year | July 1, 2012 | July 1, 2010 |
| Baseline Year | June 30, 2013 | June 30, 2011 |

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

This was the first full GHG audit completed by the campus.

Gross floor area of building space, performance year:

2,091,080 *Square Feet*

Floor area of energy intensive building space, performance year:

| | Floor Area |
|-------------------------|---------------------------|
| Laboratory space | 40,682 <i>Square Feet</i> |

| | |
|-------------------------------------|----------------------------|
| Healthcare space | <i>2,979 Square Feet</i> |
| Other energy intensive space | <i>189,708 Square Feet</i> |

Scope 3 GHG emissions, performance year::

| | Emissions |
|---|--|
| Business travel | <i>0 Metric Tons of CO2 Equivalent</i> |
| Commuting | <i>5,521 Metric Tons of CO2 Equivalent</i> |
| Purchased goods and services | --- |
| Capital goods | --- |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | --- |
| Waste generated in operations | <i>27 Metric Tons of CO2 Equivalent</i> |
| Other categories (please specify below) | --- |

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

A copy of the most recent GHG emissions inventory:

[Calculator_v6.9.xlsm](#)

The website URL where the GHG emissions inventory is posted:

<http://acupcc.aashe.org/>

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

Outdoor Air Quality

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_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under 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

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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

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

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

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

198,000 *Square Feet*

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

| | Certified Floor Area |
|--|-----------------------------|
| Minimum Level (e.g. LEED Certified) | 0 <i>Square Feet</i> |
| 3rd Highest Level (e.g. LEED Silver) | 0 <i>Square Feet</i> |
| 2nd Highest Level (e.g. LEED Gold) | 0 <i>Square Feet</i> |
| Highest Achievable Level (e.g. LEED Platinum) | 0 <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:

198,000 *Square Feet*

A copy of the guidelines or policies :

[EO111.pdf](#)

The date the guidelines or policies were adopted:

Dec. 1, 2004

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

University Commons
Juliet J. Rosch Recital Hall
Technology Incubator
Campus and Community Children's Center
Mason Hall Rehearsal Room Addition
Williams Center Rehab
Science Center (currently under construction)
SUNY Fredonia Townhouse (currently under construction)
Rockefeller Arts Center Addition (currently under construction)
Houghton Hall (currently in design)

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

Executive Order No. 111 (E.O.111) for “Green and Clean” State Buildings and Vehicles Guidelines was issued June 2001 (second edition issued December 2004). The State University Construction Fund and SUNY are required to comply with the requirements.

The state of NY requires all buildings to be built to LEED Silver standards.

Executive Order No. 88 also applies to NYS buildings and regulates the energy usage of buildings.

LEED For Homes is being used for the townhouse project.

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.sucf.suny.edu/pdf/dir/1B-7.pdf>

Indoor Air Quality

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.

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

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental 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.

| |
|------------------------------|
| Credit |
| Food and Beverage Purchasing |
| Low Impact Dining |

Food and Beverage Purchasing

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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).

"---" 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:

17.44

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:

Manufacturer Products Location

Sorrento cheese Cheeses - mozzarella, provolone Buffalo, NY

Upstate Yogurt Cup Yogurt "

Finger Foods Pizza Logs Niagara Falls, NY

Northstar Fresh Eggs near Clymer, NY

Byrne Dairy milk Syracuse, NY

Brigiotta's - total produce - \$500,000, local 5% = \$25,000 Jamestown, NY

Rosina pastas, proteins Buffalo, NY

Stroehmann's breads, rolls Jamestown, NY

Chobani Yogurt Greek yogurt Outside Utica, NY -

Heinz Dispense Ketchup Fremont, Ohio

Father Sam's Wraps Buffalo, NY

Costanzo's Sub Rolls Sub Rolls Buffalo, NY

Carriage House Peanut butter, jams & jellies Fredonia, NY

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:

The Sustainable Food and Beverage Purchasing Program at SUNY Fredonia Dining Services comprises a tri-faceted methodology that embraces the 3 Ps - Planet, People, and Profit: sustainability considerations - are products and vendors local, FTO certified, etc; customer considerations - are products desired by our customers; and economic - are products competitively priced.

All three facets are considered when identifying product specs. By sharing our methodology with various suppliers we have increased our percentage of local purchases, and, in conjunction with our primary food distributor Maplevale Farms, of Falconer, NY, we have demonstrated our commitment to encourage suppliers to think "locally," as we do.

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

Appropriate purchases are tracked using detailed purchasing reports for all items submitted by Maplevale farms, our primary distributor, Brigiotta, and total sales figures for "street" vendors Byrne dairy and Stroehmans.

Total annual food and beverage expenditures:

2,800,000 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

| | Present? | Included? |
|---|----------|-----------|
| Dining operations and catering services operated by the institution | Yes | Yes |
| Dining operations and catering services operated by a contractor | No | No |
| Franchises | Yes | No |
| Convenience stores | Yes | No |
| Vending services | Yes | No |
| Concessions | Yes | Yes |

Has the institution achieved the following?:

| | Yes or No |
|---|-----------|
| Fair Trade Campus, College or University status | No |

| | |
|--|----|
| Certification under the Green Seal Standard for Restaurants and Food Services (GS-46) | No |
| Marine Stewardship Council (MSC) certification | No |
| Signatory of the Real Food Campus Commitment (U.S.) | No |

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

Low Impact Dining

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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.

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

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

82.56

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

Appropriate purchases are tracked using detailed purchasing reports for all items submitted by Maplevalle farms, our primary distributor, Brigiotta, and total sales figures for "street" vendors Byrne dairy and Stroehmans.

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”):

SUNY Fredonia was one of only 12 universities nationwide to be recognized in the final results of a recent “Most Vegetarian-Friendly College” contest, sponsored by PETA2, the world’s largest youth animal rights organization and an affiliate of People for the Ethical Treatment of Animals.

Although Fredonia was not among the 10 universities on the official winners list, it was one of two schools given “Honorable Mention” status for its vegetarian and vegan options.

The PETA2 website stated, “At Fredonia, the university has added vegan tortellini, vegan seitan subs and faux-chicken and faux-beef ramen stir fries, to the delight of the student population!”

The judges added that Fredonia is a “rising star in the contest and we look forward to seeing them in 2009.”

Students are increasingly pleased with what SUNY Fredonia’s dining halls are offering as well.

“The stir fry is big,” said Jessica Whittam, a senior vegan from Port Jefferson, N.Y. “They have lots of salads and entrees as well. There are a lot of different choices.”

“They have a lot of Middle Eastern-inspired food,” added Erica White, a sophomore vegetarian from Syracuse, N.Y. “It’s nice. I get to feel like I’m at home even when I’m at school.”

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

we provide fresh fruits and vegetables in all units, at all day parts

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

<http://fsa.fredonia.edu/>

Annual dining services expenditures on food:

2,800,000 *US/Canadian* \$

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.

| |
|-----------------------------|
| Credit |
| Building Energy Consumption |
| Clean and Renewable Energy |

Building Energy Consumption

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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 |
|--|----------------------|----------------------|
| Total building energy consumption | 232,866 <i>MMBtu</i> | 308,552 <i>MMBtu</i> |

Purchased electricity and steam:

| | Performance Year | Baseline Year |
|-----------------------------------|----------------------|----------------------|
| Grid-purchased electricity | 232,866 <i>MMBtu</i> | 308,552 <i>MMBtu</i> |
| District steam/hot water | 0 <i>MMBtu</i> | 0 <i>MMBtu</i> |

Gross floor area of building space::

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

| | | |
|-------------------------|------------------------------------|------------------------------------|
| Gross floor area | 2,058,598 <i>Gross Square Feet</i> | 1,945,173 <i>Gross Square Feet</i> |
|-------------------------|------------------------------------|------------------------------------|

Floor area of energy intensive space, performance year::

| | Floor Area |
|-------------------------------------|---------------------------|
| Laboratory space | 40,682 <i>Square Feet</i> |
| Healthcare space | 2,979 <i>Square Feet</i> |
| Other energy intensive space | |

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

| | Degree Days |
|----------------------------|--------------------|
| Heating degree days | 1,741 |
| Cooling degree days | 2,808 |

Source-site ratios::

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

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

| | Start Date | End Date |
|-------------------------|-------------------|-----------------|
| Performance Year | July 1, 2012 | June 30, 2013 |
| Baseline Year | July 1, 2004 | June 30, 2005 |

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:

Building automation system is used extensively to turn on HVAC systems only when needed. The system also regulates temperatures in all buildings.

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

LED Lighting and Exit signs have been installed in many hallways and stairwells at several Residence Halls where the lights run 24/7 for egress. In addition, several existing light fixtures in the academic buildings have been upgraded to LED style fixtures.

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

A combination of motion and infrared sensors are used in several buildings to control lighting.

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

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

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

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

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

Two separate systems have been installed to help control energy costs. The systems control and monitor over five thousand hardware points.

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

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

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

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

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

Clean and Renewable Energy

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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.

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

Grounds

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

| |
|----------------------|
| Credit |
| Landscape Management |
| Biodiversity |

Landscape Management

Responsible Party

Kevin Cloos
Director
Facilities Services

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">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species |

| | |
|--|--|
| <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"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |
| <p>3) Organic, Certified and/or Protected</p> | <p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent) |

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

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

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

| | Area |
|--|------------------|
| Total campus area | <i>249 Acres</i> |
| Footprint of the institution's buildings | <i>22 Acres</i> |
| Area of undeveloped land, excluding any protected areas | <i>35 Acres</i> |

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

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

During the past several years, the campus has planted many native gardens as part of the campus landscaping. The grounds maintenance staff closely monitors the local weather online and from the local TV stations to determine when and if manual irrigation is needed on the other game fields.

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

The grounds department uses mulching blades on the mowing equipment and the staff utilizes wood chips from tree trimming and routine lawn maintenance as mulch in many planting beds on campus.

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

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

The grounds department uses compost and wood chips from the campus in many planting beds across the campus.

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

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

The campus uses environmentally friendly ice control products for winter ice control on campus roadways and walkways. The product is a treated ice melt that is approved by the EPA. The product provides better coverage, thus reducing demand, is less corrosive and has less impact on vegetation.

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

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

No

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

Responsible Party

Kevin Cloos
Director
Facilities Services

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

No

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

No

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

No

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

A brief description of identified species, habitats and/or environmentally sensitive areas:

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

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

Purchasing

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

| |
|----------------------------------|
| Credit |
| Electronics Purchasing |
| Cleaning Products Purchasing |
| Office Paper Purchasing |
| Inclusive and Local Purchasing |
| Life Cycle Cost Analysis |
| Guidelines for Business Partners |

Electronics Purchasing

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

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

The electronics purchasing policy, directive, or guidelines :

New York State is committed to environmental sustainability and endeavors to procure products with reduced environmental impact. One example of this commitment may be found in Executive Order No. 4 (Establishing a State Green Procurement and Agency Sustainability Program), which imposes certain requirements on state agencies, authorities, and public benefit corporations when procuring commodities, services, and technology. More information on Executive Order No. 4, including specifications for offerings covered by this Contract, may be found at

. The Executive Order No. 4 specification for desktop and laptop computers adopted in October 2008, for example, requires EPEAT (Electronic Product Environmental Assessment Tool) registration, and references other considerations such as trade-in, recycling and use of certain flame-retardant chemicals. State entities subject to Executive Order No. 4 are advised to become familiar with the specifications that have been developed in accordance with the Order, and to incorporate them, as applicable, when making purchases under this Contract. State entities subject to Executive Order No. 4 are further advised to utilize the EPEAT website (

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

) and search tool to identify products that meet their needs and satisfy their obligations under the Order.

Our Dell computers are purchased with: Dell's ECO Kit: The Dell OptiPlex 980 offers environmentally friendly configurations that improve energy efficiency, reduce overall acoustical levels and increase the amount of recycled plastic content of the system. With the Dell ECO Kit, the OptiPlex 980 is the only commercial desktop that delivers up to 50% lower acoustics than competing desktops. The Dell ECO Kit is offered on select energy efficient configurations: 2.5" hard drives, integrated graphics, dual core processors, 4GB or less in memory and 90% efficient power supply. With this option, an OptiPlex 980 includes up to 25% post consumer recycled plastic content.

Also are computers meet: Energy Efficiency Options: Dell Energy Smart is a Dell unique offering. It consists of default power management settings enabled in the factory to conserve system power during periods of inactivity, saving power when systems are not in active use. Energy Star 5.0 Category B (<44.3W Idle), EPEAT Gold, Dell ESMART Settings Included in Price.

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

ENVIRONMENTAL ATTRIBUTES AND NYS EXECUTIVE ORDER 4:

New York State is committed to environmental sustainability and endeavors to procure products with reduced environmental impact. One example of this commitment may be found in Executive Order No. 4 (Establishing a State Green Procurement and Agency Sustainability Program), which imposes certain requirements on state agencies, authorities, and public benefit corporations when procuring commodities, services, and technology. More information on Executive Order No. 4, including specifications for offerings covered by this Contract, may be found at

<http://www.ogs.state.ny.us/EO/4/Default.asp>

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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 |
|---------------------|------------------------------|
| EPEAT Bronze | 0 US/Canadian \$ |
| EPEAT Silver | 7,588 US/Canadian \$ |
| EPEAT Gold | 358,408.90 US/Canadian \$ |

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

365,996.90 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.ogs.state.ny.us/EO/4/Default.asp>

Cleaning Products Purchasing

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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
-

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

Office Paper Purchasing

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

ALL OFFICE COPY PAPER IS 100% RECYCLED AND IS PURCHASED IN BULK, STORED AT A CENTRAL LOCATION, AND IS DISPATCHED TO OFFICES UPON REQUEST.

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

All purchase orders are approved by the Director of Purchasing, who ensures that they comply with Executive Order 4

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::

| | Expenditure Per Level |
|---|--------------------------------|
| 10-29 percent | 3,875.84 <i>US/Canadian \$</i> |
| 30-49 percent | 174.83 <i>US/Canadian \$</i> |
| 50-69 percent | 0 <i>US/Canadian \$</i> |
| 70-89 percent (or FSC Mix label) | 0 <i>US/Canadian \$</i> |
| 90-100 percent (or FSC Recycled label) | 59,136 <i>US/Canadian \$</i> |

Total expenditures on office paper :

72,016.27 *US/Canadian \$*

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

<http://www.ogs.state.ny.us/EO/4/Default.asp>

Inclusive and Local Purchasing

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.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

Transportation

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

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

| |
|--|
| Credit |
| Campus Fleet |
| Student Commute Modal Split |
| Employee Commute Modal Split |
| Support for Sustainable Transportation |

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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.

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

Total number of vehicles in the institution’s fleet :

100

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

| | Number of Vehicles |
|--|--------------------|
| | |

| | |
|---|----|
| Gasoline-electric, non-plug-in hybrid | 2 |
| Diesel-electric, non-plug-in hybrid | 0 |
| Plug-in hybrid | 0 |
| 100 percent electric | 10 |
| 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

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

28.10

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

| | Percentage (0-100) |
|--|--------------------|
| Commute with only the driver in the vehicle (excluding motorcycles and scooters) | 68.70 |
| Walk, bicycle, or use other non-motorized means | 24.40 |
| Vanpool or carpool | 0 |
| Take a campus shuttle or public transportation | 3.70 |
| Use a motorcycle, scooter or moped | 0 |

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

Campus survey was sent to all students.

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

[STARS Reporting Tool | AASHE](#)

Employee Commute Modal Split

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

16

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) | 84 |
| Walk, bicycle, or use other non-motorized means | 13.90 |
| Vanpool or carpool | 0 |
| Take a campus shuttle or public transportation | 0.19 |
| 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://www.fredonia.edu/gogreen/transportation.asp>

Support for Sustainable Transportation

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

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:

More than 30 bike racks are located around campus, near each main building entrance.

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:

The Fredonia Bike Lab coordinates group rides Tuesday at 9pm Thursday at midnight and Sunday at 3pm starting at the huge library stairset. The Lab is located in the basement of Lograsso. Its the second black door on top of the loading dock (the one without the danger sign). Open Lab hours for pickups and drop offs of bikes are Wednesday 1-4 and Friday 1-4.

<http://fredoniabikelab.wordpress.com>

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):

Student rates for local buses are only \$0.25

A community shuttle that runs from campus to local points of interest is utilized by students for "free" as the fare is included in their student fees.

A campus park'n'ride shuttle is available on campus for free to faculty staff and students.

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:

One of the most common concerns shared by commuters who rideshare to work is becoming stranded, without a way to get home should an emergency arise. FredRide's Guaranteed Ride Home Program helps alleviate this concern by providing a reliable means for employees to get home or to the hospital in the case of a qualifying emergency.

The Guaranteed Ride Home (GRH) Program is a free service offered exclusively to individuals who:

- Work or attend classes at SUNY Fredonia
- Rideshare to work on the day the individual needs an emergency ride home or to the hospital, and
- Have registered for the FredRide program

What Qualifies as a valid GRH Program emergency:

- Personal illness
- Unexpected illness/injury of an immediate family member
- Carpool driver has an emergency or unexpected overtime
- Supervisor requires employee to work unscheduled overtime
- Break-in, flood, or fire at personal residence

What does not qualify as a valid GRH Program emergency:

- Personal errands
- Non-emergency appointments/meetings/doctor visits
- Voluntary overtime
- Inclement weather
- Any trip where alternate transportation could be arranged in advance

What are valid GRH Destinations:

- Home
- Personal Vehicle (if the employee or student is parked at a Park & Ride or transit location)
- Medical facility
- Daycare or School

How many times can GRH be used:

- two (per year)

If you need to use the GRH Program:

Students and employees may utilize this program by calling a local taxi service to provide a ride to any of the approved locations listed above. Request a receipt from the driver, and submit your receipt for reimbursement to the sustainability coordinator.

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:

EXPLANATION OF FREDRIDE

FredRide is a free campus-wide carpooling program designed to help faculty, students, and staff find other individuals on campus with similar travel routes in the hopes that they can reduce emissions and personal expense by sharing rides to work or class.

Each person who wishes to participate in this program must register via the FredRide Portal .

Everyone who registers via the portal has the ability to choose which pieces of their personal information are viewable by other users, allowing customizable privacy settings.

There are six reserved prime parking spaces on campus for carpoolers, located in lots 10 (Dods Hall) and 3 (between Fenton and Thompson Halls) as well as two near the new Science Center. These spots are available on a first-come, first-serve basis and do not guarantee that every carpooling group will be able to park in a reserved space.

GUIDELINES

To be eligible for the reserved parking spaces, individuals must commute:

- from a minimum of 5 miles away from campus.
- at least three days per week

Drivers are only eligible to park in reserved spaces on the days that they carpool with at least one other registered individual.

Driver should hang his or her permit from the rearview mirror of the car. Passenger should place his or her permit on the dash.

Individuals must relinquish their permit if they choose to discontinue participation in the FredRide program.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

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

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

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:

While no formal policy is in place, employees wishing to work a 4-day work week are able to do so, provided they are given supervisory and VP approval. A formal condensed work week option is anticipated in the future.

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

No

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

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

<http://www.fredonia.edu/sustainability/transportation.asp>

Waste

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

| |
|---|
| Credit |
| Waste Minimization |
| Waste Diversion |
| Construction and Demolition Waste Diversion |
| Hazardous Waste Management |

Waste Minimization

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

| | Performance Year | Baseline Year |
|---|------------------|---------------|
| Materials recycled | 442 Tons | 80 Tons |
| Materials composted | 0 Tons | 0 Tons |
| Materials reused, donated or re-sold | 0 Tons | 0 Tons |
| Materials disposed in a solid waste landfill or incinerator | 881 Tons | 1,140 Tons |

Figures needed to determine "Weighted Campus Users":

| | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students | 2,315 | 2,482 |
| Number of residential employees | 9 | 0 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 4,960 | 3,418 |
| Full-time equivalent of employees | 801.10 | 433 |
| Full-time equivalent of distance education students | 62.77 | 0 |

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

| | Start Date | End Date |
|------------------|--------------|---------------|
| Performance Year | Jan. 1, 2013 | Dec. 31, 2013 |
| Baseline Year | Jan. 1, 2005 | Dec. 31, 2005 |

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

This is the same baseline used for our last STARS report.

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:

Every year an e-mail is sent to campus departments encouraging them to clean out unwanted supplies and deliver them to a predetermined location. On a given date, offices who donated to the annual supply swap are permitted to enter this location and take anything they want free of charge. The following day departments who did not donate to the swap are then allowed to take anything left over.

There is also a secretaries listserv on which department secretaries can post surplus materials to be claimed by other departments. Finally, additional surplus is put in "Attic and Cellar Days" which is a city-wide yard sale.

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

Course Catalogs are offered online only. During registration periods, students access the catalog via their registration website.

Course schedules are also offered only online, at the same website (Your Connection).

Directories are printed.

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

Each student pays for printing in their student fee. Each page they print has a cost associated with it, which is subtracted from the amount they paid in their student fees. Once a student runs out of money, they must add more money to their printing account.

Each student begins the semester with a \$20 balance in their print quota. The total number of printed pages this will supply depends on what type of printing (black and white, color, single sided, double sided) is done. You will be able to view your available balance from any computer lab on campus. If you need to print more pages than your initial allocation will allow, you may purchase additional non-refundable credits in \$3 increments at the following three locations:

Office of Student Accounts, G-140 Willimans Center, M-F 8:30 a.m. - 5:00 p.m., cash, check, or credit

Reed Library Circulation Desk [library hours], cash, check, SUNY Fredonia Debit Account and FREDFunds

Media Center, W203 Thompson Hall [media center hours], SUNY Fredonia Debit Account and FREDFunds only

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

Waste Wipe Out Initiative

Large bins are placed by the exits of all residence halls two weeks prior to the end of the Spring semester. Anything placed in these bins (clothing, food, lamps, rugs, decorations, electronics, etc) is donated to a local charity (Rural Ministries).

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

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

The Cranston Marche' is 100% trayless as of January 2013.

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):

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

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

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

Waste Diversion

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

363 Tons

Materials disposed in a solid waste landfill or incinerator :

490 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:

Unwanted furniture is sold as part of a community-wide event.
Other items are recycled with a local scrap metal contractor.

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

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

Pre-consumer food waste originating from the commissary is sent to a composting tumbler.

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

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

| | Yes or No |
|--|-----------|
| Paper, plastics, glass, metals, and other recyclable containers | Yes |
| Food donations | No |
| Food for animals | No |
| Food composting | Yes |
| Cooking oil | Yes |
| Plant materials composting | Yes |
| Animal bedding composting | No |
| Batteries | Yes |
| Light bulbs | Yes |
| Toner/ink-jet cartridges | Yes |
| White goods (i.e. appliances) | Yes |
| Laboratory equipment | No |
| Furniture | Yes |
| Residence hall move-in/move-out waste | Yes |
| Scrap metal | Yes |
| Pallets | No |
| Motor oil | Yes |
| Tires | Yes |

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

Construction and Demolition Waste Diversion

Criteria

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

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

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

Hazardous Waste Management

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

A chemical inventory database is being implemented to better track the types and quantities of all chemicals on campus. In preparation for the move to a new science building in 2013, all science departments are cleaning out old and unnecessary stock.

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

A RCRA/DOT trained staff member does routine inspections of all chemical storage areas, and works with a licensed chemical waste company to properly package and ship all waste off-site.

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

There have been zero hazardous waste material releases.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

The program consist of when we receive notification and/or electronic equipment for disposal:

1. Other departments on campus are notified on exactly what is available and if they would like/need the usable equipment.
2. If no response, then all equipment is offered to all SUNY Campuses for their reuse.
3. If there are no responses from the other campuses, then the equipment is offered to all state agencies first, then all counties, cities, villages, etc, of the state for their reuse.
4. If no responses, then it is either put up for sale on E-bay by OGS and sold or given local disposition and then an electronic recycler is called in to dispose/reuse the equipment. The recycler we use, makes use of all equipment for resale first then dismantling for recycling. No electronic waste ends into the landfill.

If the equipment is non-useable then it goes directly to the recycler for proper dismantling and recycling of all parts

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

A C-7 form is issued by the recycling entity, stating all electronics have been properly recycled.
Employees are trained on the hazards of electronic equipment as well as proper lifting.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

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.

| |
|-----------------------|
| Credit |
| Water Use |
| Rainwater Management |
| Wastewater Management |

Water Use

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.

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

Responsible Party

Kevin Cloos

Director

Facilities Services

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:

The new Science Center includes vegetated roof tops. The town house site, children center and university stadium have bio-retention facilities. Storm water management for new construction is developed and maintained per New York Department of Environmental Conservation (NYSDEC) guidelines.

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:

A portion of the roof on the new Science Center is a green roof and rainwater collection of the new green house. The new Town House project includes bioswales

A brief description of any rainwater harvesting employed by the institution:

The new Science Center scheduled to open summer 2014 includes rainwater collection for the new green house.

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:

A portion of the roof on the new Science Center is a green roof

A brief description of any porous (i.e. permeable) paving employed by the institution:

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:

A brief description of any bioswales on campus (vegetated, compost or stone):

A large bio-retention basin was installed as part of a capital project for the construction of two regulation soccer/lacrosse fields. In addition, the storm water for adjacent parking lots was diverted to the Bio-Retention basin. As part of the construction of the new Children's Center on campus, a vegetative swale was installed adjacent to the new building to manage storm water in the effected area.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

| |
|-----------------------------|
| Credit |
| Sustainability Coordination |
| Sustainability Planning |
| Governance |

Sustainability Coordination

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

Fredonia has one professional staff member who focuses at least 50% of their time on sustainability related projects and programs.

Additionally, Fredonia has a Sustainability Committee comprised of students, faculty, and staff.

Over the last three years this committee and its members have coordinated Earth Week events, assisted numerous student groups with sustainability-related projects, launched a car pooling program, increased alternative transportation options, increased sustainable food options on campus, and worked to include sustainability in new baccalaureate goals and campus-wide Strategic Plan.

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:

Our mission is to integrate sustainability into all aspects of campus life by:

Educating students, faculty, staff, and the community about environmental, social, and economic issues;
Promoting environmental awareness and responsibility in personal and institutional choices; and
Inspiring innovative environmental solutions, behavioral changes, and ethical stewardship of the natural world.
To accomplish these goals, we have adopted the Natural Step framework for achieving sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Sarah Laurie (Chair), Environmental Safety & Sustainability Specialist

Benjamin Carpenter, student

Kevin Cloos, Director of Facilities Services

Mark Delcamp, Assistant Director of Custodial

Jason Dilworth, Faculty - Visual Arts and New Media

Chloe Elberty, student

Kathy Forster, Interim Director of Residence Life

Patty Herkey, Publication Services

Mike Jabot, Faculty - Education

Christina Jarvis, Faculty - English

Markus Kessler, Director Facilities Planning

David Kinkela, Faculty - History

Tracy Marafiote, Faculty - Communication

Shari Miller, Director of Purchasing

Anne Podolak, Director of Environmental Health & Safety

Michael Proffer, Director of Dining Services

Peter Reinelt, Faculty - Economics

Robyn Reger, Secretary

Aaron Reslink, student

Dan Smith, Residence Life

Terry Tzitzis, Director of University Services

Angie Astry

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

<http://www.fredonia.edu/gogreen/committee.asp>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

The sustainability office is located in the Administrative Office Complex and is open to the campus and the public Monday - Friday 8:30-5:00 during the academic year and 8:00 - 4:00 during the summer. This space is shared with Environmental Health & Safety and employs one FTE employee who spends at least 50% of their time on sustainability.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sarah Laurie

A brief description of each sustainability officer position:

The sustainability coordinator oversees the activities of committee members and subcommittees, advises the President and Cabinet on important matters of sustainability, and fulfills reporting requirements.

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

Responsible Party

Tracy Marafiote
Associate Professor
Communication

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.

Submission Note:

GOAL: SUNY Fredonia will be known as a sustainable community, engaging in practices that ensure our own vitality as an institution, integrating sustainability principles into all aspects of campus life, and acting as a model for sustainability initiatives in the communities we serve.

Sustainability principles should be considered in broad contexts that include environmental, academic, and economic arenas. We have to learn how to live well in our places without undermining their ability to sustain us over time. In addition, SUNY Fredonia has the responsibility to integrate the principles of sustainability into every aspect of campus life—from what we teach to what we do—in order to create positive change for our university, our community, and our global future.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

| | Current and Formal Plans (Yes or No) | Measurable Objectives (Yes or No) |
|--|---|--|
| Curriculum | Yes | Yes |
| Research (or other scholarship) | No | No |
| Campus Engagement | Yes | Yes |
| Public Engagement | Yes | Yes |
| Air and Climate | Yes | Yes |
| Buildings | Yes | Yes |
| Dining Services/Food | Yes | Yes |
| Energy | No | No |
| Grounds | No | No |
| Purchasing | No | No |
| Transportation | No | No |

| | | |
|------------------------------------|-----|-----|
| Waste | No | No |
| Water | No | No |
| Diversity and Affordability | Yes | Yes |
| Health, Wellbeing and Work | No | No |
| Investment | No | No |
| Other | No | No |

A brief description of the plan(s) to advance sustainability in Curriculum:

The Sustainability in Academics Cmte (a subcommittee of the campus Sustainability Cmte) exists for the purpose of sustainability into the curricula of all departments on campus. The cmte has created an Environmental Studies minor, which is plans to propose as a major, and is currently revising the standards and guidelines for sustainability focused and related courses. Along with this revision, the cmte is streamlining the process for faculty to propose courses as sustainability related or focused. The next goal is to work with the administration to increase institutional support for course development.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The revision of sustainability standards and guidelines for sustainability focused and related courses will be completed by May 2014. The streamlining of the process for faculty to propose courses as sustainability related or focused--online information and application form--are targeted for completion by December 2014. Working with the administration to increase institutional support for course development will be the focus of the 2014-2015 academic year. Proposing Env Studies as a major is contingent upon increased enrollment in the Env Studies minor; this will require tracking through at least spring 2015.

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability in Academics Cmte (chair, Tracy Marafiote)
Campus Sustainability Cmte (chair, Sarah Laurie)

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The SUNY Fredonia Academic Community Engagement (FACE) center promotes campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community-based research.

Civic engagement involves the development and application of knowledge and skills through political and non-political processes by active citizens contributing to community and civic life.

Sustainability addresses how best to mitigate the ecological impact of our growth, activities and services across our campus, our community, our nation, and our world while improving on environmental performance and solutions.

Service learning integrates course instruction with community service to encourage civic learning and responsibility, to enrich academic inquiry, and as a bridge between campus and community.

Community-based research involves faculty research and collaboration with regard to identified community needs and expertise, facilitating results and relevance as part of a campus community partnership.

WEBSITE:

<http://www.fredonia.edu/face/>

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Goals for the 2013-2014 Academic Year

- Continue to organize major campus and community events such as Earth Week 2014, Big Read service-learning projects, and civic engagement activities.
- Work with the PDC to host service-learning and FACE related faculty development workshops
- Continue to work with other campus offices and groups to set up a centralized Office of Community Engagement with physical office space
- Continue to work on FACE infrastructure, Carnegie Community Engagement Classification, and projects related to new strategic plans and baccalaureate learning goals, which include community engagement and sustainability
- Strengthen our ties to the American Democracy Project via participation in Stewardship of Public Lands and other ADP programs and initiatives.
- Help facilitate community dialogues about the College Lodge and encourage greater faculty and community use of the property.

<http://www.fredonia.edu/face/pdf/2012-13%20Annual%20Report.pdf>

Accountable parties, offices or departments for the Campus Engagement plan(s):

FACE, Fredonia Academic Community Engagement center;

<http://www.fredonia.edu/face/>

- Robert Dahlgren, Civic Engagement Coordinator
Assistant Professor, Curriculum & Instruction: Social Studies
Coordinator of the C&I, MS Ed. Programs
- Christina Jarvis, Community Projects Coordinator
Professor of English
- Sherri “Sam” Mason, Sustainability Coordinator
Associate Professor of Chemistry & Coordinator of Environmental Sciences Program

A brief description of the plan(s) to advance Public Engagement around sustainability:

The SUNY Fredonia Academic Community Engagement (FACE) center promotes campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community-based research.

Civic engagement involves the development and application of knowledge and skills through political and non-political processes by active citizens contributing to community and civic life.

Sustainability addresses how best to mitigate the ecological impact of our growth, activities and services across our campus, our community, our nation, and our world while improving on environmental performance and solutions.

Service learning integrates course instruction with community service to encourage civic learning and responsibility, to enrich academic inquiry, and as a bridge between campus and community.

Community-based research involves faculty research and collaboration with regard to identified community needs and expertise, facilitating results and relevance as part of a campus community partnership.

WEBSITE:

<http://www.fredonia.edu/face/>

The Power of Fredonia, Strategic Plan 2012-2016

Fredonia as an Engaged Community

GOAL: SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations.

WEBSITE:

http://www.fredonia.edu/president/strategicplan2011/Power_of_Fredonia_February_SenateApproved.p

df

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Power of Fredonia, Strategic Plan 2012-2016

Fredonia as a Sustainable Community

GOAL: SUNY Fredonia will be known as a sustainable community, engaging in practices that ensure our own vitality as an institution, integrating sustainability principles into all aspects of campus life, and acting as a model for sustainability initiatives in the communities we serve.

Accountable parties, offices or departments for the Public Engagement plan(s):

FACE, Fredonia Academic Community Engagement center;

<http://www.fredonia.edu/face/>

Dr. Keary Howard and Dr. Ginny Horvath (SUNY Fredonia President)

Co-Chairs, Strategic Planning Steering Committee;

<http://www.fredonia.edu/president/strategicplan2011/>

A brief description of the plan(s) to advance sustainability in Air and Climate:

SUNY Fredonia is looking into wind power, increasing building efficiency of existing buildings and achieving the highest possible LEED ratings for new buildings, promoting mass transit systems, and using vendors with environmentally friendly products and practices.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Climate Action Plan for State University of New York at Fredonia, adopted June 2010, updated Oct 2013: Goals :

50% reduction in Total Scopes 1, 2, 3 Emissions by 2025 relative to baseline emissions in 2009

75% reduction in Total Scopes 1, 2, 3 Emissions by 2040 relative to baseline emissions in 2009

See American College & University Presidents' Climate Commitment -

<http://rs.acupcc.org/progress/754/>

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of the President, Virginia Horvath &

President's Climate Commitment Subcommittee, Chair, Sarah Laurie,

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

117 Administrative Office Complex
SUNY Fredonia
Fredonia, NY 14063

A brief description of the plan(s) to advance sustainability in Buildings:

All new buildings on campus are designed, at a minimum, to meet LEED Silver Standards, such as the new Science Center, which also includes a green roof.

<http://www.fredonia.edu/sciencecenter/Models.asp>

Other building that will meet LEEDS silver standards are the Houghton Hall renovation and the expansion of Rockefeller Arts Center.

<http://www.fredonia.edu/academicaffairs/cvpa/racexpansion.asp>

<http://www.fredonia.edu/sciencecenter/>

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All new buildings on campus are designed, at a minimum, to meet LEED Silver Standards. Upcoming Rockefeller Arts Center expansion will break ground May 2014.

Accountable parties, offices or departments for the Buildings plan(s):

Kevin Cloos, Director of Facilities

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

FSA (Faculty Student Association, which runs all dining services on campus) has been steadily increasing it's percentage of local foods purchased.

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/2339/>

[Campus_lowers_carbon_footprint_by_choosing_local_vendor_Maplevale_Farms_as_food_supplier.aspx](http://www.fredonia.edu/news/Campus_lowers_carbon_footprint_by_choosing_local_vendor_Maplevale_Farms_as_food_supplier.aspx)

Current internal plans are to increase local purchasing yearly by 5%, waster reduction 10%.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Metrics: increase local purchasing yearly by 5%; increase waste reduction 10% yearly.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Michael Proffer, FSA Director of Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

Since SUNY Fredonia's last strategic plan in 2006, the university has been strengthened in a number of ways, with many changes arising from that plan. That plan identified five strategic areas to strengthen: the learning environment, scholarship, diversity, technology, and image.

Diversity is an essential and fundamental component of The Power of Fredonia. We as a university echo the SUNY-wide commitment of equity, inclusiveness, and access and that these principles be promoted in Fredonia's student body, personnel, and curriculum. To this end, specific measurable strategic actions linked to diversity are included in each of the four principal goal statements.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Creation by 2012-2013 of a new position: Chief Diversity Officer. Position filled in July 2013 by Dr. William A. Boerner. As Chief Diversity Officer, Dr. Boerner will publicize the university's policies and procedures regarding diversity and anti-discrimination regulations. He will also monitor and promote diversity efforts on campus and act as an information source on these matters. He will collaborate with faculty, staff and students to build consensus on diversity-related efforts, and develop programs that promote recruitment, retention and equitable treatment of a diverse population of students, faculty, and staff.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Dr. Keary Howard and Dr. Ginny Horvath (SUNY Fredonia President)
Co-Chairs, Strategic Planning Steering Committee;

<http://www.fredonia.edu/president/strategicplan2011/>

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability principles should be considered in broad contexts that include environmental, academic, and economic arenas. We have to learn how to live well in our places without undermining their ability to sustain us over time. In addition, SUNY Fredonia has the responsibility to integrate the principles of sustainability into every aspect of campus life—from what we teach to what we do—in order to create positive change for our university, our community, and our global 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:

The Power of Fredonia, Strategic Plan 2012-2016
Fredonia as a Sustainable Community

GOAL: SUNY Fredonia will be known as a sustainable community, engaging in practices that ensure our own vitality as an institution, integrating sustainability principles into all aspects of campus life, and acting as a model for sustainability initiatives in the communities we serve.

Sustainability principles should be considered in broad contexts that include environmental, academic, and economic arenas. We have to learn how to live well in our places without undermining their ability to sustain us over time. In addition, SUNY Fredonia has the responsibility to integrate the principles of sustainability into every aspect of campus life—from what we teach to what we do—in order to create positive change for our university, our community, and our global future.

The website URL where information about the institution's sustainability planning is available:

http://www.fredonia.edu/president/strategicplan2011/Power_of_Fredonia_February_SenateApproved.pdf

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

Students may join recognized student groups on campus which regularly attend Student Association meetings.

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 Association leaders are elected by the student body and participate in governance alongside the campus Cabinet.

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 | No |
| Budgeting, staffing and financial planning | No |
| 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:

The President of Student Association was a member of the committee that reviewed and revised the campus Mission Statement in 2013. Students are included in the search committees for hiring at the cabinet level as well as the Director of FSA. Students also vote on fees levied by the campus. University Senate also has student representation.

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:

University Senate

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:

Open nominations - peer voting.

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:

University Senate include members of staff.

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:

University Senate - open nominations

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:

The majority of University Senate members are faculty.

Do faculty 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 faculty role in regard to each area indicated, including examples from the previous three years:

University Senate

The website URL where information about the institution's governance structure is available:

<http://www.fredonia.edu/senate/>

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.

| |
|--------------------------------------|
| Credit |
| 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

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

Office of Diversity, Equity, and Inclusion

The mission of the Office of Diversity, Equity, & Inclusion is to ensure that the university community understands and complies with both federal and state laws with respect to equal employment opportunity and affirmative action. While equal employment opportunity is the law, affirmative action and diversity issues require the university not only to provide access to employment and educational programs, but also to provide equitable opportunities to promote success.

The primary goal of the Office of Diversity, Equity, & Inclusion is to create a campus climate that is favorable to the development of the human potential of all faculty, staff, administrators, and students. To achieve this goal, the office has three major responsibilities: compliance, equity of services, and diversity.

The full-time equivalent of people employed in the diversity and equity office:

1

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.fredonia.edu/aaoffice/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

| | Yes or No |
|-----------------------|-----------|
| Students | Yes |
| Staff | Yes |
| Faculty | Yes |
| Administrators | Yes |

A brief description of the cultural competence trainings and activities:

For Faculty, Staff, and Administrators:

Through Human Resources this group of professionals on the campus are required to take online courses each year for compliance reasons. These courses are offered through the online format of WeComply and include topics such as Affirmative Action, Internal Control Programs, Mandatory Reporting and Prevent of Child Sexual Abuse, Domestic Violence in the Workplace, and Workplace Violence Prevention.

Faculty, Staff, and Administrators also have many cultural trainings and programs offered throughout the course of a regular academic year. An example from this past fall semester include a three part series titled “Diversity as Personal Responsibility” offered from the Office of Diversity, Equity, and Inclusion.

For Students:

Students received various trainings throughout the year. Many of these are supported through the efforts of the Center for Multicultural Affairs and include information provided at Summer Orientation sessions. Resident Advisors in the Residence Halls also receive specific cultural training each year.

<http://www.fredonia.edu/humanresources/policies.asp>

<http://www.fredonia.edu/pdc/diversity.asp>

<http://www.fredonia.edu/cma/>

<http://www.fredonia.edu/aaoffice/>

The website URL where information about the cultural competence trainings is available:

<http://www.fredonia.edu/aaoffice/>

Assessing Diversity and Equity

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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) :

Fall 2012 – Campus Climate Index through Campus Pride regarding LGBTQ friendly campus ranking. Received a 3.5 out of 5 star ranking system.

<http://www.fredonia.edu/pdc/reachingout/>

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4134/>

[SUNY_Fredonia_indicates_support_for_diversity_in_Campus_Climate_Index.aspx](#)

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Enrollment services and Institutional Research provide a watchful review of student diversity and educational equity. No specific assessment has been conducted, but our numbers are monitored on a regular basis and minority student recruitment and enrollment has steadily increased over the last few years.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Each year, an Affirmative Action Plan is created through the Office of Diversity, Equity, and Inclusion and monitors employee diversity and employment equity.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://www.fredonia.edu/academicaffairs/facts/>

Support for Underrepresented Groups

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

Center for Multicultural Affairs provides mentoring and student leadership opportunities to diverse student groups including: Black Student Union, Latinos Unidos, Pride Alliance, Hillel, Women's Student Union, and National American Student Union.

Educational Development Program provides one-on-one counseling and academic support to socioeconomically disadvantaged students.

Full Opportunity Program identifies, recruits, and academically supports students from diverse backgrounds.

Disability Support Services provides guidance and accommodation support for students with disabilities.

Counseling Services - The mission of the SUNY Fredonia Counseling Center (SFCC) is to promote intellectual, social, and emotional development that fosters academic and personal success within the context of a global and culturally diverse society.

<http://www.fredonia.edu/cma/>

<http://www.fredonia.edu/edp/>

<http://www.fredonia.edu/tlc/fop/>

<http://www.fredonia.edu/tlc/dss/index.asp>

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.fredonia.edu/cma/>

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:

Bias Crime Prevention Policy: It is a State University of New York at Fredonia Police mandate to protect all members of the Fredonia community by preventing and prosecuting bias or hate crimes that occur within the campus's jurisdiction.

University Policy Silent Witness program – maintained by University Police, this is an anonymous reporting opportunity for students, faculty, and staff to report an incident.

Office of Diversity, Equity, and Inclusion – Faculty, Staff, and Students can file a claim of discrimination with this office in order to find a resolution for their concern.

Incidents are treated on a case-by-case basis; however, no hate crimes have been reported through University Police channels for the last three years – per Clery report.

Claims of discrimination filed with the Office of Diversity, Equity, and Inclusion are not publicly disclosed.

<http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#bias>

<http://www.fredonia.edu/upd/updsilent.asp>

<http://www.fredonia.edu/aaoffice/DisputeResolution.asp>

<http://www.fredonia.edu/upd/docs/SUNY%20Fredonia%20Campus%20Safety%20Report%202012.pdf>

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#bias>

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

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The Coalition of Faculty and Staff of Color is a group that is committed to increasing diversity of the faculty, staff, and student body at SUNY Fredonia. The coalition engages in outreach to promote the recruitment and retention of faculty, staff, and students of color.

The Office of Diversity, Equity, and Inclusion monitors and meets with every search committee when a position is posted with the University. All efforts are ensured for compliant, fair, and inclusive practices. Diverse faculty are specifically recruited through many professional channels.

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

Affordability and Access

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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:

Institutional financial aid awarding practices are governed by awarding the best sources of financial aid (grants and work) to those students with the highest need who file their annual FASFA on a timely basis.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

SUNY Fredonia’s Educational Development Program (EDP) provides economically disadvantaged and academically underprepared students the opportunity to attend college. EDP is an academic support services program for underprepared and financially disadvantaged students. Participants in this program benefit from financial support services, academic advising, supplemental instruction, counseling, peer mentoring, and tutoring. These services are designed to enhance academic achievement, assist in meeting the cost of education, and provide guidance and direction in the development of social, interpersonal, and career skills to students from low-income backgrounds.

<http://www.fredonia.edu/edp/>

A brief description of the institution's scholarships for low-income students:

The majority of institutional scholarships that are awarded are based on academic merit and leadership, community service, etc. related involvement. There are limited institutional scholarships that are need-based (The FSA Emergency Grant and The Foundation Grant are examples of two need-based institutional scholarships) and priority is given to those candidates with the highest need. There are additional departmental-based scholarships across majors that are awarded based on analysis of a student’s FAFSA determined EFC.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Financial Aid Office does extensive “financial literacy” related programming and outreach throughout the academic year to our current students and into Summer Orientation for both our newly “admitted/paid” freshman and transfer students. Our website is a comprehensive information portal that walks our students and prospects through the federal, state and institutional financial aid delivery process. In addition, we are one of the few institutions across the country that distribute an annual (28) page Financial Literacy Guide publication to both new and returning students that covers a wide variety of topics tied to the FAFSA application process, scholarship opportunities, debt management, identity theft, etc.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

SUNY Fredonia employs a full-time minority recruiter (Admissions Counselor). This admissions professional recruits throughout New York State’s urban centers and focuses her efforts on low-income, first generation, or underserved populations. She is also our liaison for our Educational Development Program. Part of her responsibilities include working closely with our Office of Multicultural Affairs to coordinate various recruitment initiatives throughout the year. Some of those programs include Multi-Cultural Weekend where we bus 50 students from New York City, Buffalo and other urban centers to campus to spend the weekend shadowing a current student. Our LEAP 2 [STARS Reporting Tool](#) | [AASHE](#)

Success program outreaches to Hispanic and Latino students from Dunkirk, NY as early as middle school and discusses the importance of maintaining good grades and introduces them to the college admissions process. The Office of Admissions also developed a view book in Spanish for the families of Hispanic students. Efforts are underway to convert our web site to Spanish as well. The Office of Admissions also hosts a Diversity Celebration each fall that brings minority students from Western New York high schools to campus to celebrate SUNY Fredonia's diversity.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

SUNY Fredonia's Educational Development Program (EDP) provides economically disadvantaged and academically underprepared students the opportunity to attend college. EDP is an academic support services program for underprepared and financially disadvantaged students. Students benefit from advising and financial support services as participants in this program. Fredonia also offers students that fall below our general admissions criteria the opportunity to attend through our Full Opportunity Program (FOP). The Admissions Office makes an effort to identify and recruit students from underrepresented groups, students with talents in the fine arts and athletics, and students who have participated extensively in school and community affairs. Many of these students are admitted to SUNY Fredonia under the Full Opportunity Program. Once at Fredonia, FOP members can take advantage of academic support services provided through the Learning Center. In addition to drop-in tutoring, FOP students can opt for one-on-one assigned tutoring in a subject. Seats in English Composition (ENGL100), Introduction to Psychology (PSY129) and Freshman Seminar are guaranteed for first semester FOP students. Members also receive weekly electronic newsletters detailing important academic news and deadlines and social and cultural events happening on campus. Staff members offer help with course selection and registration, mentoring, and advisement to Full Opportunity Program participants.

<http://www.fredonia.edu/edp/>

<http://www.fredonia.edu/tlc/fop/>

<http://www.fredonia.edu/finaid/>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Eligibility for Aid for Part Time Students (APTS) is determined by the Financial Aid Office based on specific criteria. In order to be eligible, the applicant needs to complete a separate APTS application available from the Financial Aid Office, be enrolled for three (3) credit hours but less than twelve (12) credit hours during the Fall and/or Spring semesters, as well as meet additional income limits prescribed by the program that are attached to the APTS application.

Early application for APTS is critical as there is limited funding. Award amounts may range from \$543 to \$1000. Please contact the Financial Aid Office at (716)673-3253 for an APTS application.

<http://www.fredonia.edu/finaid/apts.asp>

<http://www.fredonia.edu/finaid/forms/scholarship.pdf>

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:

The Campus and Community Children's Center provides quality, developmentally appropriate care and education to the children of student and working families. The center partners with parents and provides a model of advocacy for children, families and teachers.

<https://sites.google.com/a/fredonia.edu/childcarecccc/home>

A brief description of other policies and programs to support non-traditional students:

The Learning Center provides academic support for non-traditional students.

<http://www.fredonia.edu/tlc/ses/>

Re-Start – Student organization - The purpose of the organization is to share stories and offer support to non-traditional college students. Most of these students include older or returning students, veterans, and or single parents.

<http://ww2.fredonia.edu/news/ArchivesSearch/tabid/1101/ctl/ArticleView/mid/1878/articleId/4156/>

[Re-Start_is_for_non-traditional_students.aspx](#)

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 | 39 |
| The graduation/success rate for low-income students | --- |
| The percentage of student financial need met, on average | 64 |
| The percentage of students graduating with no interest-bearing student loan debt | 13 |

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:

2

The website URL where information about the institution's affordability and access programs is available:

<http://www.fredonia.edu/edp>

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.

| |
|---------------------------------|
| Credit |
| Employee Compensation |
| Assessing Employee Satisfaction |
| Wellness Program |
| Workplace Health and Safety |

Employee Compensation

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,040

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,040

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:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Fredonia employees are covered by one of three collective bargaining agreements (UUP, CSEA, and M/C).

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

1,040

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Local minimum wage.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

All compensation packages are outlined by the State of New York.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

All compensation packages are outlined by the State of New York.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

All compensation packages are outlined by the State of New York.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

All compensation packages are outlined by the State of New York.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

All compensation packages are outlined by the State of New York.

The local legal minimum hourly wage for regular employees:

8.76 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?:

No

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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.

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

Wellness Program

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

| | Yes or No |
|-----------------|-----------|
| Students | Yes |
| Staff | Yes |
| Faculty | Yes |

A brief description of the institution's wellness and/or employee assistance program(s):

The New York State EAP is a peer assistance program jointly sponsored by labor and management, and provides CONFIDENTIAL information, assessment, and referral services to all New York State employees, their family members, and retirees. It also provides orientations and training for all employees, managers, supervisors, and union representatives on benefits and use of EAP.

There is also a counseling center available to students:

<http://www.fredonia.edu/counseling/>

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

<http://www.fredonia.edu/eap/>

Workplace Health and Safety

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & 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 |
|---|------------------|---------------|
| Number of reportable workplace injuries and occupational disease cases | 20 | 33 |
| Full-time equivalent of employees | 263 | 275 |

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

| | Start Date | End Date |
|--|------------|----------|
|--|------------|----------|

| | | |
|-------------------------|--------------|---------------|
| Performance Year | July 1, 2012 | June 30, 2013 |
| Baseline Year | July 1, 2008 | June 30, 2009 |

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Fredonia offers workplace safety training to all employees on an annual basis. Additionally, the department of Environmental Health & Safety inspects each building on campus twice per year for health and safety concerns and responds to any issues that arise during the year.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.fredonia.edu/admin/envhealth>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

| |
|--------------------------------------|
| Credit |
| Committee on Investor Responsibility |
| Sustainable Investment |
| Investment Disclosure |

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Sarah Laurie

Environmental Safety and Sustainability Specialist; PR Subcommittee Chair; ACUPCC liaison
Environmental Health & Safety

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

[cafr_13.pdf](#)

The website URL where the holdings snapshot is publicly available:

<http://www.osc.state.ny.us/pension/cafr.htm>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit |
|--------------|
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as 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.

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