

State University of New York College of Environmental Science and Forestry

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:

Doctorate

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	Yes	Yes
Hospital	No	---
Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

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:

Operational Characteristics

Criteria

n/a

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

Endowment size:

26,000,000 US/Canadian \$

Total campus area:

25,000 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

1,058,950 Gross Square Feet

Conditioned floor area:

617,444 Square Feet

Floor area of laboratory space:

108,080 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

0 Square Feet

Electricity use by source::

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

Biomass	---
Coal	6
Geothermal	---
Hydro	15
Natural gas	61
Nuclear	14
Solar photovoltaic	1
Wind	3
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	11
Geothermal	---
Natural gas	---
Other (please specify and explain below)	89

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

Purchased Steam is the "other" source, it is fueled by natural gas.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

2

Number of academic departments (or the equivalent):

7

Full-time equivalent enrollment:

2,191

Full-time equivalent of employees:

435

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,650

Total number of graduate students:

650

Number of degree-seeking students:

2,232

Number of non-credit students:

3,106

Number of employees:

502

Number of residential students:

0

Number of residential employees:

0

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

ESF is in the process of integrating various keyword identifications for courses in the catalog of courses, including whether courses are sustainability-focus or sustainability-related. -

"---" 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	414	167
Number of sustainability courses offered	30	28
Number of courses offered that include sustainability	76	31

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

9

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

9

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):

[ESF-2011_Advancing-Sustainability_Accreditation_selfstudy.pdf](#)

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

- EFB120 The Global Environment and the Evolution of Human Society -
- BTC132 Orientation Seminar:BTC
- ENS132 Orientation Seminar:EnvSci
- FOR132 Orientation Seminar:F&NRM
- LSA132 Orientation Seminar: LSA
- PSE132 Orientation Seminar:PSE
- LSA190 Clashing Perspectives/Built Environment

PSE200 Intro to Papermaking
EFB202 Ecological Monitoring and Biodiversity Assessment
FOR202 Intro To Sociology
FOR208 Introduction to Sustainable Energy Resources
EFB220 Urban Ecology
LSA220 Intro/Landscape Architect
PSE223 Intro to Lignocellulosics
LSA226 Foundation Design Studio I
LSA227 Foundation Design Studio II
FTC238 Forest Insects and Disease
ENS296 Spec Topics/Envrnmntl Science
FCH296 Special Topics in Chemistry
BTC298 Rsrch Apprenticeship/Biotech
FOR304 Adirondack Field Studies
EFB305 Indigenous Issues and the Environment
LSA305 History/Landscape Arch I
LSA306 History/Landscape Arch II
EFB307 Principles Of Genetics
EFB308 Prin Of Genetics Lab
BPE310 Colloid and Interface Science
LSA311 Natural Proc-Design&Plan
FOR312 Sociology/Natural Resourc
LSA312 Soc/Cult Fact Design&Plan
BPE320 Bioseparations
FOR321 Forest Ecology & Silviculture
LSA321 Ecol Appl/Plng&Design
ENS325 Energy Systems
EFB326 Diversity Of Plants
LSA326 Land Arch Dsgn Studio I
LSA327 Land Arch Dsgn Studio II
FOR332 Forest Ecology
LSA333 Plant Materials
EFB334 Woody Plants in the Natural and Built Landscape
ENS335 Renewable Energy
EFB337 Field Ethnobotany
FOR340 Watershed Hydrology
LSA342 Land Arch Construct Tech
LSA343 Landscape Materials&Structures
FOR345 Introduction to Soils
PSE350 Fiber Processing
FOR360 Principles Of Management
FOR370 Forest Mgmt Dec Mknng&Plng
FOR372 Fund/Outdoor Recreation
FOR373 Forest Operations
FCH399 Intro/Atmospheric Sciences
FOR402 Prof Forestry Mentoring Prog
EFB415 Ecological Biogeochemistry
BPE420 Bioseparations

BTC420 Internship in Biotechnology
BPE421 Bioprocess Kinetics&System Eng
ENS422 Energy Markets and Regulation
LSA422 Land Arch Dsgn Studio III
LSA423 Land Arch Dsgn Studio IV
BTC425 Plant Biotechnology
EST426 Community Plng&Sustainability
EST427 Environmental &Energy Auditing
LSA433 Planting Design&Practice
EFB435 Flowering Plants
BPE438 Intro to Biorefinery Processes
PSE438 Biorenew Fibrous&Nonfibrs Prod
BPE440 Bioprocess & Systems Lab
ENS441 Biomass Energy
EFB445 Plant Ecology and Global Change
ENS450 Renewable Energy Capstn Plng
LSA451 Comprehensive Land Plan
FOR454 Renewable Energy Finance and Analysis
LSA458 Off Camp:Adv Visit,Wkly Rpts
LSA459 Off Camp:Dsgn Journal/Proj Ntb
ENS460 Renewable Energy Capstone
LSA460 Off Camp: Thesis Project
LSA461 Off Camp: Final Present Sem
PSE465 Fiber & Paper Properties
PSE467 Papermaking Wetend Chem
PSE468 Papermaking Processes
LSA470 Thematic Land Dsgn Studio
FOR475 Human Behav&Rec Visitor Mgt
FOR476 Ecotourism and Nature Tourism
FOR480 Urban Forestry
LSA480 Seminar: Urban Design
FOR481 Introduction to Arboriculture
LSA481 Cultural Land Preservatn
PSE481 Engineering Design
FOR490 Integrated Resources Mgt
BTC496 Topics in Biotechnology
FCH496 Special Problems In Chem
BTC498 Resrch Prob/Biotechnology
FCH498 Introduction To Research
FCH510 Environmental Chemistry I
FCH511 Envrn Chemistry II
FCH515 Meth/Envrn Chem Analysis
FOR523 Tropical Ecology
FOR532 Forest Ecology
FOR535 Advanced Forest Soils
FCH540 Carbo I:Struc/Rctn/Analys
FCH550 Polymer Sci:Synth&Mech
PSE550 Fiber Processing

FCH551 Polymer Techniques
FOR570 Forest Mgmt Dec Mkn&Plng
FOR573 Forest Operations
ENS641 Biomass Energy
FOR676 Ecotourism and Nature Tourism
ERE605 Sustainable Engineering
ERE612 River Form and Process
ENS601 Water Resources Mgt
LSA605 History of Landscape Arch
LSA606 History/Landscape Arch II
EFB610 Ecological Biogeochemistry
BPE620 Bioseparations
ERE621 Spatial Analysis
ENS622 Energy Markets and Regulation
ERE622 Digital Image Analysis
FOR635 For Soils/Their Analyses
BPE638 Intro to Biorefinery Processes
PSE638 Biorenew Fibrous&Nonfibrs Prod
ERE644 Hydro-Meteorology
PSE665 Fiber & Paper Properties
PSE667 Colloid&Interface Sci App
PSE668 Papermaking Processes
ERE675 Ecological Engr/Water Quality
FOR680 Urban Forestry
FOR690 Integrated Resources Mgmt
EST796 Env&Nat Res Policy Analysis
EST796 Environment & Social Theory
LSA799 Capstone/Thesis Prop Dev
ENS607 Wetland Practicum
FOR607 Restoration Ecology
EFB625 Plant Biotechnology
ERE625 Ecosystem Restoration Design
EST625 Wetland Management Policy
EFB635 Flowering Plants
EFB645 Plant Ecology and Global Change
ERE650 Environmental Hydraulics
ERE692 Remote Sensing of the Envrnmnt
LSA697 Topics+Issues/Land Arch
LSA600 Design Studio I
LSA601 Design Studio II
LSA615 Site Construction
BPE621 Bioreaction Engineering
LSA621 Design Studio IV
LSA645 Construct Document Studio
BPE798 Resrch/Bioprocess Engineering
PSE798 Resrch/Paper Science Engr
BPE898 Prof Experience/Synthesis
PSE898 Prof Experience/Synthesis

BPE899 Masters Thesis Research
 PSE899 Masters Thesis Research
 BPE999 Doctoral Thesis Research
 PSE999 Doctoral Thesis Research
 LSA611 Natural Factor Analysis
 LSA620 Design Studio III
 LSA632 Plants and Lanscapes
 LSA633 Planting Design&Practice
 LSA651 Comprehensive Land Plan
 LSA652 Community Dev Process
 LSA670 Thematic Land Dsgn Studio
 LSA680 Seminar: Urban Design
 LSA681 Cultural Land Preservatn
 LSA800 Capstone Studio

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

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

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

The list of sustainability courses was the result of a survey sent to faculty by a committee that sought to evaluate sustainability at ESF as part of the College's reaccreditation effort. The courses from this survey were counted and reported by the same committee. The count of courses listed as sustainability-related and sustainability-focused assumes that any faculty that did not respond to the survey do not teach any sustainability courses. The total number of courses at ESF was the result of a graduate student effort to count courses within the course catalog.

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	Yes

Special topics	Yes
Thesis/dissertation	Yes
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

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

Criteria

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

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

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

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

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

Submission Note:

In 2011, ESF conducted a selected topic self-study for reaccreditation based on the principle of Sustainability (<http://www.esf.edu/middlestates/documents/selfstudy.pdf>).

The definition of sustainability which ESF adopted is the following: "We begin with a commitment to meet present needs without compromising the ability of future generations to meet their own needs. To do this we must: (1) understand basic functions of natural and social systems; (2) acknowledge and quantify the limitations of nature's capacity; and (3) develop solutions through the integration of social, economic, technological, and environmental systems."

In this context, and in terms of learning outcomes:

(1) Most of the programs offered at ESF explicitly include sustainability in their learning outcomes (first 6 of 9, department programs above).

(2) For the 3 following, we consider that sustainability is implicitly included in the learning outcomes. See MSCHE report, p.84

"In considering how the SUNY-General Education Requirement (GER) is operationalized at SUNY-ESF, the College assessed how and whether the study of values, ethics and diverse perspectives in SUNY-GER is important to each of the three SUNY-ESF sustainability

principles.

The SUNY-ESF general education program requires students to demonstrate knowledge and skills in two areas related to ESF's first sustainability principle, understanding basic functions of natural and social systems. Specifically, students satisfying the area of Natural Sciences will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and the application of scientific data, concepts, and models in one of the natural sciences. Students satisfying the Social Sciences area will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models and issues of at least one discipline in the social sciences."

"---" 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:

584

Total number of graduates from degree programs:

584

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:

- Environmental Resources and Forest Engineering. Yes, explicitly
- Environmental Studies. Yes, explicitly
- Forest and Natural Resources Management. . Yes, explicitly
- Landscape Architecture. Yes, explicitly
- Paper and Bioprocess Engineering. Yes, explicitly (though all of engineering)
- Sustainable Construction Management and Engineering: Yes, explicitly
- Chemistry. Yes, implicitly
- Environmental and Forest Biology: Yes, implicitly
- Environmental Science: Yes, Implicitly

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

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

<http://www.esf.edu/assessment/learning.htm>

Undergraduate Program

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The Environmental Studies program emphasizes interdisciplinary social science, humanities, and natural science approaches to environmental understanding and stewardship. The programs maintain a strong academic orientation, facilitating student and faculty engagement with fundamental environmental challenges and dynamics such as multiple and conflicting levels of environmental governance, participatory democracy, sustainable development, uses and limits of scientific prediction, discourses of environment, cultural expressions of nature, risk, and ecological sustainability.

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

<http://www.esf.edu/es/undergraduate/bs.htm>

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

Campus Sustainability Data Collector | AASHE

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

The Sustainable Energy Management (SEM) program is structured to introduce students to a wide range of energy markets and resources (fossil fuels, electricity, renewable and sustainable energy resources) while maintaining substantial flexibility for student-centered learning in understanding and managing energy systems.

The Sustainable Energy Management program is based on a vision that combines professional competency in management skills with a strong foundation in the social and biophysical sciences. The study of responsible energy resources use, and the development of sustainable sources of energy, has become a critical national and global issue. Energy issues include concerns about the quality and quantity of the different potential resources, energy security, and potential impacts of each on the environment and human health. It is essential that our society and energy professionals gain an understanding of production and conversion of different forms of energy, their current and future supplies, the markets and policy mechanisms that regulate their supply, and the associated impacts on the environment for each fuel.

Students interested in this program typically have a strong interest in energy use and the impacts that has on our natural resources and environments. This major will expose students to views from a variety of disciplines as they wrestle with a wide array of issues related to current and future energy supply and use. Students likely have an interest in exploring sustainable uses of energy and resources and want to develop the professional knowledge and skills needed to conserve, steward and manage energy resources and the environment. ESF provides a wide variety of opportunities to meet student needs utilizing a significant number of sustainable and renewable energy demonstration projects, significant research in energy topics, and ESF's adoption of energy efficient and renewable energy projects to make the College carbon neutral by 2015. Experiential field learning is combined with learning concepts and skills in the classroom and laboratory on ESF's Syracuse campus.

The Sustainable Energy Management program develops professional skills that employers tell us are the most important traits they look for in new employees. These traits are developed through a broad base of classes in the natural sciences, social sciences and humanities, communication, and quantitative and qualitative problem-solving and critical thinking skills. The majority of work scheduled during the first two years (lower division) is in these areas. This major prepares students to be well-rounded managers in the energy field and prepares them with a foundation for future graduate degree work. Energy resource management offers a wide variety of employment opportunities. Graduates work for public agencies, private industry, and nonprofit organizations.

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

<http://www.esf.edu/fnrm/sem/>

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

Sustainable Construction Management and Engineering

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

The mission of the Department of Sustainable Construction Management and Engineering is to provide education in construction management and renewable materials and to promote the use of sustainable construction practices and renewable materials through teaching, research and outreach. The Department of Sustainable Construction Management and Engineering offers a Bachelor of Science degree in Construction Management, which prepares students for a wide variety of professional careers in the construction industry.

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

<http://www.esf.edu/scme/>

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):

Renewable Energy Minor

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

The development of sustainable sources of energy has become a critical national and global issue due to concerns about the quality and quantity of the different potential resources, energy security, and potential impacts of each on the environment and human health. It is essential that our society and energy professionals gain an understanding of production and conversion of different forms of energy, their current and future supplies, the markets and policy mechanisms that regulate their supply, and the associated impacts on the environment for each fuel. In the past both traditional and renewable energy sources have been studied one resource at a time and usually from the perspective of a single discipline. This minor will provide students an opportunity to examine different sources of traditional and renewable energy simultaneously in the context of our total energy use using a systems perspective. Students will be exposed to views from a variety of disciplines as they wrestle with a wide array of issues related to current and future energy supply and use.

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

<http://www.esf.edu/academics/minors.htm#re>

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

Sustainable Construction Minor

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

The sustainable construction minor is available to all ESF undergraduates (except students in construction management) and prepares students for careers related to sustainable construction. The basic objective of the minor is to provide a fundamental understanding of the sustainable concepts and methods used to take a design into the field and build a quality sustainable structure in the most efficient and effective manner with minimal environmental impact. Fifteen credit hours (5 courses) taken in residence are required to complete the minor.

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

<http://www.esf.edu/academics/minors.htm#sc>

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

Water Resources Minor

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

Water Resources Minor

Water resources is a multi-disciplinary field that integrates the physical, geochemical and biological processes of the water cycle and their application to management of water resources, water policy, and human dimensions of water quality and quantity. The interdisciplinary minor in water resources is designed as a flexible program for undergraduate students to study and integrate principles of physical hydrology, geochemistry, aquatic and terrestrial ecology, natural resources management, and environmental policy. This interdisciplinary minor can include SUNY ESF courses in the Departments of Forest and Natural Resources Management, Environmental Resources and Forest Engineering, Environmental and Forest Biology, Chemistry, and Environmental Studies, as well as courses at Syracuse University in relevant departments including Earth Sciences, Geography, Civil and Environmental Engineering, and Biology. The minor comprises 15 credit hours total.

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

<http://www.esf.edu/academics/minors.htm#wr>

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

<http://www.esf.edu/academics/minors.htm>

Graduate Program

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies, M.S.

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

The Department of Environmental Studies offers graduate degrees and certificates in environmental studies, science, and policy. Study programs integrate and balance the social sciences, humanities and natural sciences in creative, interdisciplinary contexts. The Department offers Masters degrees in Environmental Studies, and graduate certificates in Environmental Decision Making, and on Advanced Study in Conflict Resolution.

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

<http://www.esf.edu/es/graduate/>

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

Sustainable Construction, PhD. (and M.S. and M.P.S.)

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

Graduate options in construction management, sustainable construction and wood science allow students with technical degrees to engage specific topics of current interest. There is an overall objective of having students look at the broad environmental implications of the construction process and the use of wood as a material, to be efficient and environmentally responsible in their use of materials, and to integrate current technology to a practicum, thesis or dissertation, as appropriate to the graduate degree.

There are three graduate options for those pursuing Ph.D., M.S. or M.P.S. degrees:

Construction Management

Sustainable Construction

Wood Science

Sustainable Construction option is for students interested in sustainable construction practices including topics such as energy use in buildings, material use in sustainable construction, life cycle analysis, environmental rating systems and environmental performance measures.

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

<http://www.esf.edu/scme/graduate/#sc>

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

Environmental Science, Ph.D. (and M.Sc. and M.P.S.)

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

The graduate program in environmental science (GPES) offers M.S., M.P.S. and Ph.D. degrees. GPES was created in the early 1970s as a unique response to the emerging institutional and analytical challenges of developing environmental problems. The program, which draws upon faculty from throughout the College, emphasizes a multidisciplinary social and natural science approach to environmental understanding and stewardship. It maintains a strong academic orientation, facilitating student and faculty engagement of fundamental environmental challenges such as resource utilization and sustainability, the uses and limits of scientific prediction, risk and sustainability, the uses and limits of scientific prediction and risk analysis, and a holistic concern for the health of the environment.

The mission of GPES is to provide interdisciplinary education, research and public service to prepare students to comprehensively address environmental concerns and problems, investigate practical solutions to them and foster effective environmental stewardship. The program provides for the following:

Multidisciplinary approach: recognition of the necessity to approach environmental problems with input from several disciplines and professions,

Holistic perspective: awareness of and deference to the interdependence of elements within broadly defined ecosystems, including physical, biological, social and economic systems,

Topical grounding: competency to understand and apply the principles of a particular subject of environmental inquiry in sufficient depth to interact with other disciplines and professional fields,

Realistic experience: internships, focused projects, theses and seminars provide for direct interaction of legal, economic, political and social systems which underlie decision making.

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

<http://www.esf.edu/environmentalscience/graduate/>

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

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

Yes

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

Certificate of Graduate Study in Environmental Decision Making

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

The Certificate of Graduate Study in Environmental Decision Making is designed for graduate students at SUNY-ESF and those enrolled in law, management, public administration, or information studies programs at Syracuse University. It provides an exposure to specialized environmental study that is relevant to students with related professional interests. The focus of this certificate is on environmental decision making, the processes by which stakeholders seek solutions to environmental problems.

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

<http://www.esf.edu/es/graduate/cedm.htm>

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

Certificate of Advanced Study in Sustainable Enterprise (CASSE)

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

Businesses and other organizations are keenly aware of the significant risks and potential benefits associated with environmental and social challenges. Thus, there is great demand for professionals who are skilled in sustainability issues and understand the economic, environmental, technical, and social dilemmas presented by phenomena such as climate change, volatile energy prices, and explosive growth in developing economies. The Certificate of Advanced Study in Sustainable Enterprise (CASSE) was developed to meet this need. Admission to the program is available to all matriculated graduate students at Syracuse University and SUNY-ESF. CASSE candidates are required to complete three core courses and two electives. The core courses, described below, are designed to be relevant and accessible to a wide range of disciplines. Students articulate a rationale to support the selection of electives.

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

<http://partnersforsustainability.org/curriculum/>

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

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

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

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

Immersive Experience

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

-Adirondack Residential Semester

SUNY-ESF's Adirondack Residential Semester (ARS) is a five-course, 15-credit, interdisciplinary semester placing students in the center of the Adirondack Park, physically and intellectually.

This intensely immersive experience is a powerful combination of philosophy, ethics, ecology, sustainability and experiential learning. It introduces students to science and situations underpinning the complex history, policies and challenges in managing human and natural landscapes for the entwined goals of conservation, economic vitality and system sustainability.

The 14-week semester, open to any interested upper-division undergraduate or graduate students from the SUNY system or other public or private colleges and universities, is unlike any other Adirondack semester: from academic rigor to intellectually stimulation, unparalleled location to fantastic value, the ARS is the most rewarding field-based semester you will spend on or off (way off) campus.

-FOR 496: Sustaining Human Societies & the Natural Environment- New Zealand

This is a 4 credit course that is offered by ESF in conjunction with American Universities International Programs (AUIP). The course explores the south island of New Zealand and introduces students to the social and environmental issues of the unique area. Students spend some time in lectures learning about the country and then spend approximately 2.5 weeks visiting and experiencing New Zealand's tremendous diversity. The instructor for the course is an ESF faculty member, and lectures are provided by native experts. The course is open to all ESF students and can be used in many departments to satisfy field experience requirements.

<http://www.esf.edu/international/studyabroad/ESFprograms.htm#NewZealand>

-BPE 498: Sustainable Environmental Management in Sichuan, China

This 10-credit summer program features an 8-week experience in Chengdu, Sichuan, China. The courses are delivered by Sichuan University faculty based on an ESF exchange agreement with Sichuan University. Courses include: Non-Intensive Chinese Language, Hydraulic Engineering in China- 2000 years of Water Resource Management and Sustainable Development and Environment in Sichuan.

<http://www.esf.edu/international/studyabroad/ESFprograms.htm#SustainableEnvMgmt>

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

<http://www.esf.edu/nfi/ars/about.htm>

Sustainability Literacy Assessment

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

40

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

[Cumulative Results.Spring 2013.xlsx](#)

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

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

Our literacy assessment was conducted through ESF's Office of Assessment (

<http://www.esf.edu/assessment/>

). The year 2012-2013 marks the first time ESF conducted such an assessment. Ten questions were selected by our Sustainability Committee (Campus Climate Change Committee) based on a similar assessment originally developed by Arizona State University (

https://stars.aashe.org/media/secure/21/2/22/389/ASU%20Student%20Sustainability%20Literacy%20Survey%20of%20Spring%202011_2.pdf

).

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

The questionnaire was sent to a sample of freshman and senior students by email, representing a population of about 40% of total enrollment (when graduate students are counted). The response rate was about 35% for both the freshman and senior cohorts.

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

The following table summarizes the results from our 2012-2013 survey:

	Freshman Class of 2016	Senior Class of 2013	
Q#	Questions	Percent Count	Percent Count
1	Renewable resource	92.5% 37	100.0% 37
2	Plastic bottle recycling	55.0% 22	37.8% 14
3	Life cycle analysis	45.0% 18	67.6% 25
4	Corporate social responsibility	41.7% 15	63.9% 23
5	Cause of climate change	97.2% 35	94.4% 34
6	Sustain. and natural resources	75.0% 27	97.2% 35
7	Greenhouse gases	41.7% 15	63.9% 23
8	Urban heat island	72.2% 26	97.2% 35
9	Systems thinking	30.6% 11	34.3% 12
10	Power plant efficiency	83.3% 30	80.6% 29

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

Incentives for Developing Courses

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

Criteria

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

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

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

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

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

Yes

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

A recent success of sustainability focused course development was the creation of a new program (B.Sc.) in Sustainable Energy Management (

<http://www.esf.edu/fnrm/sem/>

and

<http://www.esf.edu/catalog/fnrm.asp#sem>

).

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

(From ESF's Middle States Reaccreditation self-study report:

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

, p.73)

SUNY-ESF was established on the principles of sustainability and protection of the environment, regardless of the terms to describe this concept over the past 100 years. Therefore, sustainability is a theme that runs through many courses even when not explicitly indicated in the course title or description: It is part of the basic structure of the College. In addition, the faculty are hired on the basis of their expertise, which provides the foundation to effectively teach sustainability as part of all the educational programs on campus. A faculty survey conducted at ESF indicates that approximately 88% of 88 responding faculty members have been involved in teaching, research, or service related to at least one of ESF's three Principles of Sustainability since June, 2009. SUNY ESF's policies regarding promotion and tenure also require a demonstration of "continued growth" for all faculty during reviews and promotion consideration.

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

<http://www.esf.edu/assessment/institutional.htm>

Campus as a Living Laboratory

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

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

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

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

	Yes or No

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

-EST 427- Environmental and Energy Auditing, with Prof. Smardon. Students helped conduct a GHG inventory of ESF

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:

Students with Prof Paul Crovella, in sustainable construction management, helped identify local materials for Gateway for the construction of the new Gateway Center (designed to be LEED Platinum).

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

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

Students with Prof. Mike Kelleher, in the Renewable Energy course, assessed the Photovoltaic projects on campus.

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

Students with Prof. Don Leopold helped select Native species for the Gateway Center's green roof. Ongoing design projects with Prof. Tim Toland to redesign ESF's Quad.

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:

Students with Prof. Melissa Fierke designed a bike-share program for the main campus, as part of their senior capstone project. Implemented in 2013.

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:

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:

Students with Profs Doug Dailey and Ted Andreni helped design ESF's raingardens, located in front of Illick Hall.

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:

Students in Prof. Samrdon's Energy Auditing class helped create (and revise) ESF Energy and Carbon Neutral action plan (ECN 2015).

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

A 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:

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:

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 designed and built two Aquaponic systems in ESF's Greenhouse with Prof. Doug Dailey, (and Charles Hall).

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

Responsible Party

Neil Ringer

Dean of Research and Director of McIntire
Research Programs

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

74

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

135

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:

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

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

Timothy A. Volk: Forest and Natural Resources Management
 Ivan Gitsov-Ivanov: Chemistry
 David H. Newman: Forest and Natural Resources Management
 David J. Nowak: USDA Forest Service
 Richard E. Beal: Assistant Dean for Educational Outreach
 Emanuel J. Carter: Landscape Architecture
 James Gibbs: Environmental and Forest Biology
 Charles A. Hall: Environmental and Forest Biology
 Myrna Hall: Environmental Studies
 Karin E. Limburg: Environmental and Forest Biology
 Myron J. Mitchell: Environmental and Forest Biology
 Brenda J. Nordenstam: Environmental Studies
 Charles M. Spuches: Outreach and Continuing Education
 Rene H. Germain: Forest and Natural Resources Management
 Lawrence P. Abrahamson: Forest and Natural Resources Management
 Theodore A. Endreny: Environmental Resources Engineering
 John M. Farrel: Environmental and Forest Biology
 Israel Cabasso: Chemistry
 Robin W. Kimmerer: Environmental and Forest Biology
 Neil H. Ringler: Research Programs
 Greg L. Boyer: Chemistry
 Richard S. Hawks: Landscape Architecture
 Laura K. Lautz: Forest and Natural Resources Management
 Arthur J. Stipanovic: Chemistry
 Shijie Liu: Paper and Bioprocess Engineering
 Christopher A. Nowak: Forest and Natural Resources Management
 Thomas E. Amidon: Paper and Bioprocess Engineering
 Gary M. Scott: Paper and Bioprocess Engineering
 John C. Fieschko: Paper and Bioprocess Engineering
 James M. Hassett: Environmental Resources Engineering
 Raymond C. Francis: Paper and Bioprocess Engineering Donald J. Leopold: Environmental and Forest Biology
 Charles A. Maynard: Forest and Natural Resources Management
 Mark S. Driscoll: Research Programs
 Lawrence B. Smart: Environmental and Forest Biology
 Lindi Quackenbush: Environmental Resources Engineering
 John C. Stella: Forest and Natural Resources Management
 Biljana Bujanovic: Paper and Bioprocess Engineering
 William A. Powell: Environmental and Forest Biology
 George W. Curry: Landscape Architecture
 Georgios E. Mountrakis: Environmental Resources Engineering
[Campus Sustainability Data Collector](#) | [AASHE](#)

Colin Beier: Environmental and Forest Biology
James P. Nakas: Environmental and Forest Biology
Michael Kelleher: Director of Renewable Energy
Neal M. Abrams: Chemistry
Ruth Yanai: Forest and Natural Resources Management
Stephen A. Teale: Environmental and Forest Biology
Diane M. Kuehn: Forest and Natural Resources Management
Christopher T. Nomura: Chemistry
Melissa Fierke: Environmental and Forest Biology
Valerie Luzadis: Environmental Studies
Kathleen McGrath: Environmental and Forest Biology
Stacy A. McNulty: Environmental and Forest Biology
Jesse L. Brunner: Environmental and Forest Biology
John P. Hasset: Chemistry
Guy A. Baldassarre: Environmental and Forest Biology
Douglas C. Allen: Environmental and Forest Biology
Robert S. Davis: Forest Properties
Martin Dovciak: Environmental and Forest Biology
Danilo D. Fernando: Environmental and Forest Biology
Jacqueline Frair: Environmental and Forest Biology
Junggho Im: Environmental Resources Engineering
Theresa Selfa: Environmental Studies
Philippe Vidon: Forest and Natural Resources Management
Francis Webster: Chemistry
Christopher M. Whipps: Environmental and Forest Biology
Charles N. Kroll: Environmental Resource Engineering
Kelley J. Donaghy: Chemistry
Chad P. Dawson: Forest and Natural Resources Management
William F. Porter: Environmental and Forest Biology
Theodore S. Dibble: Chemistry
David L. Johnson: Chemistry
Russell D. Briggs: Forest and Natural Resources Management
Maureen A. Wakefield: Continuing Education

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

The term “Sustainability” refers to a set of practices leading to long-term maintenance of biological, social and/or political systems. The definition in the 2012 ESF Middle States document was “a commitment to meet present needs without compromising the ability of future generations to meet their own needs.” At ESF, at least eight categories of externally-funded research can be regarded as “Sustainability Research.” These were utilized in identification of Sustainability Research in the Middle States Self-Study Goal 2: Research: Grow the College Research Enterprise to Foster Sustainable Societies.

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

The website URL where information about sustainability research is available:

<http://www.esf.edu/research/stars/Sustainability%20Active%20Awards%20Ending%206-1-2013%20to%2012-31-2020.htm>

Support for Research

Responsible Party

Neil Ringer

Dean of Research and Director of McIntire
Research Programs

Criteria

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

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

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

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

Yes

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

<http://www.esf.edu/academics/>

(Will provide more info later)

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?:

Yes

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

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

(Will provide more info later)

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?:

No

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

Probably...

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

(Will change Yes/No later)

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

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

No

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

Probably...

(Will change Yes/No later)

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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.

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

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

7

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

0

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

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

The website URL where information about open access to the institution's research is available:

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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

2,332

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

Eco-Reps

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

450

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

Eco-Reps are ESF student volunteers who work in Centennial Hall residences to raise awareness about global and local sustainability issues and share sustainable living practices on campus with their peers through planned campaigns and events. The Eco-Reps program is overseen by ESF's Office of Energy and Sustainability, however, individuals are encouraged to exercise their leadership and independence so that the experience becomes mainly a student-run initiative. Eco-Reps plan and hold two-to-three campaigns, or events, per semester based on a selected theme for the month. In years past themes included energy, water and growing your own plants, and events typically involved movies, food and an activity/workshop. The positions allow students to learn, teach and stay involved throughout the semester, while meeting and working with other student leaders involved in similar sustainability initiatives on campus.

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

The Eco-Reps is an organization open to all members of the ESF community.

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

Introduction to principles of sustainability (v.s environmentalism); sustainability at ESF; campus sustainability features; overview of stakeholders and agents of change' how organize and promote events in Centennial Hall.

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

Eco-Reps are volunteers, however; they have access to funds from the Office of Sustainability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Laura Crandall

Director

Student Activities

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:

100

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

2. During orientation, all new students are required to participate in the Saturday of Service, and faculty and staff are invited to attend as well. Throughout the day, participants hear from a speaker on sustainability (in August 2010, the City Arborist discussed reasons for taking care of the parks and trees in and around Syracuse), perform outdoor cleanup, move invasive species at parks around Syracuse. Sites usually include: Schiller Park, Clark Reservation, Chittenango Falls, Green Lakes, Onondaga Creek, Lincoln Park, Elmwood Park, Thornden Park and Carpenter's Brook.

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

<http://www.esf.edu/communications/view.asp?newsID=464>

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

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

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

	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	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
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	---
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
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	---

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

Green Campus Initiative (GCI) is a student group on the SUNY-ESF campus. The main goals of GCI are to :

- Implement and manage green and sustainable initiatives on campus;
- Monitor and reduce waste of all campus operations and activities;
- Practice what we teach and learn in our classes at ESF;
- Provide hands-on sustainability training and learning opportunities;
- Foster a culture of sustainability awareness & action in the campus and local community.

The website URL where information about student groups is available:

<http://www.esf.edu/org/gci/default.html>

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

In 2011 students in the Green Campus Initiative were given space for an organic garden. The student leaders organize work sessions to teach other interested students about the gardening techniques. There is also a spring plant sale, of the surplus plants grown in the older campus greenhouses by the students.

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

<http://www.esf.edu/communications/view.asp?newsID=1936#/communications/news/newsimg/2012/09.24.garden/03.jpg>

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

N/A

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

A brief description of the sustainable investment or finance initiatives:

The Green Campus Initiative (GCI) and ESF's Office of Energy and Sustainability have set up a fund to pay for student driven projects on campus. A total of ~ \$6,000 is available for projects. Projects must be constructed on SUNY-ESF property, with priority given for those on the main campus. Projects should embody ideas initiated by students hoping to reduce overall environmental impacts within the Syracuse region. These include projects that promote energy/water conservation, environmental stewardship, foster environmental education, or initiate waste reduction.

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:

1. New York State Green Building Conference: SUNY College of Environmental Science and Forestry partners with the U.S. Green Building Council New York Upstate Chapter to host the New York State Green Building conference at the Doubletree Hotel in East Syracuse, NY. The New York State Green Building Conference's mission is to promote, educate and support green building design, construction and processes. ESF hosted the Green Building Conference in 2008, 2009 and 2010, and will host the conference again in March 2011.
2. ESF Women's Caucus: The ESF Women's Caucus was formed by a group of ESF students, staff, and faculty who wanted an opportunity to work and socialize with other women. The first meeting convened November 17, 1994, as a brown-bag lunch discussion. The Caucus aims to raise consciousness about women's concerns, work for change to improve the climate for women at ESF, and create a community that is a respectful forum for diverse ideas. The goals are to increase the number of women students and faculty at ESF, find ways for women to better communicate and coordinate or sponsor activities that benefit them, and improve services for ESF families. Any woman student (undergraduate or graduate), staff member or faculty member, including any woman that is at ESF part-time, can join the Women's Caucus. The Women's Caucus facilitates numerous environmental lectures on the ESF campus each semester.
3. Green Infrastructure Symposium: This program provides the opportunity to learn about the green infrastructure technologies at work in Central New York along with current technology design, applications and policies. The last symposium occurred in 2010.

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

<http://www.esf.edu/greenbuilding/>

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

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

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

The Bob Marshall Club was named for Adirondack educator and preservationist, Bob Marshall. This is an organization of students who are concerned about the future of natural wilderness areas, especially the Adirondack Mountains. This "outing club" enjoys numerous hiking and exploration trips and follows a "Leave No Trace" protocol.

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

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

ESF requires all incoming freshman to read a book related to the environment. In past years, students were required to read:

2010 Animal, Vegetable, Miracle by Barbara Kingsolver
2009 The World Without Us by Alan Weisman
2008 Cradle to Cradle by William McDonough and Michael Braungart
2007 Last Child in the Woods by Richard Louv
2006 Recovering the Sacred by Winona LaDuke
2005 The Botany of Desire by Michael Pollan
2004 Enough by Bill McKibben

The required summer reading is used by the “Writing and the Environment” (a first year student course) instructors as well as the professors who teach Biology and Chemistry. The themes of the yearly book are incorporated into lectures, discussions, and assignments.

The website URL where information about the theme is available:

<http://www.esf.edu/accepted/reading.htm>

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

SUNY-ESF has a new residence hall (Centennial Hall) that has achieved LEED Gold certification. There is a model room that is unoccupied, but visiting students may also see occupied rooms. All resident students participate in a sustainability education program within the hall.

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

<http://www.esf.edu/communications/view.asp?newsID=1383>

A brief description of sustainability-focused student employment opportunities:

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

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

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

Mike Kelleher
 Director of Renewable Energy Systems
 Renewable Energy Systems

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

A brief description of the central sustainability website:

The ESF sustainability website lists the institution's Climate Action Plan, Sustainability Plan, sustainability news and events, and information about sustainability initiatives currently in place.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Facebook page for ESF's Office of Energy and Sustainability

Also, Facebook page for ESF's EcoReps program targeting students in residences:

<https://www.facebook.com/SUNYESFEcoReps>

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

<https://www.facebook.com/ESFsustainability>

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

“SUNY-ESF Alumni News,” a seasonal publication, publishes a column called “ESF Graduate Student Research” that, through the nature of our college-wide focus on the environment, always features projects related to or focused on sustainability.

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

<http://www.esf.edu/alumni/alumninews/2010.winter.alumninews.pdf>

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

ESF has signage about the following green building initiatives: a rain garden, green roof, a fuel cell, flexi-pave walkways, and solar panels.

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

http://www.esf.edu/ere/daley/documents/IllickRaingardenInterpretiveSign_DRAFT.pdf

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

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:

Located outside Illick Hall, near main campus quad.

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

http://www.esf.edu/ere/daley/documents/IllickRaingardenInterpretiveSign_DRAFT.pdf

A brief description of the sustainability walking map or tour:

The map is accessible from ESF's Sustainability website. Links on the map redirect to the following campus sustainability features (and more):

- Photovoltaics:

<http://www.esf.edu/sustainability/action/pv.htm>

- Green roof:

<http://www.esf.edu/sustainability/action/greenroof.htm>

- Willow Biomass:

<http://www.esf.edu/sustainability/action/biomass.htm>

The website URL of the sustainability walking map or tour:

<http://www.esf.edu/sustainability/action/>

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

Includes information on public transportation and shuttle buses on or near campus.

The ESF Bike Safety website (

<http://www.esf.edu/bicycle/committee.htm>

) describes ESF's bike safety guidelines and bike-share program.

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

<http://www.esf.edu/international/campus.htm>

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

[Campus Sustainability Data Collector](#) | AASHE

Describes results from ESF's 2012 commuter survey, ESF's bike-share program and bike safety guidelines.

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

<http://www.esf.edu/bicycle/committee.htm>

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

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

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:

ESF has regular coverage of sustainability in the main student newspaper called "The Knothole - Student Life and the Environment." The regular column related to sustainability is called "Think Globally, Act Locally."

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

http://www.esf.edu/org/knothole/The_Knothole/Home.html

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

A kiosk that broadcasts ESF's sustainability initiatives is on display in the Bray Hall, the main administrative building on campus. The interactive display allows visitors to play movies and find out more information about ESF's biodiesel program, the ESF sustainability plan, and the de-lamping project by clicking on projects from the main menu.

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

<http://www.esf.edu/spotlight/>

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

Yes

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

ESF, in collaboration with YNN news, has a "Going Green" video series devoted to environmental problem solving that airs on Time Warner Cable's news channels. The show, which is broadcasted every Monday, discusses environmental topics such as affordable green housing, alternative fuels, anaerobic digesters, biomass, brown fields, de-lamping, energy auditing and geothermal heating. In total, 109 episodes have been aired.

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

<http://www.esf.edu/ecenter/goinggreen/>

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

Yes

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

“ESF Magazine,” a seasonal publication that is available in the main administration building for visitors, regularly features student sustainability research projects.

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

<http://www.esf.edu/insideesf/>

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

Yes

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

ESF places posters of student and faculty research related to sustainability throughout the hallways of its classroom buildings.

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

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

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):

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):

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):

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

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

Outreach Campaign

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

Staff and faculty were initially also targeted with this campaign and pilot study. However the implementation was unsuccessful (due to an error in communication). We will follow up, and redesign the project according to lessons learned. A composting awareness campaign was also conducted in 2012-2013. Measurement of compost before and after the campaign were done. The results did not show a positive impact (no change) in compost material collected.

"---" 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?:

No

The name of the campaign (1st campaign):

"Carry-in, carry-out"

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

We conducted a centralized waste and recycling pilot study and campaign in the spring of 2013. This was a joint effort between the student group GCI, our Office of Energy and Sustainability, and ESF's Physical Plant. Signs in hallways and emails used a promotional media.

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

The campaign proved that centralized waste and recycling (removing bins from classrooms and placing them in centralized areas in the hallways) was successful. Litter in the classrooms was measured before and after, as was total waste and recycling. Litter did not increase in the classrooms. Custodial staff and physical plant management were very happy with the outcome (time savings), and we have extended the program throughout campus in the spring of 2013.

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

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

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

Marcia Barber

Director of Human Resources

Human Resources

Criteria

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

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

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

100

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

Sustainability is included in new employee orientation because presentations are shown to the new faculty on ESF's climate action plan and 2020 vision. Once the new employees are educated on ESF's goals for the near future, they will help be part of the solution and take initiative to reduce energy use on campus.

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

<http://www.esf.edu/sustainability/ECN2015.pdf>

Staff Professional Development

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

"---" 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 :

ESF offers ongoing training seminars in a variety of sustainability topics for its employees. There are 8-10 targeted sustainability seminars and many more that are available to employees.

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

15

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

<http://www.esf.edu/hr/resources.htm>

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

Richard Beal

Assistant Dean for Educational Outreach
Outreach

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:

It is likely that ESF, and in particular the The Center for Community Design Research (<http://www.esf.edu/ccdr/>) has several partnerships that fit the "transformative" criteria. We will review these and report them in our next STARS submission, Fall 2014 (for FY 2014).

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

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

No

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

Yes, but unreported.

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):

ESF's sustainability partnerships with the local community include:

1. ESF in the High School - A school/college partnership program that enables qualified students to: experience college-level course work while still in high school, understand the complex scientific and social perspectives behind the environmental issues that make headlines every day such as the relationship between energy and the environment, learn about and explore diverse interests and career opportunities in environmental science, engineering, management, policy and design - and in related areas such as law, communications, technology and medicine.
2. ESF Science Corps - For affiliated schools, the ESF Science Corps volunteers are science resources for teachers and students who are engaging in original inquiry. Science Corps members are "front line," in-school role models and resources for students whose college and career plans are taking shape. Funded initially by a National Science Foundation grant, the ESF Science Corps is comprised of ESF undergraduate, masters and Ph.D. students, faculty and other volunteers. ESF Science Corps members integrate their research and professional experiences into classroom, lab and field experiences through in-school, on-campus and workplace presentations, discussions and demonstrations. ESF faculty and educational specialists serve as Science Corps facilitators and mentors.
3. ESF Environmental Challenge: Science Fair and Career Exploration for 7th & 8th grade students-The Environmental Challenge is a science fair and career exploration opportunity designed especially for all Syracuse City School District seventh and eighth grade students. Environmental Challenge encourages: student projects that support and extend 7/8th grade science curriculum, student research, scientific inquiry, and critical thinking, students to begin exploring science and science-related careers and students to explore and understand the urban environment and its relationship to the global environment.
4. ESF SCIENCE- ESF SCIENCE summer camp program achieves several of the targets outlined by the College's Vision 2020: A Better World Through Environmental Discovery and exposes Syracuse middle school students to science and environmental education. ESF SCIENCE, situated in local green spaces such as Elmwood Park and the Onondaga Creek corridor, helps students be more aware of urban environmental issues and motivates them to become involved in determining the outcomes of environmental problem solving. In addition, students are involved in service learning projects that promote environmental stewardship, as students take pride in maintaining and improving the environment for their communities. Students learn in local green spaces that are relevant to their lives, a critical key for cultivating and sustaining interest in science during the middle school years and beyond. Our goal is to enrich student science learning using inquiry, experiential, and critical thinking approaches in the urban environment.
5. Advanced Training Workshop in Alternative Energy -The Advanced Training Workshop in Alternative Energy at the SUNY College of Environmental Science and Forestry (ESF) is designed to promote the understanding and use of alternative energy technologies as they pertain to both the classroom and outside world. The workshop is open to high school science teachers, pre-service science teachers, and other community educators in New York State. The goal of the workshop is to provide a background in PV, wind, and other alternative energies for use in classroom education.
6. Spring Environmental Summit: The Environmental Summit is a research symposium designed to bring together a community of high school aged scientists to present and discuss their original research to their peers, high school and college science faculty, graduate and undergraduate students.

<http://www.esf.edu/calendar/event.asp?EventId=2137>

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:

(although see "Notes" below)

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:

<http://www.esf.edu/outreach/programs.htm>

Inter-Campus Collaboration

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

Going Green- This is a show that SUNY-ESF created in collaboration with News 10 Now to describe how other surrounding colleges, universities and communities could learn from the environmental initiatives on the ESF campus. Episodes air on Time Warner Cable's news channels, and on ESF's web, YouTube and iTunes U sites. Going Green is produced by YNN News in collaboration with SUNY-ESF.

<http://www.esf.edu/sustainability/goinggreen.asp>

AASHE 2011 Conference: presentation by Andrea Webster (M.Sc.) on ESF's reaccreditation self-study focusing on Sustainability.

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:

-AASHE: Association for the Advancement of Sustainability in Higher Education

-ACUPCC: American College and University President's Campus Climate Commitment

-NECSC: Northeast Campus Sustainability Consortium

-NYCSHE: New York Coalition for Sustainability in Higher Education

-NYSEWG: New York State Sustainability Education Working Group

-USAC: University Sustainability Action Coalition- is a group of faculty, staff and students from Syracuse University and SUNY-ESF,

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

who are committed to effecting a significant change in the campus culture concerning energy use, recycling and other aspects of sustainability.

<http://energycouncil.syr.edu/about.cfm>

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

1.Collaboration in Planning Earth Day Events- Every year nearly 100 Syracuse University and SUNY College of Environmental Science and Forestry students and Syracuse residents gather to pick up litter in the University neighborhood.

<http://earthday.syr.edu/>

2.ENSPIRE ESF & Syracuse University Interdisciplinary Research - Each of the two Universities (Syracuse and ESF) on top of "University Hill" in Syracuse has impressive resources in environmental research and teaching. Together, we offer one of the strongest concentrations of environmental scholarship in the United States, if not the world. The proximity and historical connection between the two campuses and a flexible arrangement of cross-registration, dual-degree programs, and collaboration allows faculty and students to forge productive and exciting connections between these schools and departments, as well as with the many research centers on the two campuses, such as the Syracuse Center of Excellence in Environmental and Energy Systems, and the Great Lakes Research Consortium.

<http://enspire.syr.edu/index.htm>

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

Continuing Education

Responsible Party

Richard Beal

Assistant Dean for Educational Outreach
Outreach

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:

9

Total number of continuing education courses offered:

11

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:

1. SPARE Basic Photovoltaic Installer Course-

<http://www.esf.edu/outreach/pd/spare/>

2. Sustainable Use of Renewable Energy

<http://www.esf.edu/outreach/sure/>

3. SPARE - Solar Power as Renewable Energy

<http://www.esf.edu/outreach/spare/>

4. Principles of Engineering Review Course-

<http://www.esf.edu/calendar/event.asp?EventId=4137>

5. Northeast Recreation Research Symposium-

<http://www.esf.edu/nerr/>

6. CNY Biotechnology Symposium-

<http://www.esf.edu/outreach/pd/2010/biotechnology/>

7. International Phytotechnologies Conference -<http://www.esf.edu/outreach/pd/2013/phytotechnology/>

8. New York State Green Building Conference-

<http://www.esf.edu/greenbuilding/>

9. Onondaga Lake Scientific Forum

<http://www.esf.edu/outreach/projects/onondagalake/>

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

Yes

A brief description of the certificate program:

Certificate of Advanced Study in Bioprocessing- The Bioprocessing Certificate is designed around a focused, advanced and practical education in the knowledge and skills of bioprocessing, along with consideration and commitment to a support structure for program participants. With minimal interruption to their lives and work, professionals in the program spend ten months strengthening bioprocessing knowledge and skills and engaging with faculty and other participants from a range of academic science and engineering backgrounds while retaining their jobs, staying on career trajectories, and enhancing their professional networks.

<http://www.esf.edu/outreach/bioprocessing/>

Year the certificate program was created:

2,005

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

<http://www.esf.edu/outreach/bioprocessing/>

Responsible Party

Liz Miz

Community Service and Learning Coordinator
Student Life and Experiential Learning

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:

In 2013, ESF was named to the 2013 President's Higher Education Community Service Honor Roll, which recognizes colleges and universities who achieve meaningful, measurable outcomes in the communities they serve throughout the nation and show a clear commitment to community service and service learning.

This is the seventh time ESF has been on the Community Service Honor Roll.

Students at ESF contributed more than 75,000 hours of service through the college's Service Learning Initiative and community service projects in 2011-2012. Students have worked on projects on local, national and international levels. Projects included volunteering at the Carpenter's Brook Fish Hatchery, helping rebuild neighborhoods damaged by Hurricane Katrina, and building a water system to bring potable water to a village in Honduras.

<http://www.esf.edu/communications/view.asp?newsID=2214>

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

Number of students engaged in community service:

1,980

Total number of students :

2,154

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:

75,000

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

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

<http://www.esf.edu/students/service/>

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*.

Submission Note:

See Center for Community Design Research:

<http://www.esf.edu/CCDR/>

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

Participation in Public Policy

Responsible Party

Maureen Fellows

Director of Government Relations and Institutional Planning
Governmental Relations and Institutional Planning

Criteria

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

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

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

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

Yes

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

1. SUNY-ESF directly and successfully advocated with the New York congressional delegation and the U.S. House Appropriations Committee, Energy & Water Development Subcommittee and the U.S. Senate Appropriations Committee, Energy & Water Development Subcommittee in support of the American Recovery and Reinvestment Act of 2009, (ARRA 2009/Pub.L. 111-5) and commonly referred to as "The Stimulus or The Recovery Act," to include and fund Green Job Training at \$500 million for worker training and placement projects that prepare workers for careers in energy efficiency and renewable energy as authorized in the Green Jobs Act of 2007. SUNY-ESF also devoted significant time and attention to Extension of Production Tax Credit (PTC) for electricity from biomass and other renewable sources and making investment tax credits available to biomass facilities and all other renewable sources. Finally, SUNY-ESF played a direct and pivotal role in the establishment of the Renewable Energy Grant Program in Lieu of Tax Credits.
2. SUNY-ESF directly and successfully advocated with the New York congressional delegation and the U.S. House Energy & Commerce Committee and the U.S. Senate Committee on Energy & Natural Resources in support of revised biomass definition, which was more balanced and unified business and environmental concerns during the Waxman-Markey "American Clean Energy and Security Act of 2009" (HR 2454) biomass definition debate. SUNY-ESF academic and scientific leadership strongly advocated against one-sided and narrowly-drawn definitions of renewable biomass as proposed in HR 2454; as did almost all of the national biomass community. SUNY-ESF said the bill's proposed definition was not in the best interests of the New York-Northeastern forest community nor the entire national forest community. The SUNY-ESF academic and scientific leadership reiterated that woody biomass is a substantial, CO₂-neutral renewable resource that can be used as a fuel for a variety of sustainable and environmentally sound energy applications. They urged congressional leadership to replace the HR 2454 definition with the Energy Policy Act of 2005 (PL 109-58) definition as the

“more perfect definition.” As a more perfect definition, the definition of biomass in the Energy Policy Act of 2005 (HR 6-PL 109-58) remains the clearest and most concise definition in public law. SUNY-ESF also proposed, as an alternative starting point, the proposed definition, in a bill to amend the Clean Air Act, "The Renewable Fuel Standard Improvement Act." HR-2409.

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

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

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

Trademark Licensing

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

No

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

No

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

No

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

Hospital Network

Criteria

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

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

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

The 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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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	Yes
Waste generated in operations	No

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

No

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

See Clean Air Cool Planet v.9.3 at following link:

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?:

Yes

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	936.60 <i>Metric Tons of CO2 Equivalent</i>	1,553 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	430.90 <i>Metric Tons of CO2 Equivalent</i>	232 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	2,774.60 <i>Metric Tons of CO2 Equivalent</i>	3,367.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	3,940.80 <i>Metric Tons of CO2 Equivalent</i>	4,761.10 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,154	1,955
Full-time equivalent of employees	502	540
Full-time equivalent of distance education students	0	0

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, 2006	June 30, 2007

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

Gross floor area of building space, performance year:

1,122,927 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	147,299 <i>Square Feet</i>

Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>507.90 Metric Tons of CO2 Equivalent</i>
Commuting	<i>1,373.70 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>0 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>481.80 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>---</i>

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://acupcc.aashe.org/ghg/1363/>

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

Outdoor Air Quality

Responsible Party

Joseph Rufo
Vice President
Administration

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.

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

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

Yes

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

See:

<http://www.esf.edu/au/pp/GreenBuildingPolicies.pdf>

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

No

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

See CACP

Fuel used to heat remote campuses

No longer the fuel cell (except 2 months)

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

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

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

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

Buildings

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.

Submission Note:

The director of the Physical Plant is currently developing campus policies in regard to sustainable operations and maintenance (impacts on the surrounding site, energy consumption, usage of environmentally preferable materials, indoor environmental quality and water consumption). We're hoping that these policies will go through the sustainability policy review process later this year.

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

Building Design and Construction

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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.

Submission Note:

ESF's new Gateway Center building was designed to achieve LEED Platinum certification, however the certification process is still ongoing:

<http://www.esf.edu/sustainability/gatewaybuilding.pdf>

Also, Centennial Hall residences, Certified LEED Gold, which were however excluded from this version of our STARS report (owned and managed by a separate legal entity, ESF's College Foundation).

"---" 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):

64,022 *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)	---

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:

64,022 Square Feet

A copy of the guidelines or policies :

[New-gateway-Fact-Sheet.pdf](#)

The date the guidelines or policies were adopted:

Nov. 1, 2010

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

The 64,022 SF of new construction we are reporting here is ESF's new Gateway Center, which was designed to achieve LEED Platinum certification, however the certification process is still ongoing.

ESF has several separate policies that serve as green buildings guidelines.

<http://www.esf.edu/au/sustainability.htm>

These include:

- Space Churn Renovation Plan and Policy
- Low-Impact Site and Green Building Exterior Management Plan
- Erosion & Sedimentation Policy
- College Solid Waste Reduction and Recycling Policy
- Sustainable Materials and Supplies Purchasing Policy (adopted Jan.11,2011)

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

See Gateway Center features.

<http://www.esf.edu/sustainability/gatewaybuilding.pdf>

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.esf.edu/au/sustainability.htm>

Indoor Air Quality

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

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

0 Square Feet

Gross floor area of building space:

1,122,972 Square Feet

A brief description of the institution's indoor air quality program(s):

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

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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

ESF's Trailhead Café opened to the public on March 26, 2013. It is a collaborative venture between ESF and Morrisville State College (operated by the Morrisville Auxiliary Corporation (MAC) through the new ESF Auxiliary Services division).

The kitchen is outfitted with equipment that meets LEED Platinum certification requirements, as it is situated within ESF's new Gateway Center, designed to LEED Platinum standards (certification in progress).

Media: see

<http://dailyorange.com/2013/03/callaghan-esfs-trailhead-cafe-supplies-students-with-local-organic-options/>

"---" 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:

3

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:

Estimate from sample provided by ESF Trailhead Café's Dining Director (02/26/14). Items sampled included coffee, bagels, lettuce, tomatoes, potato chips, dry beans, yogurt, apples, rolls, milk, pepperoni.

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:

Trailhead emphasizes a need for local products with vendors. Their inventories are expanding so most local items are currently procured through broad line distributors, and direct purchases through local farms (seasonal). Trailhead café supports New York state producers and growers by purchasing many products within the state. The café offers Fair Trade coffee every day.

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

Items for the sample reported above were obtained by Trailhead's Dining Director, through the cafe's "Chef Tech" inventory software program. This estimate is VERY preliminary, and reflects purchases made in the February of 2014, a difficult time/season to purchase local in New York. Our intent is to improve our tracking and reporting mechanisms in the near future to better match the new STARS 2.0 criteria, and reflect Trailhead's commitment to local food purchasing throughout the whole year,

Total annual food and beverage expenditures:

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

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

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---

Marine Stewardship Council (MSC) certification	---
Signatory of the Real Food Campus Commitment (U.S.)	---

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

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

Low Impact Dining

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

With help from: Diana Johnson, Trailhead Dining Director.

ESF's Trailhead Café opened to the public on March 26, 2013. It is a collaborative venture between ESF and Morrisville State College (operated by the

Morrisville Auxiliary Corporation (MAC) through the new ESF Auxiliary

Services division). The kitchen is outfitted with equipment that meets LEED Platinum certification requirements, as it is situated within ESF's new Gateway Center, designed to LEED Platinum standards (certification in progress).

Media: see

<http://dailyorange.com/2013/03/callaghan-esfs-trailhead-cafe-supplies-students-with-local-organic-options/>

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

50

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

Estimate provided by Trailhead's Dining Director, responsible for purchases and menu design. This estimate is VERY preliminary, and conservative. Our intent is to improve our tracking and reporting mechanisms in the near future to better match the new STARS 2.0 criteria, and reflect Trailhead's commitment to offering healthy, sustainable food options, including vegetarian and vegan options every day.

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"):

Vegan and vegetarian options offered every day. Items clearly identified on daily menus for students to see.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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	128,791.80 <i>MMBtu</i>	158,981.20 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	38,516.20 <i>MMBtu</i>	43,321.40 <i>MMBtu</i>
District steam/hot water	74,098.30 <i>MMBtu</i>	89,522.80 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,122,972 <i>Gross Square Feet</i>	1,049,203 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	147,229 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,814
Cooling degree days	627

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.70

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, 2006	June 30, 2007

A brief description of when and why the building energy consumption baseline was adopted:

FY-2007 was adopted as the baseline year for ESF's Carbon Neutrality Action Plan (ECN-2015), which can be found here:

A brief description of any building temperature standards employed by the institution:

SUNY-ESF adjusts temperature settings in two building on campus - Baker and Jahn - according to time of day.

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

SUNY-ESF uses LED lighting in the campus parking lot as well as an office in Bray Hall (room 305)

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

Baker Laboratory uses light sensors in the corridors, offices and classrooms based on occupancy.

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:

ESF has a 250 kw molten carbonate fuel cell on its main campus.

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:

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:

No Mow zones, green roofs, trees/shading

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:

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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.

Submission Note:

We have entered the information described above, but would note that there was no place to include the waste heat provided by the cogeneration (fuel cell) that is used by the campus. This amounts to an additional 6000 MMBTU. As a result we have not included this information from the total campus energy consumption.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	1,265 MMBtu
Option 2: Non-electric renewable energy generated on-site	31 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

0 MMBtu

Total energy consumption, performance year:

128,792 MMBtu

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

ESF has a 4 kw wind turbine and five photovoltaic arrays (114 kw total) on its main campus and research/experiment properties.

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

ESF has a wood gasification boiler at one of its Adirondack properties, providing heat for a maintenance building.

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

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

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

<http://www.esf.edu/sustainability/action/default.htm>

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

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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).

Submission Note:

We've included all paved surfaces under "building footprint", so that total main campus area minus paved surfaces equals grounds (managed vegetated areas).

ESF's 25000 acres of satellite forest properties were excluded.

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

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

	Area
Total campus area	17.76 Acres
Footprint of the institution's buildings	11 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	6.75 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

c. SUNY-ESF minimizes the exposure of campus members and visitors to toxic chemicals that may be used in the control of animal, insect and vegetation pests. ESF prohibits the use of toxic chemicals whenever options for alternate means of control are available. Animal pest control includes trap and release, physical deterrents (nix-a-lite, bird netting and ultrasonic harassment), products with natural deterrents (borax and soap sprays) and integrated pest management techniques. Plant pest control includes hand weeding, water/light deprivation and integrated pest management techniques. SUNY-ESF does not use fertilizer unless necessary. Organic fertilizers are used in lieu of chemical fertilizers whenever possible.

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:

ESF’s Native Plant Policy: “Only plant species native or naturalized to New York State and/or the northeast United States will be planted in the future on the SUNY ESF campus. New plantings as well as replacement plantings shall be selected from those species identified in Native Plants of the Northeast: A Guide for Gardening and Conservation (Leopold D.J. 2005. Timber Press, Portland, OR) or. Trees of New York. Native and Naturalized (Leopold, D.J. 2003 Syracuse University Press, Syracuse, NY).”

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

ESF’s Landscaping Policy: “Landscape waste will not be sent to landfills. Landscape waste will be returned to the environment to decompose naturally. Areas are set aside at SUNY ESF’s Experimental Field Station (Lafayette Rd., Syracuse) and at the Syracuse University (SU) South Campus for this purpose. SUNY ESF, with the permission of Syracuse University’s Grounds Manager, may utilize SU’s disposal site. Landscape waste that is not suitable for these locations may be transported to a public composting site operated by the Onondaga County Resource Recovery Agency (OCRRA). Lawn clippings will generally be left in place on lawns to decompose and naturally fertilize those areas. Landscape waste will be used to mulch campus planting beds in lieu of being moved to off-site locations for decomposition, whenever possible.”

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:

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):

ESF’s Snow Removal Policy: “Snow-melting chemicals shall not be used as a replacement to physical removal of snow by shoveling and/or sweeping. Wherever possible surfaces will be exposed to the sun to aid in natural snow melting and evaporation. Snow-melting chemicals shall be used only when necessary to ensure the safety of campus and building users to prevent the build-up of ice on exterior streets, walkways and stairway surfaces. Snow-melting chemicals will be used in accordance with the manufacturers’ application instructions in quantities only adequate to make them effective. Chemicals used will be selected to limit their impact upon the

environment as well as upon constructed surfaces. Preference will be given to those chemicals identified as least toxic to 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)?:

Yes

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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.

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

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

Lisa Campagna
Purchasing Manager
Business Affairs

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?:

No

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

The electronics purchasing policy, directive, or guidelines :

SUNY as a whole has a purchasing policy that includes energy efficiency, empahsizing EnergyStar certified equipment. (see

http://www.suny.edu/sunypp/documents.cfm?doc_id=428

)

H. In accordance with Executive Orders directing state agencies to be more energy efficient and environmentally aware:

1. Consistent with the provisions of Sections I.C. & D. above, campuses shall purchase energy-efficient commodities (ENERGY STAR) when acquiring new energy-using products or replacing existing equipment. All products must meet the efficiency standards as specified in Executive Order 111 and the State Energy Law.

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

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

Cleaning Products Purchasing

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

College Sustainable Cleaning Products Purchasing Policy

(

<http://www.esf.edu/au/pp/SustainableCleaningProductsPurchasingPolicy.pdf>

)

Introduction:

The State University of New York College of Environmental Science and Forestry (SUNY ESF) recognizes its role as a leader in the community with regard to environmental issues and demonstrates its intention to ensure responsible stewardship of the environmental resources under its influence through this green purchasing policy.

The Objective of this Policy is to promote the use of environmentally preferred cleaning products on ESF Campus, to protect the health of the College Community and the environment without sacrificing product effectiveness.

The goal of using environmentally sensitive cleaning and maintenance products is to reduce, as much as possible, exposure to students and staff to potentially harmful substances and chemicals used in the maintenance and cleaning of Campus Facilities. This goal also provides the requirement that the products work effectively and comparably to products currently used.

Compliance:

SUNY ESF shall purchase cleaning materials/products, disposable janitorial paper products and trash bags that comply with the below criteria:

- Cleaning products shall meet Green Seal GS-37 standards, if applicable, or if GS-37 is not applicable, products should comply with the California Code of Regulations maximum allowable Volatile Organic Compounds (VOC's) levels
- Disposable janitorial paper products and trash bags shall meet the minimum requirements of U.S. EPA's Comprehensive Procurement Guidelines

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

Every year, ESF reports to NY State's Office of General Services on progress in achieving the goals outlined in Executive Order 04 ("State Green Procurement and Agency Sustainability Program":

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

). This annual report includes a section on green cleaning products.

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

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

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

Total expenditures on cleaning and janitorial products:

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

A brief description of the institution’s low-impact, ecological cleaning program:

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

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

The website URL where information about the institution’s green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

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.

Submission Note:

ESF's total expenditures on 30 – 99 percent recycled content copy paper are \$5878. At this time, we do not track recycled-content office paper at the individual levels listed in STARS.

"---" 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:

New York State executive order #4:

<http://www.dec.ny.gov/energy/71389.html>

D. Sustainability and Environmental Stewardship Programs.

2. Commencing no later than July 1, 2008, all copy paper, janitorial paper and other paper supplies purchased by each State agency or authority shall be composed of 100% post-consumer recycled content to the maximum extent practicable, and all copy and janitorial paper shall be process chlorine-free to the extent practicable, unless such products do not meet required form, function or utility, or the cost of the product is not competitive.
3. Commencing no later than July 1, 2008, all State agency and authority publications shall be printed on 100% post-consumer recycled content paper. Where paper with 100% post-consumer recycled content is not available, or does not meet required form, function and utility, paper procurements shall use post-consumer recycled content to the extent practicable. Non-recycled content shall be derived from a sustainably-managed renewable resource to the extent practicable, unless the cost of the product is not competitive.

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

ESF follows the NY State mandate to purchase 100 percent recycled office paper.

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	0 US/Canadian \$
30-49 percent	5,878 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	22,634 US/Canadian \$

Total expenditures on office paper :

28,512 US/Canadian \$

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

<http://www.dec.ny.gov/energy/71389.html>

Inclusive and Local Purchasing

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

SUNY has a overarching policy called "Procurement Opportunities for New York State Certified Minority- and Women-Owned Businesses"

https://www.suny.edu/sunypp/documents.cfm?doc_id=610

opportunity to demonstrate their ability to provide the University with commodities and services at competitive prices.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.suny.edu/sunypp/documents.cfm?doc_id=610

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

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

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

David VanTress
Staff Associate
Physical Plant

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

ESF owns and operates 60 vehicles on its main campus, and 27 vehicles on forest property locations.

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

Total number of vehicles in the institution’s fleet :

87

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	8
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	10
Fueled with compressed natural gas (CNG)	1
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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

79

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)	20
Walk, bicycle, or use other non-motorized means	65
Vanpool or carpool	6
Take a campus shuttle or public transportation	8
Use a motorcycle, scooter or moped	1

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

In the fall of 2012, the Office of Energy and Sustainability surveyed ESF faculty, staff, and students about their commuting habits.

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

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

Total percentage of the institution's employees that use more sustainable commuting options:

19

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	80
Walk, bicycle, or use other non-motorized means	9
Vanpool or carpool	9
Take a campus shuttle or public transportation	1
Use a motorcycle, scooter or moped	1
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:

Data from 2012 ESF Commuter Survey results for carpool includes public transportation methods.

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

<http://www.esf.edu/sustainability/CommuterSurveyResults2012.htm>

Support for Sustainable Transportation

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

ESF has bike racks (parking) on the main campus.

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?:

No

A brief description of the bicycle sharing program:

Not for the period reported (2012-2013). However, in the fall of 2013, ESF implemented a bike-share program. Senior environmental study majors developed a program that enables students to borrow bikes for a small deposit. Students in need of two-wheel transportation can go to Moon Library, fill out the necessary paperwork that includes a waiver and renter's agreement and pay the \$20 Bike Library membership fee that will entitle students to unlimited rentals. 5 Bicycles are available to rent.

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):

Centro's Connective Corridor bus service operates seven days a week from 7:30am until 2:30am, connecting SU's campuses, SUNY College of Environmental Science and Forestry, and downtown Syracuse. Special extended service during the evening hours and weekends is offered into the Near Westside neighborhood. The Connective Corridor bus is FREE OF CHARGE for all riders. Centro also offers an everyday extensive system of bus routes connecting ESF commuters to surrounding community areas, by utilizing the "free-fare zone" program, free with a valid ESF ID. These routes include The Euclid-Westcott area, Nob Hill, and Drumlins. To view all "free fair Zones" and Campus routes visit:

<http://www.centro.org/pdf/quadshuttle.aspx>

<http://connectivecorridor.syr.edu/corridor-shuttle-bus/>

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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:

SUNY-ESF uses RideShark, which allows car pool matching and ride sharing for staff and students.

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

Yes

A brief description of the car sharing program:

ESF, in partnership with SU, has participated in ZipCar since December 2007. Since then, students, faculty and staff from ESF have been taking advantage of the car-sharing program by self-reserving online one of the five available Zipcars—24 hours a day, seven days a week.

The five Zipcars are conveniently located on campus. Students, faculty and staff can join Zipcar for \$35 a year and will gain access to Zipcars for \$9 per hour, or \$65 per day, with gas, insurance and 180 free miles, parking in the reserved spot and 24/7 roadside assistance included. New subscribers will receive \$35 in free driving to use during the first month. Full details are available at Zipcar site:

<http://zipcar.com/su>

ESF, in partnership with SU, participates in CuseCar, a local not-for-profit community car share provider utilizing alternatively fueled vehicles.

<http://insidesu.syr.edu/2010/08/18/prius-plug-in-hybrid-vehicles/>

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

Yes

A brief description of the electric vehicle recharging stations:

A public station installed on the Centennial Hall Residences property.

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?:

No

A brief description of the condensed work week program:

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:

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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

Materials reused, donated or re-sold not tracked -> 0

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	64.28 Tons	85.60 Tons
Materials composted	1 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	81.30 <i>Tons</i>	88.93 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,154	1,955
Full-time equivalent of employees	502	540
Full-time equivalent of distance education students	0	0

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, 2004	June 30, 2005

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

Same baseline year (2005) as in our original STARS report submission.

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:

The “Property Control” program at ESF manages a list of surplus items. These surplus items are offered to other departments on campus and to other NYS institutions. The property control program can also obtain surplus items from other state institutions.

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

ESF rarely prints out hard copy materials. All course catalogs, students’ schedules, and directories are online. Students can access this information via the registrar’s website, Myslice and the ESF online directory.

<http://www.esf.edu/registrar/>

<https://myslice.syr.edu>

<http://www.esf.edu/help/>

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

ESF limits students to 500 pages of printed material per year. If the student runs out of printing credits, they can buy another 500 credits for \$20.

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

The Ten Tons of Love project is where students from Syracuse University and SUNY-ESF give their gently used items to those in need at the end of each semester. The semi-annual program donates clothing, household items, cell phones, furniture, nonperishable food, books and school supplies. Students, faculty, staff and community members are encouraged to donate used items in good condition. In the spring of 2009, Ten Tons of Love collected 33 tons of food, clothing, housewares, shoes and books. 15 truckloads of furniture were also collected. Recipients of the donated items include Bethesda Temple Pentecostal Church, First English Food Pantry, Interfaith Works of CNY’s Center for New Americans, Mary Nelson’s Backpack Program, Northside Clothes Closet, Practical Assistance Program, Refugee Resettlement Program and Transitional Living Services. Last year, more than 1,000 individuals benefited from the drive. Drop-off locations include all SU residence halls, Archbold Gym, Hendricks Chapel, the Schine and Goldstein student centers, University College, the Office of Off-Campus and Commuter Services, and Moon Library on the ESF campus.

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:

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

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

Criteria

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

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

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

Submission Note:

ESF provides surplus appliances, furniture, . -> State Surplus

Motor oil is mandatory in NY State

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

Materials diverted from the solid waste landfill or incinerator:

64.30 Tons

Materials disposed in a solid waste landfill or incinerator :

81.30 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:

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:

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	---
Food for animals	---
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	---
Scrap metal	Yes
Pallets	Yes

Motor oil	Yes
Tires	---

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

John Wasiel

Environmental Health & Safety Officer
ESF Administration

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:

All waste materials at the college are characterized to see if they meet the definition of a hazardous waste material.

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

a. . If it is found that a waste material is hazardous waste, then these wastes are collected and stored in temporary locations known as satellite accumulation areas. The wastes are labeled to identify the contents and the containers are kept closed at all times. In addition, hazardous wastes are segregated to ensure chemical compatibility. Once a satellite accumulation area becomes full, Environmental Health and Safety is contacted to complete a waste pickup for the space. All wastes are collected and transported to a "90-day storage" area on campus. Periodically, the college contacts an outside vendor to pickup all of the waste that has accumulated in the 90-day area. The vendor segregates all of the chemical waste, packs the waste material into drums, labels the drums for transportation, completes shipping paperwork (hazardous waste manifest), and finally loads all of the drums onto a truck for transport. The waste material is then brought to a 10-day storage facility where it is placed on another truck which will take it to the final disposal facility. These disposal facilities are located all over the country and different facilities can accept and process different types of waste. Different treatment options are utilized for different waste streams. Whenever feasible, SUNY ESF prefers to recycle or reclaim waste materials. Examples of this are mercury

bearing items such as thermometers and manometers. Another example is bulked solvent waste which is used as a supplemental fuel in cement kilns and is providing BTU recovery. Materials that cannot be recycled are typically sent for incineration or aqueous treatment. SUNY ESF refrains from sending material to landfills for disposal unless there are no other economically viable options.

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

No significant incidents within the last 3 years.

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

At ESF, all chemicals that are disposed of have to go through the Environmental Health and Safety Office. The office minimizes the disposal of the chemicals by donating them to other departments upon request.

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

Yes

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

Yes

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

ESF's e-waste program at the institution works as follows: Individuals or groups on campus wishing to dispose of damaged or out-of-date electronics submit a work order to request their removal. The campus grounds crew picks up the electronic devices and stores them in a temporary storage area on the main campus. Once this temporary storage becomes full, the electronics are transported via a college vehicle to a storage barn at the Lafayette Rd Experiment Station. Here, the grounds crew palletizes and shrink wraps pallets of electronics in preparation for transportation to the recycling facility. Once they collect approximately 10 pallets of electronics, the grounds crew contacts the Environmental Health & Safety Office to schedule an electronics pickup.

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

Each member of the campus community is responsible for following New York State recycling policies and guidelines (

<http://www.esf.edu/physicalplant/services.htm>

).

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

[Campus Sustainability Data Collector | AASHE](#)

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

Our main campus has 12 acres. However, SUNY-ESF owns and manages a total of ~25000 acres of forested land in NY state.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	38,932,700,000 <i>Gallons</i>	30,210,600,000 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	38,932,700,000 <i>Gallons</i>	30,210,600,000 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,154	1,955
Full-time equivalent of employees	502	540
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,122,972 <i>Square Feet</i>	1,049,203 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	6.75 <i>Acres</i>	6.75 <i>Acres</i>

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, 2010	June 30, 2011

A brief description of when and why the water use baseline was adopted:

In our STARS assessment (2011) we did not report water use. We adopted 2011 as our baseline year for this report, as water use data has become more readily accessible.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

The source of the non-potable water includes rainwater that hits the roof of Baker Hall. This rainwater travels through leaders (gutters) to a large tank and is used to clean vehicles from physical plant.

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

Almost every building on the SUNY-ESF campus has a building-level water consumption meter, which is located on the potable entry line.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

SUNY-ESF's Low-Impact Site and Green Building Exterior Management Plan recommends the use of drought resistance species in all campus plantings. Also, ESF does not employ irrigation as part of the landscape. Irrigation is limited to flowering planters and new plantings and is done manually.

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

SUNY-ESF has addressed the quality and volume of stormwater runoff by implementing a rain garden, a green roof, porous pavement on sidewalks and vegetative swales. In addition, the design work for new building projects on campus incorporates rain gardens and a green roof to minimize stormwater exiting the site.

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:

SUNY-ESF has addressed the quality and volume of stormwater runoff by implementing a rain garden, a green roof, porous pavement on sidewalks and vegetative swales. In addition, the design work for new building projects on campus incorporates rain gardens and a green roof to minimize stormwater exiting the site.

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

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:

ESF has a green roof on Walters Hall. Plants include wild chives, stonecrop species, and prairie fameflower.

<http://www.esf.edu/sustainability/action/greenroof.htm>

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

Flexi-Pave made from recycled tires and stone is located on the path to Moon Library, under the bike racks near Illick Hall, next to Marshall Hall's bike racks, and in all the parking areas in the new parking lot on campus.

<http://www.esf.edu/sustainability/action/flexipave.htm>

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):

We have installed a new combination vegetated/stone swale in the parking lot between Bray and Walters Halls.

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

A rain garden is located next to Illick Hall.

<http://www.esf.edu/sustainability/action/raingarden.htm>

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

Wastewater Management

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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:

The Campus Climate Change Committee reviews, comments on and recommends projects, plans and policies to be implemented. These include student initiatives (examples include biodiesel production, fish/aquaculture, and composting), campus/faculty initiatives (new biomass boiler, combined heat and power project, rain gardens, porous pavement, ridesharing, car sharing, and electric campus vehicles), as well as major campus initiatives (Climate Action Plan, Recycling, purchasing and other sustainable policies).

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:

The Campus Climate Change Committee (CCCC) is made up of ESF faculty, staff, administrators, and students and an SU representative. The committee meets two times per semester, reviews and approves Student Sustainability Fund projects, and reviews and provides feedback on ESF's progress towards sustainability.

The goals of the CCCC are to: continue and increase efforts to foster awareness and involvement with sustainability and climate action

projects among the campus community, publicize and expand sustainability efforts to the local community and beyond, closely monitor and adjust plans, progress, and goals as necessary, and continue growing ESF's portfolio of sustainability efforts.

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

Cornelius Murphy - President of SUNY-ESF
Michael Kelleher - Director of Office of Energy and Sustainability
Neal Abrams – Faculty, Chemistry
Emily Bielejec – Undergraduate Student, GCI President
Douglas Daley – Faculty, Environmental Resources Engineering
Robert Davis - Director of Forest Properties
Susan Fassler – Graduate Student, Environmental Studies
Melissa Fierke - Faculty, Environmental and Forest Biology
Charlie Hall - Faculty, Environmental and Forest Biology
Justin Heavey – Graduate Student, Forest and Natural Resources Management
Paul Otteson - Staff, Communications
Steve Shaw – Faculty, Environmental Resources Engineering
Richard Smardon - Faculty, Environmental Studies
Jennifer Smith – Faculty, Sustainable Construction Management & Engineering
Tim Sweet - Director of Energy and Computing Management
David VanTress - Staff, Physical Plant
Timothy Volk – Faculty, Forest and Natural Resource Management
Andrea Webster-Graduate Student, Environmental Studies

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

<http://www.esf.edu/sustainability/cccc.htm>

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

Yes

A brief description of each sustainability office:

The Office of Energy and Sustainability's (OES) mission statement is to advance campus community knowledge, skills and provide leadership to reduce ESF's carbon footprint and impact on the environment. The goals of the O.E.S. is to implement a Climate Action Plan, acquire funding to support climate action plan, teach courses in renewable energy and energy markets, to maintain and enhance offerings with an energy focus, provide guidance and leadership to initiatives, implement energy efficiency and renewable energy demonstration projects on campus, and disseminate information on campus energy projects through presentations, seminars, web, and written articles. Although the title of the office includes “Renewable Energy,” the office has a broad focus on sustainability efforts. The office helped develop a broad range of college sustainability policies including: Space Churn Renovation Plan and Policy, Reduced Mercury Light Bulb Purchasing Policy, Low Impact Site and Green Building Exterior Management Policy, Erosion and Sedimentation Policy, College Sustainable Cleaning Products Purchasing Policy, and the College Solid Waste and Recycling Policy. In addition, the Office of Renewable Energy advises and engages in many areas of sustainability including campus grounds, transportation, and storm water runoff (green roofs, rain gardens, and others). The Office also reviews and helps implement student projects and develops materials to disseminate sustainability information.

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

2

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Mike Kelleher

A brief description of each sustainability officer position:

The sustainability coordinator's position focuses on finding and adopting technologies to help the college save energy and produce energy from sustainable and renewable sources. Mr. Kelleher seeks out funding so that ESF can implement renewable energy technologies on campus. Grants and other funding sources he has obtained so far include: \$1.0 M for renewable energy and CHP projects and \$500 K for additional photovoltaic and biomass projects. Mr. Kelleher also teaches courses at ESF, including Renewable Energy and Energy Markets. Other projects Mr. Kelleher has been involved in include de-lamping, installing wood boilers at a satellite campus, and developing college sustainability policies, including: the Space Churn Renovation Plan and Policy, the Reduced Mercury Light Bulb Purchasing Policy, the Low Impact Site and Green Building Exterior Management Policy, the Erosion and Sedimentation Policy, the College Sustainable Cleaning Products Purchasing Policy, and the College Solid Waste and Recycling Policy.

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

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
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 State University of New York College of Environmental Science and Forestry (SUNY-ESF) is currently undertaking its decennial reaccreditation from the Middle States Commission on Higher Education (MSCHE). We took this opportunity to demonstrate compliance with the MSCHE Standards of Excellence (essentially best practices for higher education institutions) through an intense self-study of sustainability efforts on campus.

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

Described in

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

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

Provost Office

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

The State University of New York College of Environmental Science and Forestry (SUNY-ESF) is currently undertaking its decennial reaccreditation from the Middle States Commission on Higher Education (MSCHE). We took this opportunity to demonstrate compliance with the MSCHE Standards of Excellence (essentially best practices for higher education institutions) through an intense self-study of sustainability efforts on campus

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

Described in

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

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

Research Office

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The State University of New York College of Environmental Science and Forestry (SUNY-ESF) is currently undertaking its decennial reaccreditation from the Middle States Commission on Higher Education (MSCHE). We took this opportunity to demonstrate compliance with the MSCHE Standards of Excellence (essentially best practices for higher education institutions) through an intense self-study of sustainability efforts on campus

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Described in

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

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

Office of Energy and Sustainability

A brief description of the plan(s) to advance Public Engagement around sustainability:

The State University of New York College of Environmental Science and Forestry (SUNY-ESF) is currently undertaking its decennial reaccreditation from the Middle States Commission on Higher Education (MSCHE). We took this opportunity to demonstrate compliance with the MSCHE Standards of Excellence (essentially best practices for higher education institutions) through an intense self-study of sustainability efforts on campus. Public engagement through demonstration projects and Outreach Programs.

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

Described in

<http://www.esf.edu/middlestates/documents/selfstudy.pdf>

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

Outreach Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

ESF Climate Action Plan - ECN 2015, filed with ACUPCC

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

Carbon neutral campus by the end of 2015.

[Campus Sustainability Data Collector](#) | AASHE

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Energy and Sustainability

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

LEED Certification goal for new buildings.

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

Achieve LEED certification for all new buildings

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

Office of Physical Plant

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

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

Reduce energy consumption on campus and shift to renewable fuels through adoption of energy demonstration projects. More fully described in the State University of New York College of Environmental Science and Forestry (SUNY-ESF) decennial reaccreditation from the Middle States Commission on Higher Education (MSCHE). We took this opportunity to demonstrate compliance with the MSCHE Standards of Excellence (essentially best practices for higher education institutions) through an intense self-study of sustainability efforts on campus. Public engagement through demonstration projects and Outreach Programs.

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

Obtain funding for energy demonstration projects, measure annual energy consumption, and describe fuel sources.

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

Campus Sustainability Data Collector | AASHE

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

It is SUNY ESF's intent to encourage management practices relative to campus and building grounds, site and building exteriors that have the lowest environmental impact possible and preserve ecological integrity, enhance diversity and protect wildlife while supporting building performance and integration into surrounding landscapes.

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

<http://www.esf.edu/au/sustainability.htm>

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

Office of Physical Plant

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

The materials, supplies, equipment, and furniture used in a building all contribute to the quality of the environment as a whole as well as the indoor environment of the building itself. The environmental impact of these products can be reduced by purchasing materials that have been salvaged, recycled, are rapidly renewable, contain certified wood, or are manufactured locally. SUNY ESF has committed to reducing the environmental impact of materials and supplies including office paper, office equipment, furniture, furnishings, and building materials through the purchasing criteria stated in this policy.

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

<http://www.esf.edu/au/sustainability.htm>

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

Vice president of Administration

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

The College of Environmental Science and Forestry (ESF) has developed this policy to support more environmentally, socially and economically sustainable forms of transportation. ESF has developed this policy to regulate and recognize environmentally friendly transportation modes by Facility and Staff members.

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

<http://www.esf.edu/au/sustainability.htm>

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

Vice president of Administration

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

The State University of New York College of Environmental Science and Forestry (SUNY-ESF) is committed to reducing its impact on the environment by managing its waste in an efficient and sustainable manner. The College recognizes the rising financial and environmental costs associated with landfill waste disposal and incineration of solid waste material, which underscore the importance of effective source reduction, recycling and waste diversion programs.

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

<http://www.esf.edu/au/sustainability.htm>

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

Office of Physical Plant

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:

ESF Multicultural Affairs exists to support underrepresented students and to foster a campus community where cultural diversity is appreciated. The office seeks to be a center of cultural learning which prepares all members of the ESF community to effectively interact with others in an increasingly diverse and global society.

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

<http://www.esf.edu/students/multicultural/>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Multicultural Affairs

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:

We begin with a commitment to meet present needs without compromising the ability of future generations to meet their own needs.

To do this we must:

- Understand basic functions of natural and social systems;
- Acknowledge and quantify the limitations of nature's capacity; and
- Develop solutions through the integration of social, economic, technological, and environmental systems.

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

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The website URL where information about the institution's sustainability planning is available:

<http://www.esf.edu/sustainability/ESF%20Sustainability%20Plan%2009-04-08.pdf>

Responsible Party

Maureen Fellows

Director of Government Relations and Institutional Planning
Governmental Relations and Institutional Planning

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.

Submission Note:

With help from: Maureen Fellows, Scott Shannon, Anne Lombard, John View, Time Blehar

"---" 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:

All students are eligible to vote for representation and/or run for office for either the Undergraduate Student Association or through the Graduate Student Association.

The Undergraduate Student Association (see

<http://www.esf.edu/org/usa/>

) is the governing body for the undergraduate population.

The Graduate Student Association Senate acts as the representative body of graduate students at ESF (see

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

).

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:

Students vote for the student representative to the Board of Trustees (

<http://www.esf.edu/welcome/trustees.htm>

).

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	---
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:

There is voting student representation on the Board of Trustees as well as on every committee of Faculty Governance with the exception of Promotion and Tenure. Faculty Governance committees include Curriculum, Instructional Quality and Academic Standards, Research, Student Life, Library Council, Technology, and Awards. The student representative(s) have full voting privileges on all these committees and are actively recruited for other college initiatives and committees. An example of this would be the recent re-accreditation the institution undertook (

<http://www.esf.edu/middlestates/default.htm>

).

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Professional staff are welcome to attend faculty Governance meetings and some work on committees. However, none have the right to vote. Only Faculty can vote.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

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	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Some staff are asked to serve on Faculty Governance committees. Example – professional staff served on Middle States committees some even chaired committees (

<http://www.esf.edu/middlestates/default.htm>

); yet in the final account, their work was turned over to a review panel and those chairs had no say in the final document that was produced.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty Governance (

<http://www.esf.edu/facgov/>

) at ESF serves a variety of roles as defined by the SUNY Board of Trustees. Primarily, ESF's Faculty Governance serves to help facilitate the initiation, development, and implementation of the college's mission and educational program. The Faculty meets 4-6 times each year to discuss matters of college interest and conduct Faculty business, including the review and proposal of college policies and all matters related to curriculum.

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:

Faculty hold all the voting rights within the governing body (Faculty Governance), with all academic policies and curricular proposals coming to the full faculty for a vote. Committee chairs and governance officers are elected by the faculty, and general committee membership is typical by proportional departmental representation.

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:

Faculty Governance is actively involved in the continuing development of the college’s mission and goals, and played a significant role in the creation of the institution’s current strategic plan. Faculty Governance’ structure includes active and influential committees comprised of both faculty and key staff and administrators. These committees play a critical role regarding instruction, campus technology, campus safety, service and outreach to the community, and physical facilities as they relate to the educational mission of the college.

The website URL where information about the institution’s governance structure is available:

<http://www.esf.edu/facgov/>

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

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

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:

The diversity office at ESF is called the Office of Multicultural Affairs (

<http://www.esf.edu/students/multicultural/>

), and is a part of the Office of Student Affairs. Multicultural Affairs helps promote cultural growth and understanding across campus through activities and services designed to help members of the ESF community effectively interact with others in an increasingly diverse and global society. Through an array of programs and services, Multicultural Affairs helps recruit and support underrepresented students in their endeavors at ESF. Multicultural Affairs provides material and informational resources to help members of the college community identify and connect with others who can offer support in a variety of ways, including linguistic, ethnic, ideological, or cultural aspects of life.

In terms of employees, the mandate falls under ESF's Office of Human Resources (

<http://www.esf.edu/hr/>

) to implement a SUNY-wide policy of Non-Discrimination and Affirmative Action (

<http://www.esf.edu/hr/handbooks/handbook.htm#Anchor-VI-3800>

). The policy states that: "SUNY-ESF is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic. It is the policy of the College to have a diversified workforce that reflects the population we serve. To achieve this diversity, the College will carry out an Affirmative Action Program that provides procedures that give equal consideration to employees in all aspects of human resource management.

The full-time equivalent of people employed in the diversity and equity office:

6

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.esf.edu/students/multicultural/>

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	---

A brief description of the cultural competence trainings and activities:

ESF's cultural competence training teaches employees about cultural components such as: colors, symbols, songs, sayings, documents, leaders, landmarks, adversaries, food, celebrations, codes of conduct, values, language, body language, history, behaviors, uniforms, and unspoken rules of protocol.

ESF's Department of Environmental Studies also hosts a three-day training workshop in the summer for graduate students on "Ethics, Culture, and Community-based Environmental Research" (see

<http://www.esf.edu/communications/view.asp?newsID=847>

). Training in research ethics and cultural diversity prepare students with new research approaches and methods appropriate to environmental field research, community-based partnerships and research with cultural groups. Participants learn about required human subjects protections (such as informed consent and beneficence) and ethical and cultural competence theories. They also review environmental case studies for community-based, culturally appropriate approaches. Upon completing the workshop, participants receive a certificate of completion for "Research Ethics/ Human Subjects Protections and Cultural Competence Training."

The website URL where information about the cultural competence trainings is available:

<http://www.esf.edu/communications/view.asp?newsID=847>

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

An additional program we have that is offered to Women on campus:

ESF Women's Caucus: The ESF Women's Caucus was formed by a group of ESF students, staff and faculty who wanted an opportunity to work and socialize with other women. The first meeting convened November 17, 1994, as a brown-bag lunch discussion. The Caucus aims to raise consciousness about women's concerns, work for change to improve the climate for women at ESF and create a community that is a respectful forum for diverse ideas. The goals are to increase the number of women students and faculty at ESF, find ways for women to better communicate and coordinate or sponsor activities that benefit them, and improve services for ESF families. Any woman student (undergraduate or graduate), staff member or faculty member, including any woman that is at ESF part-time, can join the Women's Caucus. The Women's Caucus facilitates numerous environmental lectures on the ESF campus each semester.

<http://www.esf.edu/womenscaucus/Speakers.htm>

"---" 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:

The programs sponsored by ESF are not limited to but include support to under-represented groups within the student body including counseling, mentoring and academic support:

<http://www.esf.edu/evolutions/mentorcourse.htm>

<http://www.esf.edu/students/counseling/>

<http://www.esf.edu/students/success/>

<http://www.esf.edu/students/multicultural/cstep/default.htm>

<http://www.esf.edu/students/multicultural/>

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.esf.edu/students/multicultural/>

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:

Title IX is the federal anti-discrimination law that states: "No person in the U.S. shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid." (Title IX 1972 Education Amendments).

Title IX bans discrimination throughout the College and campus community -- in all programs and activities including, but not limited to, academic and athletic programs, financial aid and student records and accounts, health and counseling services, and housing and residence life programs.

Title IX also prohibits sexual harassment, including sexual violence, which is a crime.

All students, employees and visitors should be aware of these expectations.

Reporting an Incident:

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

If you experience or observe an incident of sexual discrimination, harassment, violence or exploitation on or off campus, report the incident to:

ESF University Police (24/7) at (315)-470-6666; University Police Officers have received specialized training to attend to the needs and concerns of victims of sexual offenses and relationship violence.

OR the following individuals are responsible for Title IX and may be reached during College business hours, Monday through Friday, 8am-4:30pm:

Title IX Contacts

You will be asked to make a written acknowledgement describing: (1) the College employee or representative who spoke to or worked with you as well as the date; (2) which options you would like to pursue, if any including the criminal justice system and the student conduct process; and (3) that you received information about resources (medical, counseling, environmental relief).

If you file a complaint, you have a right to adequate, reliable and impartial investigation of your complaint, the right to present evidence and witnesses, and the right to appeal the conclusions of investigators or hearing officers. If you do not file a complaint, the College is obligated by federal mandate to investigate the incident in order to seek further understanding for the protection of recurrences.

The College will issue a "cease all contact" order to the accused (with a copy to you) that prohibits any contact—personal, written, electronic—by the accused or his/her associates acting on behalf of the accused with or without their knowledge.

The College can address conditions in your living, learning or working environment to reduce the level of hostility in your environment, such as room assignment changes, class changes, work location changes, or limits on access for the accused.

You will be notified of the time frame within which the College will conduct a full investigation related to the report or complaint.

The College will decide outcomes of the complaint, the sanctions imposed upon the accused, and all aspects of the complaint that relate to you and may affect your learning, living or working environment.

You will be notified of the outcome of a complaint that you submit and any conditions of the outcome that may affect you.

If you or your witnesses are subjected to retaliation (pressure, intimidation, or coercion by the accuser or his/her associates, with or without the accuser's knowledge), you should immediately report the incident so the College can investigate and take action.

You may opt for a voluntary informal method of resolving the complaint (i.e., mediation, alternative dispute resolution, etc.) if the College deems the incident to warrant an informal approach. You may choose to end such informal resolution methods at any time and choose to proceed with formal stages of this complaint process.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.esf.edu/administration/titleIX/>

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

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

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:

ESF participates in the SUNY Graduate Diversity Fellowship: The Graduate Diversity Fellowship, sponsored by the State University of New York, is funded by a program designed to recruit, enroll, and retain outstanding students from groups that have been historically underrepresented in the graduate and professional programs of the University. The Program provides financial support, which may include full in-state tuition and a stipend, to graduate students who contribute to the diversity of the student body in their graduate programs and have overcome a disadvantage or other impediment to success in higher education. Funding is available for a maximum duration of two years for a master's degree and three years for a doctoral degree.

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

Affordability and Access

Responsible Party

John View

Director of Financial Aid, Scholarships, and the Educational Opportunity Program
Financial Aid and Scholarships

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:

SUNY-ESF participates in the SAY YES to Education program, which provides full-tuition scholarships to every low-income student graduating from the Syracuse City School District.

See

www.sayyessyracuse.org

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:

The ESF Outreach Department provides mentoring programs and a college level environmental science class for students in the Syracuse City School District. Most of these students are low income and underrepresented.

A brief description of the institution's scholarships for low-income students:

ESF's Financial Aid Philosophy: "Financial aid at SUNY-ESF is intended to assist students with education and essential cost-of-living expenses. Funds are awarded primarily on the basis of financial need and are coordinated to supplement parental support, student employment earnings, savings, and assistance from other sources. Some scholarships and fellowships are awarded based on additional criteria, such as academic achievement or minority student status. Graduate student assistantships, tuition scholarships, and fellowships are not based on financial need."

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Native American students have been targeted for special recruitment and scholarships supported through a USDA grant. We are also working with The Nature Conservancy on recruitment of low income students from NY City.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

ESF participates in Equal Opportunity Programs, USDA and UMEB.

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

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?:

No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

There are arrangements in place for ESF employees and students to use SU's Early Education and Child Care Center and Bernice Wright Child Development Laboratory School or Upstate Medical University's Sarah Loguen Center on a space available basis.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	18
The graduation/success rate for low-income students	72
The percentage of student financial need met, on average	90

The percentage of students graduating with no interest-bearing student loan debt

18

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:

0

The website URL where information about the institution's affordability and access programs is available:

<http://www.esf.edu/>

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

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.

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

Assessing Employee Satisfaction

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

Marcia Barber
Director of Human Resources
Human Resources

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):

ESF has an employee assistance or wellness program that provides counseling, referral, and well-being services to employees. The NYS Employee Assistance Program is a peer assistance program jointly sponsored by labor and management. NYS EAP provides confidential information, assessment and referral services to NYS 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.

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

<http://www.worklife.state.ny.us/eap/>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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

Responsible Party

Brenda Greenfield
Director of Development
Development Office

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Responsible Party

Brenda Greenfield

Director of Development

Development Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

25,677,193 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	308,125 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

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

SUNY-ESF's College Foundation invests 1.2% of the portfolio in the FTSE Social Index mutual fund. This is a socially responsible mutual fund that is managed by Vanguard. This low-cost fund seeks to track a benchmark of large- and mid-capitalization stocks that have been screened for certain social, human rights, and environmental criteria.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Brenda Greenfield
Director of Development
Development Office

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:

The website URL where the holdings snapshot is publicly available:

<http://www.esf.edu/development/esffoundation/documents/Vanguard.pdf>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Timothy Volk

Co-Director, SUNY Center for Sustainable and Renewable Energy
Forest and Natural Resources Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

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

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

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

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Criteria

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

Innovation 4

Criteria

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