



Cornell University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

Date Submitted: May 31, 2012

STARS Version: 1.2

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Criteria

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

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

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

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

Submission Note:

Cornell recently hired a part-time peer-to-peer education program coordinator and will be piloting a peer-to-peer education program during fall 2011.

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

Total number of degree-seeking students enrolled at the institution :

20633

Program name (1st program) :

EcoRep Program

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

3472

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

to be done

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

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

Once the application period was closed, the EcoRep program coordinator read through the applications and held 15-minute interviews with all the candidates. The coordinator used the interviews to evaluate the candidates in several areas: 1) enthusiasm and motivation, 2) leadership experience, 3) communication skills, and 4) the buildings where the applicants lived to ensure we included a variety of buildings.

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

The initial EcoRep training consisted of a half-day session. The session began with icebreakers and introductions. During the remaining time the EcoReps were presented with an overview of the EcoRep Program and expectations. The Associate Director of the Sustainability Office gave a presentation titled "Sustainability at Cornell" to provide additional background. During the final portion of the training students split into groups and discussed potential program ideas.

Throughout the year the EcoReps have bi-weekly meetings. The meetings consist of time for the EcoRep Coordinator to present upcoming events and projects. There is also time for the EcoReps to discuss details of their current projects. In addition, EcoReps present about completed projects to share challenges and successes. The goal is for EcoReps to learn from and inspire each other.

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

The Sustainability Office and the Office of Residential Programs fund and supervise a student employee to be an EcoRep program coordinator. The EcoRep coordinator position consists of training and supervising the EcoReps and bridging the gap between the staff departments and the students. This is done through bi-weekly meetings with the EcoReps. The coordinator meets individually with EcoReps between meetings as needed.

In addition to working with the EcoReps, the coordinator has regular meetings with the project supervisors in Residential Programs and the Sustainability Office. The coordinator also attends regular meetings with other Sustainability Office interns to find ways to collaborate.

The EcoReps program also provides EcoReps with access to a \$1000/semester fund to purchase any supplies needed to run programs with students. Both offices also provide computer and print support to help advertise the programs run by the EcoReps. Residential Programs has also provides a room to conduct bi-weekly EcoRep meetings.

The website URL for 1st Program :

<http://www.sustainablecampus.cornell.edu/getinvolved/ecorep.cfm>

Program name (2nd program) :

Cornell Organization for Resource Efficiency (CORE)

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

3903

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

to be done

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

Student CORE members were recruited during the summer through listserv announcements and presentations to club leaders. Most CORE members were already involved in sustainability activities on campus and volunteered for this additional responsibility.

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

A dozen CORE Team Captains received 3 hours of orientation to managing teams of CORE members and the waste reduction strategies that would be promoted through CORE. CORE members received 1 hour trainings on composting and recycling at events. CORE members served as composting and recycling educators at student events during the fall of 2011.

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

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

The website URL for 2nd program :

<http://www.sustainablecampus.cornell.edu/getinvolved/core.cfm>

Program name (3rd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Criteria

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

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

Submission Note:

Additional outreach campaigns include:

Take Back the Tap

<http://takebackthetapcornell.wordpress.com>

Recyclemania

<http://r5.fs.cornell.edu/mania/default.cfm>

North Campus Residential Resource Battle

http://eswserver.cee.cornell.edu/eswcu/2009_ncrb.html

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

Does the institution hold a campaign that meets the criteria for this credit? :

Yes

The name of the campaign(s) :

Lights Off Cornell

A brief description of the campaign(s) :

Lights Off Cornell is an energy conservation initiative aiming to reduce wasted electricity at Cornell by engaging student volunteers in turning off lights after hours in buildings across campus. Many buildings on campus are unnecessarily lit at night. It has been estimated that the university could save up to \$60,000 per year by simply turning these lights off, thus it is our mission to turn off as many un-needed lights on campus as possible in order to save energy, to save money, and to do our part to save the planet. A recent Cornell Chronicle article highlights the campaigns efforts

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

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

Number of volunteer sessions: 1178

Number of lights turned off: 105504

Dollars saved \$3,094.34

CO2 Saved (kg) 16179.0

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

<http://energyandsustainability.fs.cornell.edu/lightsoff/index.cfm>

Sustainability in New Student Orientation

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation? :

Yes

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

New student orientation at Cornell features over a dozen sustainability events including presentations, movie screenings, a sustainability fair and farmers market, and sustainability information booths at most major events. Sustainability tips are also featured prominently in the New Student Handbook.

Many of the sustainability themed events during orientation 2010 were promoted through Facebook marketing:

<http://www.facebook.com/event.php?eid=117877421595768#!/event.php?eid=105568659501919>

A sample of the 2010 sustainability orientation events is below:

Day 1 (8/20)- 8AM-5PM: Sustainability booth at Cornell Bound Check-In; Barton Hall

Day 2 (8/21)- 9AM-7PM: Dump & Run Sale; Helen Newman Hall
1-3PM: Cornell Plantations Welcomes You; Sampson Trail Head

Day 3 (8/22)- 9AM-2PM: Dump & Run Sale; Helen Newman Hall
1:30-3:30PM: Trail Running in Ithaca; Meet at Bartels Hall

Day 4 (8/23)- 1PM: Beebe Lake Clean Up
1-2PM: How YOU Can Make a Difference
5-7PM: Hillel BBQ Fair with "Repair the World;

Day 5 (8/24)- 12-5PM: Cornell Outdoor Education Open House; Arts Quad
1-4PM: Explore Green Ithaca: Farmer's Market & Sustainability Fair;
5:30-6:30PM: Sustainability at Cornell! Student Group Presentations;
7PM: FREE Screening of "No Impact Man" at Cornell Cinema

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

<http://sites.google.com/site/cornellsustainabilityhub/news/sustainability-and-new-student-orientation>

Sustainability Outreach and Publications

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Criteria

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

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

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

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

Yes

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

Cornell's home page

www.cornell.edu

features a prominent sustainability banner that links to the university central hub for sustainability information that links to resources, activities, news, and events across teaching, research, operations, and outreach.

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

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

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Cornell has a weekly email 'news blast' that includes headlines and websites in the following categories: campus, research, education, outreach, and alumni. Currently over 600 Cornellians are signed up for the newsblast and it is forwarded to several hundred more individuals through additional on-campus list serves. The same news stories are also posted to Facebook and Twitter where we have several hundred followers as well.

The website URL for the sustainability newsletter :

<http://www.facebook.com/pages/Sustainability-at-Cornell/161477558483>

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

Yes

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

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

http://www.geo.cornell.edu/CURB/images/pdfs/2009_Proceedings.pdf

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

<http://www.geo.cornell.edu/CURB/>

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

No

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

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

Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :

Yes

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

Cornell Dining has a diverse portfolio of sustainability initiatives including local, organic, and fair procurement efforts, trayless dining, composting and recycling, and biodegradable to-go containers. In nearly the dining areas are signs about food sources and sustainable dining.

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

<http://www.sustainablecampus.cornell.edu/food/food.cfm>

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

Yes

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

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

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

Additionally:

The university manages a Stormwater Management Wetland Demonstration Project

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

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

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

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :

Does the institution have a sustainability walking map or tour? :

Yes

A brief description of the sustainability walking map or tour :

The Sustainability Office provides Green Campus Tours to groups upon request. Each year the office provides an average of 8 Green Campus Tours to groups from around the world and across New York State. Currently the Sustainability Office is developing a Green Campus Scavenger Hunt to be used on smartphones and tablets.

The website URL of the sustainability walking map or tour :

Does the institution have a guide for commuters about how to use alternative methods of transportation? :

Yes

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

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

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

<http://transportation.cornell.edu/tms/cms/parking/commuting/>

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

Yes

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

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

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

<http://www.sustainablecampus.cornell.edu/getinvolved/studentorgs.cfm>

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :

Yes

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

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

<http://cornellsun.com/search/node/sustainability>

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

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

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

<http://cornellsun.com/search/node/sustainability>

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

:

Yes

A brief description of this material :

The annual report for the Atkinson Center for a Sustainable Future. It would be easy to list, and it is available in print and online.

http://www.sustainablefuture.cornell.edu/attachments/ACSF-Annual-2010_web.pdf

The website URL for this material :

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

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

No

A brief description of this material :

STARS Reporting Tool | AASHE | Sierra Magazine

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Does the institution have an active student group focused on sustainability? :

Yes

The name and a brief description of each student group :

Cornell students from across all colleges are actively involved in a wide range of student clubs focused on sustainability. Currently over 30 student clubs are focused on sustainability issues. The Sustainability Hub is a club that helps coordinate among the various organizations and serves as both an incubator for new clubs and manages specific activities such as Campus Sustainability Day and Earth Day.

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

- Spring Fest, an Earth Day celebration, attracted many students to learn more about sustainability from various student groups.
- Cornell's Society for Natural Resources Conservation organized a 5K race to benefit the Guanacaste Dry Forest Conservation Fund
- Cornell University Sustainable Design students organized the first Interdisciplinary Sustainability Student Summit in NYC in October 2011 with student participants from Cornell and other universities in the Northeast such as Yale and Columbia.
- In April, Cornell students helped to organize and participated in Power Shift New York, a state version of the national Power Shift held last spring, focused on "building grassroots campaigns for clean energy" .

List other student groups that address sustainability :

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

<http://www.sustainablecampus.cornell.edu/getinvolved/studentorgs.cfm>

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :

Yes

A brief description of the garden :

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

The website URL where information about the garden is available :

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

Model Room in a Residence Hall

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Submission Note:

The University does offer tours to perspective families and shows a few examples of first-year student rooms. Because the first-year student housing portfolio is so diverse, there is not a typical/model residence hall room to show. Therefore this requirement, with the current portfolio, is not attainable.

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :

No

A brief description of the model room :

The website URL where information about the model room in the residence hall is available :

Themed Housing

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :

Yes

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

Whether you're an environmental activist, an outdoor adventurer, or simply a nature lover, you'll find a warm and welcoming community at Ecology House.

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

Lots of social opportunities also exist at Eco House, like regular hiking and camping trips, a Halloween Hayride, a recycled-clothing fashion show, and frequent house dinners and movie nights. Another unique perk at Eco House: residents may keep certain types of pets (in cages or aquariums) if registered with the house.

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

<http://www.campuslife.cornell.edu/campuslife/housing/undergraduate/ecology-house.cfm>

The total number of residents in themed housing. :

100

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :

Yes

A brief description of the enterprise :

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

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

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

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

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

Sustainability Events

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :

Yes

A brief description of the event(s) :

In 2010, the Atkinson Center cosponsored or promoted over 370 sustainability events on campus including lectures, seminars, conferences, and workshops on campus in 2010. Most of the lectures and seminars were intended for a student audience.

The annual Iscol Lecture, Cornell's premier environmental event, featured James E. Hansen (NASA Goddard Institute for Space Studies in New York) in 2010 and Bill McKibben (noted journalist and environmentalist) in 2011.

Other high profile events for students included:

- "Energy Transitions and the New York Landscape" - a weekly seminar focusing on issues surrounding Marcellus Shale Gas
- "Sustainable Earth, Energy, and Environmental Systems Special Speaker Series" - a biweekly series of lectures, exploring energy, climate, and the environment in the human and natural worlds
- "Sustainable Energy Fellowship" - held its summer 2010 session at Cornell, 57 students (several from Cornell) from 17 different institutions explored energy use and supply

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

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

Outdoors Program

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

Submission Note:

OVER 20,000 PARTICIPANTS ANNUALLY: 29,000 participant days

OVER 130 COURSES: Backpacking, Canoeing, Caving, Climbing (rock and ice), Hiking, Kayaking (sea and whitewater), Leadership, Mountain Biking, Natural History, Skiing (cross-country and telemark), Wilderness First Aid, and more. Most are available for PE credit.

TEAMBUILDING: Develops community and team skills among students, staff, alumni, and corporate groups throughout the US.

OUTDOOR ODYSSEY (formerly Wilderness Reflections): Annually conducts 20 expeditions for new students to develop meaningful friendships and ease transition to Cornell.

ADULT & YOUTH PROGRAMS: Both on and off campus programs, including Cornell Adult University, Alumni, Staff, Over-24 courses, Sports camp, and Community Courses.

EXPEDITIONS: Offered for Cornell students, alumni, and the community, expeditions range throughout the Northeast, the Western US, Latin America, and the World.

OUTFITTING: Extensive outdoor equipment rental (canoes, kayaks, skis, tents, packs, etc.), van rentals, and small outdoor retail sales center.

STAFFING: 150 student leaders developing communications, teamwork, and leadership skills through instructing classes and programs. 10 full-time staff: Professional and support staff. 25 alumni and friends of Cornell assisting as volunteers in strategy formation, PR, and fundraising.

OPERATING BUDGET: Million-dollar budget is 86% self-funded, largely by fees and gifts. Includes \$30,000 in scholarships.

PHILLIPS OUTDOOR PROGRAM CENTER: 5500 sq. ft. comprehensive headquarters including outfitting, course staging area, offices, resource center, and classroom.

LINDSETH CLIMBING WALL: At 160 x 30 ft., the largest natural rock indoor climbing wall in North America and the second-largest collegiate wall in the country.

HOFFMAN CHALLENGE COURSE: With 50 elements, the second-largest collegiate challenge course in the country, including 65' replica of Cornell's Clock Tower.

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

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

Yes

A brief description of the program :

Established in 1972, Cornell Outdoor Education (COE) is the largest and most comprehensive collegiate outdoor education program in the country. COE uses challenge, adventure, and outdoor experiences, with reflection and analysis, to help individuals and teams learn and grow. While COE serves a variety of populations, its central mission is to serve Cornell students. COE classes and programs, by complementing academic and classroom offerings, provide students with real world leadership and team opportunities.

The website URL where information about the program is available :

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

Themed Semester or Year

Responsible Party

Dale Williams

Mgr, Finance

Fraternity & Sorority Affairs

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

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

In 2010, the Cornell New Student Reading Project focused on contemporary issues of the environmental destruction, human-nature interactions, artificial intelligence, and the future of humanity, through the reading of Phillip K. Dicks dystopian novel, "Do Androids Dream of Electric Sheep". One of several lectures offered to freshman was titled "Biodiversity, Ecocomplexity, and the Human Experience" and can be viewed here

<http://www.cornell.edu/video/?videoID=830>

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

Do Androids Dream of Electric Sheep

The website URL where information about the theme is available :

<http://blogs.cornell.edu/reading/prior-readings/>

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Part 1

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

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum? :

Yes

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

The Atkinson Center (ACSF) is led by four faculty - a Director, and three Associate Directors - each representing one of the three thematic areas of sustainability: Energy, Environment, and Economic Development (

www.acsf.cornell.edu/people

).

ACSF uses the 1983 United Nations Brundtland Commission definition of sustainability, "Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs."

Has the institution identified its sustainability-focused and sustainability-related course offerings? :

Yes

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

The ACSF leadership oversees the delivery (publicly, via the web) and annual review of the most comprehensive list of sustainability-related courses at Cornell (

www.acsf.cornell.edu/curricula

). They determined that included courses should be "specifically and substantially addressing sustainability at an introductory, fundamental, or specialized level" rather than "focused" or "related" as suggested by STARS.

For the purposes of this survey, we consider "focused" to include our "introductory" courses, and "related" to include our "fundamental" and "specialized" courses.

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

Yes

The website URL where the sustainability course inventory is posted :

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

Sustainability-Focused Courses

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

Submission Note:

The Atkinson Center (ACSF) leadership oversees the delivery (publicly, via the web) and annual review of the most comprehensive list of sustainability-related courses at Cornell (www.acsf.cornell.edu/curricula

). They determined that included courses should be "specifically and substantially addressing sustainability at an introductory, fundamental, or specialized level" rather than "focused" or "related" as suggested by STARS.

For the purposes of this survey, we consider "focused" to include our "introductory" courses, and "related" to include our "fundamental" and "specialized" courses.

- 60 sustainability-focused courses were offered in 2010-11

- 3965 total courses were offered at Cornell in the 2010-11 academic year. To calculate the total number of courses offered, we selected distinct (not cross-listed) courses and excluded labs/fieldwork/clinics (required for another course), internships, independent studies, and degree required work (like honors thesis, masters & doctoral research).

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

The number of sustainability-focused courses offered :

40

The total number of courses offered :

3965

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

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

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

Submission Note:

The Atkinson Center (ACSF) leadership oversees the delivery (publicly, via the web) and annual review of the most comprehensive list of sustainability-related courses at Cornell (www.acsf.cornell.edu/curricula

). They determined that included courses should be "specifically and substantially addressing sustainability at an introductory, fundamental, or specialized level" rather than "focused" or "related" as suggested by STARS.

For the purposes of this survey, we consider "focused" to include our "introductory" courses, and "related" to include our "fundamental" and "specialized" courses.

- 197 sustainability-related courses were offered in 2010-11

- 3965 total courses were offered at Cornell in the 2010-11 academic year. To calculate the total number of courses offered, we selected distinct (not cross-listed) courses and excluded labs/fieldwork/clinics (required for another course), internships, independent studies, and degree required work (like honors thesis, masters & doctoral research).

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

The number of sustainability-related courses offered :

261

The total number of courses offered :

3965

Number of years covered by the data :

One

A list of sustainability-related courses offered :

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

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :

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

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

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

Submission Note:

53 Cornell departments taught at least one sustainability-focused or sustainability-related course in 2010-11. Courses that were cross-listed in multiple departments counted for each department under which the course was listed.

90 Cornell departments had at least one course listed in the course catalog. Departments which are co-listed under multiple colleges were counted only once.

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

The number of departments that offer at least one sustainability-related or -focused course :

64

The total number of departments that offer courses :

101

A list of departments that offer sustainability courses :

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

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :

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

A copy of the sustainability course inventory :

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

Sustainability Learning Outcomes

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

The number of graduates covered by the sustainability learning outcomes :

798

Total number of graduates :

4961

A list of degree programs that have sustainability learning outcomes :

Undergraduate Majors (and their sustainability-related required courses):

- Agricultural Sciences [CSS 1900]
- Applied Economics and Management [AEM 4510]
- Atmospheric Sciences [Air Pollution & Climate Change course required]
- Bachelors of Architecture [ARCH 3601]
- Biological Sciences (Ecology & Evolutionary concentration) [BIOEE 1610 or BIOSM 1610]
- Biological Sciences (Insect Biology concentration) [BioEE 2780]
- City & Regional Planning (Urban & Regional Studies only) [CRP 3072 or 5540]
- Civil Engineering [CEE 3510]
- Design & Environmental Analysis [DEA 3030]
- Development Sociology [DSOC 2050]
- Earth & Atmospheric Sciences (Science of Earth Systems only) [EAS 2200]
- Entomology [BioEE 2780]
- Environmental Engineering [CEE 4750]
- Natural Resources [NTRES 2201]
- Plant Sciences [Ecology/Env. Biology Course Requirement]
- Science & Technology Studies [STS 2011]

- Science of Natural & Environmental Systems [BIOEE 2610]

Undergraduate Minors (and their sustainability-related required courses):

- Applied Economics [AEM 4510]
- Environmental and Resource Economics [AEM 4510]
- Environmental Engineering [ENGRI 1130 or BEE 4750 or CEE 6230]
- General Development Sociology [DSOC 2050]
- Globalization, Ethnicity and Development [DSOC 2060]
- Natural Resources [NTRES 2201]
- Science and Technology Studies: [STS 2011]
- Sustainable Energy Systems [BEE 4870]
- Urban and Regional Studies [CRP 1101]

Graduate Programs (The following were identified as having sustainability-related learning outcomes, by faculty leaders of the Atkinson Center for a Sustainable Future):

- Applied Economics and Management
- Biological and Environmental Engineering
- Center for Sustainable Global Development
- Civil and Environmental Engineering
- Conservation and Sustainable Development
- Development Sociology
- Ecology and Evolutionary Biology
- Entomology
- Environmental Quality
- Environmental Toxicology
- Geological Sciences
- Horticulture
- International Agriculture and Rural Dev.
- International Development
- Landscape Architecture
- Natural Resources
- Plant Pathology & Plant-Microbe Biology
- Plant Protection
- Regional Science
- Soil and Crop Sciences
- Zoology Graduate School

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

A copy of the sustainability course inventory :

A list or sample of the sustainability learning outcomes associated with the degree programs :

Undergraduate Program in Sustainability

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

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

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

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

Science of Natural & Environmental Systems (SNES) major

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

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

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

Environmental Engineering

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

<http://www.cee.cornell.edu/undergraduate-programs/environmental-engineering-major/v2/>

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

Bachelor of Science in Urban and Regional Studies

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

<http://www.aap.cornell.edu/crp/programs/urs/index.cfm>

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

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

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

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

Graduate Program in Sustainability

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

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

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

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

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

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

Yes

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

Food Systems and Poverty Reduction (IGERT PhD Traineeship Program)

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

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

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

Sustainable Energy Recovery from the Earth

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

http://www.geo.cornell.edu/eas/earthenergy_grad_stud/igert-brochure.pdf

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

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

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

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

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

Sustainability Immersive Experience

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

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

Yes

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

The AguaClara Project at Cornell provides students with hands-on experience in the research, design, implementation, and promotion of small-scale, ecologically and economically sustainable technologies for drinking water treatment systems that can operate without an external power source and be maintained by rural communities in the Global South.

Thus far, students have helped construct five water plants, serving 15,000 people in Honduras. Course credit and internships are available.

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

<http://www.news.cornell.edu/stories/Feb11/AguaClaraUpdate.html>

Sustainability Literacy Assessment

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

Submission Note:

A new comprehensive sustainability literacy survey is under development and will be administered during the Spring 2012 semester.

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

Has the institution conducted a sustainability literacy assessment? :

No

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

No

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

[Carbon Neutral Survey Report.pdf](#)

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

A brief description of how the assessment was developed :

In 2007 a survey was developed by a Communications Dept. faculty member to assess undergraduate knowledge and attitudes about climate change and carbon reduction activities. A sample size of 3,347 students, or roughly 25% of the undergraduate population was included in the survey.

A brief description of how the assessment was administered :

Upon our official request, the University Registrar pulled a random sample of netIDs of freshmen, sophomore, juniors, and seniors with the same gender and minority breakdown as the undergraduate population. The final sample size was 3,347, or roughly 25% of the undergraduate population. In addition to netIDs, the University Registrar provided information regarding gender, year in school, ethnicity and New York state residency. Prior to any data collection, course approval to conduct the research was received from Cornell's Institutional Review Board (Protocol #07-09-069). The approval does not allow for any public presentation of the results by the students or instructors beyond internal use at Cornell. Permission was also sought from Susan Murphy, Vice President of Student and Academic Services.

The research team converted the netIDs into email addresses and sent introductory e-mails with a link to an online questionnaire to all potential respondents. Students who did not respond to the first e-mail received a reminder e-mail with a link to the online questionnaire one week later; those who did not respond to the second e-mail were sent a final reminder e-mail one week later with a link to the questionnaire. As an incentive to complete the survey, potential respondents were told that 30 respondents would be drawn at random to receive a \$3 gift certificate to Mandible Café, Mann Library's new sustainable dining establishment. The first round of questionnaires was mailed on October 7, 2007. Reminder e-mails were sent on October 14, 2007. A third round of questionnaires was e-mailed to all non-respondents on October 21, 2007. Data collection ended on October 25, 2007. Approximately 1% (n=35) of the e-mails were returned as undeliverable, leaving a usable sample of 3,312. Of these, 16.36% (n=542) completed the questionnaire.

A brief summary of results from the assessment :

President Skorton's signing of the American College and University Presidents' Climate Commitment acted as a primary motivator for this research project. We used one item to measure students' familiarity with the commitment. Responses to this question show that Cornell undergraduate students are unfamiliar with Cornell's carbon neutrality commitment, which means that much work remains to inform students about Cornell's commitment. Another set of questionnaire items focused on students' knowledge of global warming, which may influence students' willingness to promote carbon neutrality at Cornell. Our results indicate that the majority of students recognize the processes contributing to global warming and believe that human activities, especially the emission of greenhouse gases, contribute to global warming. We used one questionnaire item to determine whether or not students recognized that the processes behind global warming present a serious problem. An overwhelming majority of students, almost 85%, agree or strongly agree that global warming is in fact a serious problem. We also wanted to assess students' willingness to contribute additional time (in the form of volunteering) and funds to carbon neutrality. Students were much less willing to take extra time and money to help reduce Cornell's carbon footprint, responding positively toward these items ("Very likely" or "likely") less than 50 percent of the time for every item. This indicates that although students are willing to expend small amounts of effort to contribute to climate neutrality (i.e., "Take notes using both sides of the paper," "Switch off the lights if I'm the last person to leave a room."), they are much less willing to be supportive of efforts that elicit more significant personal costs of time and monetary resources.

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

Incentives for Developing Sustainability Courses

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above? :

No

A brief description of the program(s) :

At this time, new course development is already considered to be an important and inherent faculty responsibility, and these kinds of enhancements are thereby ruled out.

However, related conversations are taking place in several areas, particularly for interdisciplinary, cross-college course development.

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

**

The website URL where information about the program is available :

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

A copy of the institution's definition of sustainability research :

In chartering the Atkinson Center for a Sustainable Future, Cornell used a broad definition of sustainability research based around the Brundtland Commission's statement: "Sustainable Development meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainability research requires not only new ways of thinking and organizing that build on the successes of traditional, discipline-based research and teaching to interconnect distinct research communities but also must integrate researchers with practitioners, policymakers and consumers. Problems related to energy, the environment, and economic development are interdependent and interconnected, transcending individual disciplines. Sustainability is a "system problem" and a broad approach is demanded.

(

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

)

Has the institution identified its sustainability research activities and initiatives? :

Yes

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

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

<http://www.sustainablefuture.cornell.edu/partners/index.php>

Thus far, ACSF has directly engaged 230 researchers across all colleges at Cornell, whose work is directly related to sustainability. The Faculty Fellow Browser (

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

) may be searched by research topic or organization.

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

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

Faculty Engaged in Sustainability Research

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

256

The total number of faculty members engaged in research :

1564

Names and department affiliations of faculty engaged in sustainability research :

See website listing below

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :

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

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

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :

The website URL where information about sustainability research is available :

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

Departments Engaged in Sustainability Research

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

Submission Note:

Sustainability research at Cornell is done in a variety of organizations, including departments, institutes, and centers. We have identified faculty researchers in 86 out of 169 such organizations.

Departments which are co-listed in multiple colleges are counted only once.

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

The total number of academic departments that conduct research :

158

The number of academic departments in which at least one faculty member engages in sustainability research :

131

A list of academic departments in which at least one faculty member engages in sustainability research :

Animal Health Diagnostic Center

Animal Science

Anthropology

Applied and Engineering Physics

Applied Economics and Management

Architecture

Atkinson Center for a Sustainable Future

Baker Institute for Animal Health

Biofuels Research Laboratory

Biological and Environmental Engineering

Biomedical Engineering

Boyce Thompson Institute for Plant Research

Bronfenbrenner Life Course Center

Center for Analytic Economics
Center for Applied Mathematics
Center for Molecular Interfacing
Center for Nanoscale Systems
Center for Sustainable Global Enterprise
Center for the Study of Economy and Society
Center for the Study of Inequality
Center for the Study of Pulsed Power Driven High Energy Density Plasmas
Center for Vertebrate Genomics
Center on the Microenvironment and Metastasis
Chemical and Biomolecular Engineering
Chemistry and Chemical Biology
City and Regional Planning
Civil and Environmental Engineering
Classics
Communication
Community and Regional Development Institute
Comparative Literature
Computational Biology
Computer and Information Systems
Computer Science
Cornell Center for Comparative Population Genomics
Cornell Center for Manufacturing Enterprise
Cornell Center for Materials Research
Cornell Center for Wildlife Conservation
Cornell Cooperative Extension
Cornell Energy Institute
Cornell Feline Health Center
Cornell Food Science Institute
Cornell Fuel Cell Institute
Cornell High Energy Synchrotron Source
Cornell Institute for Public Affairs
Cornell Institute for Translational Research on Aging
Cornell International Institute for Food, Agriculture and Development
Cornell Nanoscale Facility
Cornell Plantations
Cornell University Agricultural Experiment Station
Cornell University Museum of Vertebrates
Crop and Soil Sciences
Design and Environmental Analysis
Development Sociology
Earth and Atmospheric Sciences
Ecology and Evolutionary Biology
Economics
Electrical and Computer Engineering
Employment and Disability Institute
Energy Materials Center at Cornell
Entomology

Fiber Science and Apparel Design
Food Science
Global Labor Institute
Government
History
Horticulture
Human Development
Human Dimensions Research Unit
Human Factors and Ergonomics Laboratory
Information Science
Institute for African Development
Institute for Biotechnology and Life Science Technologies
Institute for Cell and Molecular Biology
Institute for Comparative and Environmental Toxicology
Institute for Computational Sustainability
Institute for European Studies
Institute for Genomic Diversity
Institute for Resource Information Systems
Institute for the Social Sciences
Institute for the Study of the Continents
Intelligent Information Systems Institute
International Agriculture and Rural Development
International and Comparative Labor
Johnson Graduate School of Management
KAUST-Cornell Center for Energy and Sustainability
Kavli Institute at Cornell for Nanoscale Science
Labor Economics
Laboratory of Atomic and Solid State Physics
Laboratory of Ornithology
Laboratory of Plasma Studies
Landscape Architecture
Law School
Mario Einaudi Center for International Studies
Materials Science and Engineering
Mechanical and Aerospace Engineering
Microbiology
Molecular Biology and Genetics
Music
Nanobiotechnology Center
Natural Resources
Neurobiology and Behavior
New York State Water Resources Institute
Northeast Dairy Foods Research Center
Northeast Regional Climate Center
Nutritional Sciences Division
Operations Research and Information Engineering
Philosophy
Physics

Plant Biology
Plant Breeding and Genetics
Plant Pathology and Plant-Microbe Biology
Policy Analysis and Management
Polson Institute for Global Development
Power System Engineering Research Center
Rehabilitation Research and Training Center
Romance Studies
School of Hotel Administration
Science and Technology Studies
Science of Natural Environmental Systems
Shoals Marine Laboratory
Society for the Humanities
Sociology
Summer Dairy Institute
Systems Engineering
Theatre, Film, and Dance
Theoretical and Applied Mechanics
Vet Biomedical Sciences
Vet Microbiology and Immunology
Vet Molecular Medicine
Vet Population Medicine and Diagnostic Sciences

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

Sustainability Research Incentives

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

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

Yes

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

Cornell University has been awarded 3 sustainability-related NSF-sponsored "Integrative Graduate Education and Research Traineeship" (IGERT) grants for graduate students:

- Materials for a Sustainable Future
- Food Systems and Poverty Reduction
- Sustainable Energy Recovery from the Earth

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

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

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

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

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

Yes

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

Since 2008, the Atkinson Center's Academic Venture Fund (AVF) has been the primary program for sustainability-related research within Cornell. The fund stimulates cross-disciplinary research in sustainability science at Cornell and promotes activities with the potential to attract external partners in industry, government, NGOs, and foundations. Thus far, the AVF has supported 35 projects for a total of \$2.89 Million.

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

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Helene Schember

Executive Director

Atkinson Center for Sustainable Future

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

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

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Gilbert Delgado
University Architect
Capital Projects & Planning

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

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

Total building space that meets "Eligible Buildings Criteria" :

14807690 *Square Feet*

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Platinum certified :

STARS Reporting Tool | AASHE | Sierra Magazine

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted :

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies :

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Building Design and Construction

Responsible Party

Gilbert Delgado

University Architect
Capital Projects & Planning

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

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

New building space that meets "Eligible Buildings Criteria" :

336262 *Square Feet*

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

17079 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

311532 *Square Feet*

New building space that is LEED Platinum certified :

0 *Square Feet*

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

http://www.fs.cornell.edu/fs/ir/Cornell_Green_Building_Guidelines.pdf

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted :

03/30/2006

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

The above referenced Cornell Green Building Guidelines have been superceded by a university commitment to pursue LEED certification (silver level minimum) for all new buildings and renovation projects exceeding \$5M in value.

The following buildings have been certified LEED GOLD at time of submission:

- Weill Hall (272,242 GSF)
- CCHPP Office Addition (3,060 GSF)
- Riley Robb Biofuels Lab (36,230 GSF)

Others major buildings are registered and in process of certification by USGBC.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :

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

Responsible Party

Gilbert Delgado

University Architect
Capital Projects & Planning

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

15279627 Square Feet

Total occupied building space :

15279627 Square Feet

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

Indoor air quality is managed at Cornell by a coordinated effort among building occupants, facility coordinators for each building, facility maintenance workers and Environmental Health and Safety staff. Auditing of ventilation equipment is part of the ongoing facility maintenance program, with specific buildings having specific monitoring and auditing plans on a risk-based basis. Environmental Health and Safety staff take the lead on responding to complaints, in close coordination with local facility coordinators and occupants.

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

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Steve Beyers

Facilities Environmental & Energy Engineer

Facilities Engineering

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<http://www.sustainablecampus.cornell.edu/climate/climate.cfm>

Does the inventory include all Scope 1 and 2 emissions? :

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

Does the inventory include embodied emissions from other purchased products? :

No

Does the inventory include emissions from solid waste disposal? :

No

Does the inventory include another Scope 3 emissions source not covered above? :

No

If yes, please specify :

Does the inventory include a second Scope 3 emissions source not covered above? :

No

If yes, please specify :

Does the inventory include a third Scope 3 emissions source not covered above? :

No

If yes, please specify :

Does the inventory include a fourth Scope 3 emissions source not covered above? :

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Steve Beyers

Facilities Environmental & Energy Engineer

Facilities Engineering

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005 :

246000 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

8534

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

21615.60

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

2348

Scope 1 and 2 gross GHG emissions, performance year :

180000 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year :

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

*

On-campus residents, performance year :

9036

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

21890.60

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

2125

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

*

Air Travel Emissions

Responsible Party

Steve Beyers

Facilities Environmental & Energy Engineer

Facilities Engineering

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

Yes

A brief description of the policies and/or programs :

The 2009 Climate Action Plan endorsed by the Board of Trustees includes a section on emissions reductions from business travel. The section reads:

"This action promotes the use of less carbon-intensive travel modes for business trips. Education and awareness are central components. With a high reduction goal, this would also include a portal to assist in finding/booking lower-carbon travel. A vital component would be increased use and availability of teleconferencing tools and facilities. The current fiscal environment creates an incentive to reduce costs through substituting teleconferencing tools for travel where appropriate.

Reductions in business travel emissions are difficult. Business travel is not centrally controlled or regulated by the university—generally the main limitation being individual budgetary restrictions. Business travel also complements Cornell's educational mission, whether by researchers attending conferences or by staff supporting the ongoing operations of the university.

The recommended approach to reducing this sector's carbon footprint is the development of a business travel model decision system. This program would assist travelers in understanding the impacts of their travel and seeking a less carbon-intensive alternative where feasible. Education and awareness will be central to achieving reductions in business travel-related emissions. This will include raising awareness about not only the impacts of such travel, but also the array of less carbon-intensive options available (e.g., ground vs. air travel, direct vs. indirect flights).

Another key component of this plan would be increased investment in and reliance on teleconferencing. Travelers would be encouraged to consider teleconferencing in place of an actual trip. To this end, teleconferencing capability standards will be established for individual computers as well as for centralized meeting facilities. Building and renovation standards should recommend the installation or upgrade of effective teleconferencing facilities, as appropriate.

Two of our current travel-related emissions reduction programs are detailed below.

- 1) Campus to Campus Bus Service
 - 2) Video Collaboration Services
-

Our Campus to Campus bus service, which provides an alternative to the University's highest-frequency destination (New York City), has resulted in an expanded service that now operates 20 round-trip routes per week serving up to 32 passengers per trip. Expanded service to additional metropolitan regions in the northeast are also being evaluated. Some of these trips replace travel by private or fleet car while others replace airline trips.

Greenhouse gases from flying are even higher than driving; if four people carpool to a conference 250 miles away instead of flying, they'd save roughly 1.2 tons of CO₂-e (and roughly \$1,000). If their destination is NYC, the Campus-to-Campus bus reduces emissions even more!

More information is available at

<http://transportation.fs.cornell.edu/coach/>

Video Collaboration Services provides complete AV support for campus. Services include:

Point-to-Point Videoconferencing: Share your classroom content or presentations, or talk face-to-face between two geographic locations.

Multipoint Videoconferencing: Share your classroom content and presentations, or talk face-to-face between three or more geographic locations.

Desktop Videoconferencing: Build relationships with remote colleagues, face-to-face from your desktop.

Webconferencing: Collaborate with teams and classes live over the web with a combination of chat, video chat, desktop sharing, and whiteboarding.

More information is available at

<http://www.it.cornell.edu/services/av/about.cfm>

The website URL where information about the policies and/or programs is available :

http://www.sustainablecampus.cornell.edu/climate/Climate_Action_Plan_Archive_2009/CAP2009.pdf

Local Offsets Program

Responsible Party

Steve Beyers

Facilities Environmental & Energy Engineer

Facilities Engineering

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

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

The website URL where information about the program is available :

<http://fingerlakesclimatefund.org/>

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Therese O'Connor

Mgr, Training & Development
Dining-Administration

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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

Submission Note:

21% of total food expenditures are grown and/or processed within 250 miles of Cornell University or third-party certified.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

21

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

*

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

<http://www.campuslife.cornell.edu/campuslife/dining/sustainability.cfm>

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?

:

Yes

A brief description of the trayless dining program :

In order to reduce food waste and electrical use, and to save thousands of gallons of water each month, Cornell Dining introduced trayless dining in 2008. Currently seven of the ten All You Care to Eat dining rooms are trayless. Trayless dining has also been implemented at two of the larger retail locations.

List the year the program was started :

Jan. 1, 2010

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

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

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

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

The website URL where information about the program is available :

<http://www.campuslife.cornell.edu/campuslife/dining/sustainability.cfm>

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

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

Yes

A brief description of the vegan dining program :

One of Cornell Dining's top priorities is to offer vegan and vegetarian entrees, sides, soups, and grab-n-go items in all of its dining locations. At each of the ten All You Care to Eat locations, it is a standard to offer a complete protein vegetarian or vegan entrée and side at the hot traditional station. Some examples of the vegan options include sweet potato cashew patties, tofu and broccoli stir fry, tempeh scaloppini, and quinoa stuffed peppers. In addition to the hot traditional stations at the AYCTE locations, there is always a vegan or vegetarian soup, and vegan options at the salad bar, grill, and deli including hummus, grilled portobello mushroom, and tomato masala soup.

Cornell Dining also has over 20 retail locations. Each location boasts a different vegan item on the menu. Additionally, Cornell Dining has one retail location, One World Café, where the entire menu is vegetarian or vegan options. Examples of vegan options sold at retail operations include: Suzie's Reuben (a vegan sandwich made with vegan cheese and locally produced seitan), the Atrium Vegetable Wrap and Poblano Small Planet Burger.

Cornell Dining boasts a number of healthy grain bars. Grains are high in protein and are a popular choice for many vegans. At Jansen's Market, one of Cornell Dining's convenience stores, a Peanut Butter Sandwich Bar is featured. Customers can make their own sandwich with fresh peanut butter, ground on site, with various toppings, including locally made apple butter, organic jelly, raisins, chocolate chips, and banana chips.

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

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

Trans-Fats

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :

Yes

A brief description of the trans-fats avoidance program, policy, or practice :

Trans fats are not in any fryer oils used on campus. Anytime Cornell Dining adds a new food into our repertoire, we require it to be trans-fat free. Two years ago, we evaluated foods with trans-fats; we have been able to find transfat -free replacements on all but 10 food items out of more than 20,000 items.

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

Guidelines for Franchisees

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :

A brief description of the guidelines for franchisees :

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

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

Yes

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

Pre-consumer composting includes all food waste and compostable paper and plant-based products being composted during preparation and cooking before being served to customers. This would include all produce, dairy, and meat trim loss and any other food products that would not be eaten or salvaged.

The overall percentage of meals for which pre-consumer scraps are composted :

The percentage of meal plan meals for which pre-consumer scraps are composted :

The percentage of retail facility meals for which pre-consumer scraps are composted :

The percentage of conference meals for which pre-consumer scraps are composted :

The website URL where information about the composting program is available :

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

PostConsumer Food Waste Composting

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

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

Yes

A brief description of the postconsumer food waste composting program :

Farm Services operates the university compost facility, which won a 2009 EPA Environmental Quality Award. It handles 57 waste streams and about 5,000 tons of waste annually that would otherwise be trucked to a landfill more than 30 miles away. Farm services collects about 850 tons of food scraps and other compostables from 15 dining hall on campus. It also transports and composts an additional 3,300 tons of animal manure and bedding from the School of Veterinary Medicine and 300 tons of plant material and soil from greenhouses and other plant growth operations on campus.

The percentage of overall meals for which postconsumer composting is available :

The percentage of meal plan meals for which postconsumer composting is available :

The percentage of retail facilities for which postconsumer composting is available :

The percentage of conference meals for which postconsumer composting is available :

The website URL where information about the composting program is available :

<http://www.cuaes.cornell.edu/cals/cuaes/ag-operations/farm-services/index.cfm>

Food Donation

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Cornell Dining regularly donates excess produce and dairy product to the Food Bank of the Southern Tier.

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

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

Recycled Content Napkins

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

Does the institution use recycled content napkins in its dining service operations? :

Yes

A brief description of the purchasing behavior :

All napkins used in Cornell Dining's facilities are fully compostable, and made of recycled materials.

The website URL where information about the purchasing is available :

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

Reusable Container Discounts

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :

Yes

A brief description of the reusable mug program :

Cornell Dining has two reusable mug discount programs. Cornell Dining sells a reusable mug for \$4.99 at fourteen retail locations. The \$4.99 price includes the first beverage. After the first purchase, when a customer brings back their Cornell Sustainable mug they can purchase a large beverage for the price of a small. Since 2007, Cornell Dining has sold nearly 1,600 of the reusable mugs.

The second sustainable mug program is our discount refill program. A customer can bring in any type of sustainable mug and get a 16 oz. refill for \$1.50. This is a 40¢ savings off of the regular price.

Amount of the discount offered for using reusable mugs :

0.40

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

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

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

Reusable To-Go Containers

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

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

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

No

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

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

While Cornell earns only 0.28 points for this credit for a slight decrease in energy use intensity (metered usage/sq ft), Cornell has had an Energy Conservation Initiative for well over 15 years. Millions of dollars have been spent to re-commission building systems (\$1.5 million/yr continuous Cx), install new controls and variable frequency drives, energy efficient lighting and occupancy sensors to modulate room temperatures/ airflows/lighting automatically based upon space usage. In addition, all building energy use is measured, recorded and monitored on a regular basis. Cornell is using the metered heating, cooling, and electricity usage of the buildings as the data for this category. Since 2005 (Base Year) Cornell has kept their energy use/gross square foot nearly flat with only a very slight decline. This is commendable in light of the fact that Cornell has added over 1,000,000 square feet (~8% of campus) of research buildings that are high intensity energy users. To achieve the slight decrease in the energy usage per square foot of built space is significant.

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

Total building energy consumption, 2005 :

2343000 MMBtu

Building space, 2005 :

14346948 Gross Square Feet

Total building energy consumption, performance year :

2470000 *MMBtu*

Building space, performance year :

15691855 *Gross Square Feet*

List the start and end dates of the energy consumption performance year :

January 2, 2010 - December 31, 2011

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

Criteria

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

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

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

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

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

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :

10119 MMBtu

Option 2: Non-electric renewable energy generated :

606655 MMBtu

Option 3: Total 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: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :

0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :

1996840 MMBtu

Total energy consumed during the performance year :

3103832 MMBtu

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

Cornell owns and operates two hydroelectric generators. The turbine manufacturer is Ossberger and the units are rated at 712 kw and 997 kw. In addition, there are two solar photovoltaic installations of 15.0 and 2.2 kw.

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

Cornell has installed two solar hydronic hot water systems. The systems use the solar energy to heat water in evacuated tube solar collectors. The systems are designed to offset the need for fossil fuels to provide a portion of the heating and hot water needs of two campus facilities (23 total panels with 30 tubes each). Each tube is rated at 1,000 btu/day at peak summer solar insolation.

Cornell also has a heat exchange facility (Lake Source Cooling) to produce up to 20,000 peak tons of chilled water for campus. It generates renewable cooling by exchange heat to cold water from deep in Cayuga Lake saving 86% of the energy of conventional cooling

(~25 million kWhr/year, about 10% of total campus electricity usage).

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

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :

A brief description of cogeneration technologies deployed :

Cornell placed into service two Solar Titan 130 Combustion Turbines (2@15 MWe)with Rentech dual pressure Heat Recovery Steam Generators in December of 2009. In addition, there are two back pressure steam turbines (8 MWe total) that produce electricity with steam prior to the steam being used for heating purposes on campus. These co-generation systems result in a thermal efficiency of approximately 78% and have allowed the university to discontinue the use of coal. Energy generated with co-generation technology includes electric and steam.

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

<http://energyandsustainability.fs.cornell.edu/sustain/sustenergy/default.cfm>

Timers for Temperature Control

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building? :

Yes

A brief description of the technology used :

All digitally controlled buildings are scheduled to relax temperatures during unoccupied periods to reduce energy use.

The percentage of building space (square footage) with timers for temperature control :

60

The website URL where information about the practice is available :

<http://energyandsustainability.fs.cornell.edu/em/default.cfm>

Lighting Sensors

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building? :

Yes

A brief description of the technology used :

ultrasonic and infrared occupancy sensors are used to control lighting and space temperature/ airflows in multiple buildings throughout campus.

The percentage of building space with lighting sensors :

The website URL where information about the institution's use of the technology is available :

<http://energyandsustainability.fs.cornell.edu/em/default.cfm>

LED Lighting

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :

No

A brief description of the technology used :

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :

The website URL where information about the institution's use of the technology is available :

Vending Machine Sensors

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Has the institution installed vending machine motion sensors for at least one vending machine? :

Yes

A brief description of the technology used :

99% of all vending machines on campus are energy star rated.

In place of installing motion sensors we have chosen to turn out the display lights in some of the vending machines.

The percentage of vending machines with sensors :

The website URL where information about the institution's use of the technology is available :

Energy Management System

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? :

Yes

A brief description of the management system :

All buildings are connected to a central energy management system that allows trending of building energy use.

The percentage of building space monitored with a centralized energy management system :

90

A description of what systems are shut down during unoccupied periods :

Heating, cooling, and ventilation all are reduced or shut down during unoccupied periods where digitally controlled. Laboratory systems are not shut down, but are significantly reduced in airflow in all retrofit and new installations.

The website URL where information about the institution's use of the technology is available :

<http://energyandsustainability.fs.cornell.edu/em/default.cfm>

Energy Metering

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :

Yes

A brief description of the metering system :

All building are metered separately for electric, steam condensate, and chilled water. 20 buildings on central campus have real time metering for electric, steam and chilled water.

The percentage of building space with energy metering :

100

The website URL where information about the metering system is available :

<http://energyandsustainability.fs.cornell.edu/em/default.cfm>

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Mina Amundsen
University Planner
Campus Planning

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
 - 2) Monitor and identify pests
 - 3) Prevention
 - 4) Control
-

Submission Note:

While we are reporting only within the main campus boundary, Cornell University has a much larger extended campus as well as research stations within the county and New York State. CUAES has about 2100 acres of combined crop and forestland. Forested land and non-crop land (building spaces, grass alleys, etc.) occupy about a quarter of the total managed land area (525 acres). Of the remaining 1575 acres of crop land, I would estimate that at least 1400 acres of that is managed in accordance with IPM practices. Details on our specific farms can be found at:

<http://www.cuaes.cornell.edu/cals/cuaes/ag-operations/index.cfm>

Grounds Department IPM -

<http://fm.fs.cornell.edu/file/Pesticide%20pdf.pdf>

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

The size of the campus grounds :

2300 Acres

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

1408 Acres

A brief description of the IPM plan(s) :

IPM is carried out at Cornell by three different groups - the Grounds department, the Cornell Plantations and the Agricultural Experiment Station (CU AES) on the Ithaca campus. The 1,408 acres of open space comprise 61% of the main campus. They include managed landscapes, natural areas and the arboretum, as well as crop fields and wooded areas used for teaching and research. The Grounds Dept. follows IPM procedures in maintaining the campus landscape. By doing so, pesticide use on campus is reduced every year. To control insects, weeds and plant diseases that threaten the lawn, flower, shrub, and tree species, IPM uses a holistic approach that includes many cultural pest control techniques:

- Naturalized landscape design, emphasizing a diversity of species
- Careful site selection and preparation
- Use of hearty, disease- and pest-resistant varieties
- Proper frequencies of watering, pruning, and mowing
- Mulching
- Introduction of naturally occurring organisms to control pests

Cornell Plantations care for about 200 acres of botanical gardens and arboretum as well as a 3000+ square foot greenhouse, a lath house and a raised bed nursery utilizing Integrated Pest Management practices. There are many facets to this system from installation to long-term garden management. Preventative care is established through proper site selection and preparation prior to plant installation. In-depth scouting and monitoring of our collections is conducted for specific pests as well as yearly general assessments throughout the collections. Mechanical practices such as pruning, fall sanitation, utilizing water pressure and even hand removal of pests are employed to limit the need for pesticides. When chemical control becomes necessary, we strive to choose pesticides with least toxic properties. We work to reduce the need for herbicide through mechanical weed control whenever possible both in the gardens and the arboretum. Finally, the program is supported with detailed records of treatment for reference and encouraging the education of our staff of gardeners.

Cornell Plantations also manage the system of natural areas on campus. These areas are actively protected and managed to support the educational mission of the University. Management activities include but are not limited to monitoring, habitat establishment, natural areas restoration, naturalization, invasive species control, and deer over-population management.

The CU AES farm managers follow IPM practices on the greatest majority of their land, production cropland and wherever IPM practices will complement a given research project. The forests are minimally managed, with some selective thinning. CU AES has been removing ash trees in an attempt to minimize the spread of the emerald ash borer, as well as some removal of unwanted or invasive species.

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

<http://fm.fs.cornell.edu/file/Pesticide%20pdf.pdf>

Native Plants

Responsible Party

Mina Amundsen
University Planner
Campus Planning

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

Does the institution prioritize the use of native plant species in landscaping? :

Yes

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

Various departments at the University - academic and administrative manage landscape areas. There has been a long-standing practice of prioritizing and using native plants species in campus landscaping, both in the maintained grounds as well as in the campus landscapes that are used for teaching, research and conservation. This practice is in the process of being formalized into a native plants policy.

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

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

Responsible Party

Mina Amundsen

University Planner

Campus Planning

Submission Note:

Additional website for University Deer Management Study:

<http://wildlifecontrol.info/deer/Pages/default.aspx>

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land? :

Yes

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

Cornell University protects and manages a total of 743 acres of lands on campus as natural areas, wildlife habitats, and naturalistic landscaped areas in support of wildlife biodiversity. These lands include two gorges, 70,425 feet of streams and riparian habitats, mature and successional forests, marsh, wet meadow, and old field habitats, as well as Plantations Botanic Garden and F.R. Newman Arboretum. These areas, which comprise 32% of the campus, are actively protected and managed to support the educational mission of the University. Management activities include but are not limited to monitoring, habitat establishment, natural areas restoration, naturalization, invasive species control, and deer over-population management.

Several of these habitats are recognized for their regional significance, including the Mitchell Street Hawthorn Thicket Natural Area, which is recognized as a "migrant trap" for neo-tropical migrating birds, and the Bull Pasture Ponds, which supports a very high diversity and abundance of amphibians.

Cornell University also supports a deer research and management program to reduce negative impacts of deer overpopulation on and near campus. Discussions and actions regarding deer damage management reflect the University's goal to maintain the integrity of Cornell lands, while being cognizant of related neighborhood impacts. The project is being implemented for the primary purposes of supporting the research, teaching, and outreach functions of Cornell University.

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

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

Responsible Party

Mina Amundsen
University Planner
Campus Planning

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

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

Yes

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

Cornell University has been recognized as a Tree Campus USA university by the Arbor Day Foundation since 2009. The Tree Campus USA program recognizes universities that effectively manage their campus trees in coordination with the surrounding community to foster healthy urban forests, and engage their students in service-learning forestry projects. Annual work programs and submittals for recertification are developed by the Campus Tree Advisory Committee with membership from faculty, students, facilities and the Town and City of Ithaca.

The university's Campus Tree Care Plan is implemented through regular funding through the Grounds Department and Cornell Plantations and project-specific funding from the university's capital project funds. An annual Arbor Day Observance and Student Service Learning Project is conducted in late April with the support of faculty and students from the Horticulture and Landscape Architecture departments.

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

http://www.fs.cornell.edu/clip/fmn_tree.cfm

Snow and Ice Removal

Responsible Party

Mina Amundsen

University Planner

Campus Planning

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

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

Yes

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

The environmental impacts of snow and ice removal are addressed in three broad ways. 1) Reducing the area to be de-iced. Grounds maintains over 53 miles of sidewalks. Through the University's earlier Advancing Sustainability Action Plan (ASAP) we had identified just over 2 miles of walkway closures for winter maintenance ~ 4%. This seasonal closing equates to a reduction of salt usage, equipment fuel, and savings in lawn damage repairs totaling \$11K annually.

Plantations has 5.3 miles of trails of which they have no winter maintenance on 2.2 miles ~ 42%.

2) Through a specific program for efficiency in application and materials. Cornell University has had a De-icing Salt Conservation (Sensible Salt/Calibration) Program in place since 1987. The program emphasizes the most economical use of de-icing salt while maintaining safety on roads and for the environment. The metrics are Environmental, Economic and Social. Environmental metrics include proper storage, handling, application, drainage, and landscaping. Economic metrics include lower operating costs due to reduced salt, as well as continued safe operation of roads. Social metrics include the safety of the campus community and the continuation of campus functions in inclement weather. 3) To use materials that require less salt over time, to reduce environmental impacts to the extent possible. Continued in-house employee training and the expansion of de-icing products to include local recycled brine are being actively pursued. Our bulk salt usage for the last 5 years has been fairly static at 1800 Tons per season with a backup amount of 500 Tons in reserve.

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

Landscape Waste Composting

Responsible Party

Mina Amundsen

University Planner

Campus Planning

Submission Note:

Farm Services, an operation of the CUAES, collects compostable materials from on-campus facilities. Each year, Cornell composts approximately 850 tons of food waste, 3300 tons of animal manure and bedding, and 300 tons of plant material and soil. Organic material for composting is trucked to an established site near campus and unloaded into windrows. Material is turned on a regular basis (as weather permits) with a self-propelled straddle turner machine. Compost is considered finished within 6 to 9 months, and is then available for use on Cornell farm fields, campus construction projects, research trials, and to private purchasers.

A full report on the CUAES compost facility can be referenced at

<http://cwmi.css.cornell.edu/farmservices.pdf>

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings? :

Yes

A brief description of the composting or mulching program :

The majority of the agricultural composting at Cornell is carried out by Farm Services, a Cornell University Agricultural Extension Services (CU AES) operation and includes far more than waste from grounds keeping (please see details in the attached public notes). What constitutes University Grounds includes an extensive area used for agricultural teaching, research and outreach - Since 1992, the Cornell Grounds department has collected thousands of cubic yards of yard waste from normal lawn maintenance activities. All yard waste is ground and composted in order to reduce and reuse materials. This reduces disposal fees, transportation costs and the need to buy topsoil. Our management practices have reduced the amount of material going into landfills as well as the contamination of water sources on and adjacent to the campus.

The percentage of landscape waste that is mulched or composted onsite :

The percentage of landscape waste that is mulched or composted off-site :

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

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

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Tom Romantic
Sr. Director
Supply Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

Facilities Services who serves Cornell through the planning, design, construction, operation and ongoing maintenance of University facilities.

We purchase computers and laptops exclusively from Dell. Dell designs and engineers its products to help prevent pollution and conserve natural resources throughout the system's life. Reducing the environmental impact of Dell products begins at the design stage. Cross-functional product design teams work to make thoughtful and effective decisions that will have positive environmental results throughout the equipment's life cycle.

FS sets the standard for buying green. The systems we purchase are Lead-Free, RoHS Compliant, EPEAT registered, and Energy Star® certified.

<http://computing.fs.cornell.edu/fsit/Sustainable/FSSustainableComputingGuide.pdf>

<http://www2.cit.cornell.edu/computer/green/>

<http://www.sustainablecampus.cornell.edu/energy/energy.cfm>

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted :

<http://www.dfa.cornell.edu/supply/supplierlist/computers/index.cfm>

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

Cornell's preferred suppliers for Computer Hardware provide hardware products that are energy star compliant and meet EPEAT silver and/or gold standards. Purchases that are made through our office are ensured of the standards.

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

6229568.85 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

352121 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

100431558.71 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Tom Romantic
Sr. Director
Supply Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? :

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :

<http://www.dfa.cornell.edu/supply/supplierlist/janitorial/index.cfm>

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

We require this preference to supply green seal and ecologo products in our operations.

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

Yes

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

73477 US/Canadian \$

Total expenditures on cleaning products :

1287136 *US/Canadian \$*

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

Office Paper Purchasing

Responsible Party

Tom Romantic
Sr. Director
Supply Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper? :

Yes

The URL where the recycled paper policy, directive, or guidelines are posted :

<http://www.dfa.cornell.edu/supply/supplierlist/copypaper/index.cfm>

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

Guidelines are present on our website and posted to communications via web posts, newsletters and catalog offerings. Onsite paper vendor representatives are encouraged to promote recycled paper over virgin. In house recycling program supports recycled paper through education to individual departments and students.

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

Yes

Expenditures on 10-29 percent recycled-content office paper :

271856 US/Canadian \$

Expenditures on 30-49 percent recycled-content office paper :

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

253020 *US/Canadian \$*

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

5169 *US/Canadian \$*

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :

0 *US/Canadian \$*

Expenditures on 90-100 percent recycled-content office paper :

100977 *US/Canadian \$*

Total expenditures on office paper :

631022 *US/Canadian \$*

Vendor Code of Conduct

Responsible Party

Tom Romantic
Sr. Director
Supply Management

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business? :

Yes

The website URL where the vendor code of conduct or equivalent policy is posted :

http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_25.pdf

A copy of the vendor code of conduct or equivalent policy :

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :

In our policy (page 13), we state:

"Cornell will maintain the highest standards of business ethics and conduct when interacting with suppliers.

Relationships with suppliers will support the promotion of environmentally preferred practices, diverse business utilization, and small businesses."

Historically Underutilized Businesses

Responsible Party

Tom Romantic
Sr. Director
Supply Management

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :

Yes

A brief description of how the institution meets the criteria :

(1) In our policy (page 12), we specify:

"Cornell University will promote the development of significant and mutually beneficial business relationships with diverse and local suppliers. For more information on diverse suppliers, see

www.sba.gov/services."

(2) Highlighted in our e-procurement tool

Highighted list of vendors on webpage:

<http://www.dfa.cornell.edu/dfa/supply/supplierlist/suppliers.cfm>

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

http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_25.pdf

Responsible Party

Tom Romantic
Sr. Director
Supply Management

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :

Yes

A brief description of the program :

(1) In our policy (page 12), we specify:

"Cornell University will promote the development of significant and mutually beneficial business relationships with diverse and local suppliers. For more information on diverse suppliers, see

www.sba.gov/services."

(2) Highlighted in our e-procurement tool

Highlighted list of vendors on web site:

<http://www.dfa.cornell.edu/dfa/supply/supplierlist/suppliers.cfm>

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

http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_25.pdf

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Responsible Party

Joe Lalley
Director
Facilities Operations

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

This data is only for vehicles owned by Cornell Fleet Services. Currently, we do not have information for all university-owned vehicles. We are working on collecting this data into our fleet management system and will be able to report university-wide next year.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :

6

Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :

0

Hydrogen fueled vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :

0

Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :

0

Total number of vehicles in the institution's fleet, including all of the above :

175

Student Commute Modal Split

Responsible Party

Joe Lalley
Director
Facilities Operations

Criteria

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

Submission Note:

See pages 39-40 of:

[http://www.tgeisproject.org/TGEIS_Documents/t-GEIS
Vol I_July 2008.pdf](http://www.tgeisproject.org/TGEIS_Documents/t-GEIS_Vol_I_July_2008.pdf)

Data from t-GEIS mode share survey:

Students non-motorized:

graduate - walk 31%, bike 4%;

undergrad - walk 71%, bike 1.4%

Students car/van pool

graduate 5.5%;

undergrad 7.5% (incl private shuttle vans)

Students public transit/university shuttle:

graduate 38%;

undergrad 15%

Students drive alone:

graduate 19%;

undergrad 5%

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

The percentage (0-100) of institution's students who use more sustainable commuting options :

89.30

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

10.70

The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

59.90

The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation :

6.80

The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :

22.60

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

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

Employee Commute Modal Split

Responsible Party

Joe Lalley
Director
Facilities Operations

Criteria

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

Submission Note:

See pages 39 - 40:

[http://www.tgeisproject.org/TGEIS_Documents/t-GEIS
Vol I_July 2008.pdf](http://www.tgeisproject.org/TGEIS_Documents/t-GEIS_Vol_I_July_2008.pdf)

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

The percentage (0-100) of institution's employees that use more sustainable commuting options :

43

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

57

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

12

The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :

17

The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :

14

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

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

Bicycle Sharing

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? :

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

The Big Red Bikes bicycle sharing program is student initiated, student run and partially student funded through the undergraduate Student Assembly and student activity fee. Cornell Facilities Operations provides the remainder of the funding. Support is also provided by the Cornell Libraries and the Cornell Outdoor Education program. The bike share started in May 2011 with 20 bicycles, available for same-day check out at the main library through a web-based management system. The program is open to all active students and employees who register for the program, with no fees for use. There are plans to expand the program with 20 additional bicycles and at least one additional location in the 2011-2012 academic year.

In the first two weeks of operation, the bike share program garnered just over 800 user registrations and logged more than 500 individual "rentals".

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

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

Facilities for Bicyclists

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :

Yes

A brief description of the facilities :

Many of the student residence halls include indoor and secure bike storage for building residents only.

Students and employees have free access to showers and/or locker rooms at campus athletic and fitness facilities and some other university buildings. These facilities are not provided specifically for bike commuters, but are available to, and do benefit, bike commuters.

Cornell Green Building Guidelines include Site Strategy SS-4.2: Encourage Bicycle Use, with Baseline Performance Goals that require site and building access by bicycle, bike accommodations in new access roads, connecting to existing bike lanes and paths, university standard bike racks within specified distance from entrances. High Performance Goals include covered bike parking and interior shower facilities for bike commuters.

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

<http://www.sustainablecampus.cornell.edu/getinvolved/Docs/CU%20Sustainable%20Design%20GuideandTemplates%20-%20May%202006.pdf>

Bicycle and Pedestrian Plan

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

Facilities for bicyclists are integrated into the Campus Master Plan adopted in 2008. This plan stresses the importance of encouraging cycling. The Transportation and Circulation portion of the Master Plan can be viewed at:

http://masterplan.cornell.edu/doc/cmp_part_1/transportation_circulation/transportation_circulation.pdf

See pages numbered 136-137.

Cornell's 10-year Transportation Impact Mitigation Strategies (TIMS), has set forth objectives, goals, and timelines for improved bicycle facilities and amenities; TIMS can be viewed at:

http://tgeisproject.org/TGEIS_Documents/Final-Draft-TIMS-060308.pdf

See pages numbered 24-27.

The website URL where information about the plan is available :

http://masterplan.cornell.edu/doc/cmp_part_1/transportation_circulation/transportation_circulation.pdf

Mass Transit Programs

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

The Tompkins Consolidated Area Transit (TCAT) regional transit system (

<http://www.tcatbus.com/>) includes

routes that circulate through campus with the frequency of a shuttle, as well as connecting the campus to nearby retail, commercial and residential areas. All university employees can use their Cornell ID to ride buses free within a zone that encompasses the campus, the City of Ithaca and nearby retail areas.

Tcat also runs commuter routes through surrounding neighborhoods and more remote communities throughout the county and some adjacent counties. Employees who choose to forego a campus parking permit are eligible to receive unlimited access to the regional transit system through the OmniRide program.

<http://www.transportation.cornell.edu/tms/parking/commuting/busservices/employees.cfm>

Students are provided unlimited no fee access to the entire regional transit system during their first year of matriculation. After the first year, all students retain no fee access to transit at night and on weekends, and they are encouraged to purchase university subsidized Student OmniRide passes that provide unlimited access to all Tcat routes.

<http://www.transportation.cornell.edu/tms/parking/commuting/busservices/students.cfm>

The website URL where information about the program is available :

<http://www.transportation.cornell.edu/tms/parking/commuting/busservices/index.cfm>

Condensed Work Week

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :

Yes

A brief description of the program :

Cornell offers a range of flexible work arrangements:

http://www.hr.cornell.edu/life/support/flexible_arrangements.html

including condensed work week:

http://www.hr.cornell.edu/life/support/compressed_work_week.html

A Spring 2011 survey of employees includes flex work questions. Of 593 respondents, 40.6% indicated they have benefited from arrangements for consistently flexible work hours, and 3.2 % indicated they have used the condensed work week option.

The website URL where information about the program is available :

http://www.hr.cornell.edu/life/support/compressed_work_week.html

Telecommuting

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

Cornell offers a range of flexible work arrangements:

http://www.hr.cornell.edu/life/support/flexible_arrangements.html

including telecommuting, individually negotiated and at the discretion of the supervisor:

http://www.hr.cornell.edu/life/support/flexplace_telecommute.html

And computing guidelines for telecommuters who need to access Cornell's network and computing resources remotely:

<http://www.cit.cornell.edu/services/guides/telecommute/>

A Spring 2011 survey of employees includes flex work questions. Of 593 respondents so far, 31.5% have indicated they have benefited from arrangements for working from a remote locations.

The website URL where information about the program is available :

http://www.hr.cornell.edu/life/support/flexplace_telecommute.html

Carpool/Vanpool Matching

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution participate in a carpool/vanpool matching program? :

Yes

A brief description of the program :

Among other support services for commuting alternatives, Cornell contracts with Zimride, Inc. to provide carpool matching for the university community.

http://www.transportation.cornell.edu/tms/parking/commuting/support_services.cfm

This service is also extended to the entire Tompkins County community, as well as employees and students of Ithaca College and Tompkins County Community College.

According to John P. Zimmer, CEO of ZimRide, Cornell continues to be the #1 Zimride platform with 5,382 users.

<http://www.zimride.com/cornell>

The website URL where information about the program is available :

<http://www.transportation.cornell.edu/tms/cms/parking/commuting/sharetheride/index.cfm>

Cash-out of Parking

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

:

No

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution offer reduced parking fees for car and van poolers? :

Yes

A brief description of the program :

The Transportation Services RideShare program, for employees who commit to riding together and sharing a single parking permit, provides graduated discounts on permit fees.

<http://www.transportation.cornell.edu/tms/cms/parking/commuting/sharetheride/carpool/rideshare/>

[benefits.cfm](#)

There is also a community-wide vanpool program administered by TCAT regional transit. The university supports participating employees and students with a variety of incentives and support services:

<http://www.transportation.cornell.edu/tms/parking/commuting/sharetheride/vanpool.cfm>

Other benefits provided to support carpooling and vanpooling include a number of free one day parking permits for days when sharing the ride occasionally doesn't work, and a free ride home for emergency or unexpected situations.

<http://www.transportation.cornell.edu/tms/cms/parking/commuting/sharetheride/carpool/rideshare/>

[benefits.cfm](#)

The website URL where information about the program is available :

<http://www.transportation.cornell.edu/tms/cms/parking/commuting/sharetheride/carpool/rideshare/index.cfm>

Responsible Party

Joe Lalley
Director
Facilities Operations

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

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

Yes

A brief description of the incentives or programs :

Cornell University, the largest employer in Tompkins County, contributes \$200,000 per year to the Tompkins County Affordable Housing Fund to assist people employed in Tompkins County in purchasing proximal housing, that might otherwise be out of reach.

In addition, the Campus Planning Office and Cornell Real Estate have begun conceptual phases of planning and seeking funding for university owned housing for grad students and employees at the campus perimeter.

The website URL where information about the incentives or programs is available :

Prohibiting Idling

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Joe Lalley
Director
Facilities Operations

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

A brief description of the program :

Ithaca Carshare:

"Cornell University is purchasing memberships for eligible employees and students."

<http://www.cornell.edu/search/index.cfm?tab=facts&q=&id=1319>

Cornell memberships, paid or subsidized by the university, account for over 700 of the current total of approximately 1100 Ithaca Carshare memberships.

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

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

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Weight of materials recycled, 2005 baseline year :

2122.59 Tons

Weight of materials composted, 2005 baseline year :

5539.30 Tons

Weight of materials disposed as garbage, 2005 baseline year :

3936.85 Tons

Weight of materials recycled, performance year :

1665.17 Tons

Weight of materials composted, performance year :

3823.40 Tons

Weight of materials disposed as garbage, performance year :

3191.04 Tons

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

0

On-campus residents, 2005 :

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

8534

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

21615.60

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

2348

On-campus residents, performance year :

9036

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

21890.60

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

2125

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

0

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

A brief description of the plan of action to achieve waste reduction goals :

The website URL where information about the institution's waste reduction initiatives is available :

<http://r5.fs.cornell.edu/>

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

Submission Note:

Cornell has a significant, though multifaceted, reuse program. However, weight and quantities of reuse items have not been historically tracked. The reported numbers above do not include reuse data.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

5488.57 Tons

Materials disposed in a solid waste landfill or incinerator :

3191.04 Tons

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

Recycling efforts have a longstanding tradition at Cornell University, and are continuing to grow. In July of 2010 the recycling operation, historically a function of the Grounds Department, became an independent unit in Facilities Operations. This newly minted department is "R5 Operations;" the five R's representing Respect, Rethink, Reduce, Reuse, and Recycle.

R5 Operations oversees the recycle streams for paper, cardboard, glass, tin, plastic, toners and ink cartridges, CD's, computers and electronics, waste oil, scrap metal, wood, tires, and refrigerated units. R5 Operations is also working to improve reuse efforts for office supplies, furniture, and other items.

A core purpose for R5 Operations is a commitment to community engagement. In the 2010-2011 academic year they had a presence at new student orientations, hosted an open house, facilitated Cornell's first year of participation in Recyclemania, celebrated America Recycles Day, hosted a confidential paper shredding event, hosted an electronic scrap collection event, and tabled a number of events. Teaming with departments is a key to growing success. Cornell's Building Care and R5 Operations are currently working jointly to transition the campus to a single stream recycling system. This past fall Cornell's Campus Mail and R5 Operations worked together to start a battery/CD/toner cartridge collection program which has grown collection points for these items from a dozen to well over a

hundred. More team projects are on the way.

Recyclemania 2011 was Cornell's first year in the game, and proved to be a wonderful opportunity for collaboration. The Class Council of 2014 sponsored the competition with broad support from student groups representing all undergraduate classes and many graduate programs. Departments all over the campus worked not only to recycle and compost, but to help boost school spirit through communications and event support.

R5 Operations is only one unit working with waste. Positive impacts on the university's waste stream are broad. To mention only a few efforts: the College of Agriculture and Life Sciences (CALS) operate the on-campus composting program; initiatives in Cornell Dining reduce food waste through improved preparation practices; policies on LEAD certified construction reduce landfill waste; and reduction of printing and paper use in many departments impact the overall waste stream; the Cornell Waste Management Institute serves the campus and the public through research, outreach, training, and technical assistance, with a focus on organic residuals.

Construction and Demolition Waste Diversion

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

955.18 Tons

Amount of construction and demolition materials landfilled or incinerated :

798.77 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

Cornell Green Building Guidelines (located at

http://www.fs.cornell.edu/fs/ir/Cornell_Green_Building_Guidelines.pdf

) have been superseded by a university commitment to pursue LEED certification (silver level minimum) for all new buildings and renovation projects exceeding \$5M in value.

As such Cornell University has a commitment to meet LEED Materials and Resources credit guidelines. Current guidelines can be found at

<http://www.usgbc.org/ShowFile.aspx?DocumentID=8868>

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Electronic Waste Recycling Program

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

Cornell University's solid waste and recycling operation, R5 Operations, collects electronic waste at all Cornell facilities. R5 Operations staff are professional, trained material handlers, and members of the Tompkins-Cortland Counties Building Trades Council, Maintenance Division Union. R5 Operations staff are provided the vehicles and tools to safely move electronic equipment.

Electronics are stored in the R5 Operations facility while waiting for transport by vendor; this is a secure facility.

The current electronic recycling vendor is Sunnking, Inc. which has Responsible Recycling (R2) Practices certification (

<http://www.epa.gov/osw/consERVE/materials/eycling/r2practices.htm>

), disassembles all products within the United States, is located locally in Brockport, NY, and has a 97% recycle rate.

Sunnking, Inc. shreds all hard drives and provides Cornell with a certificate of destruction for each load of materials.

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

The electronic waste recycling program is a function of the University's solid waste and recycling operation, R5 Operations.

Electronics are collected during routine daily recycling collection stops, are collected upon request, and are collected during building cleanouts. Any staff member at the University may request an item be collected for recycling.

R5 Operations owns and operates a machine to degauss hard drives, as needed, prior to destruction.

Cornell recycled 110.8 tons of electronic waste in 2010. Accepted electronics include, but is not limited to: Monitors, CPUs and hard drives, keyboards, circuit boards, cables, mice, printers, copiers, microwave ovens, televisions, cell phones, fax machines, power cords, extension cords, power strips, answering machines, fax machines, typewriters, pagers, cameras, VCR/DVD players, CD's, remote controls, and radios/stereos/tapes/records/8 track tape players.

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

The electronic waste recycling program for students is multifaceted.

Electronics are collected through Student and Academic Services in residence halls. Depending on the item and time of year electronics are collected and transferred to R5 Operations for recycling and destruction or are inventoried and sold through the annual "Dump and Run" program.

Students also may donate personal computers to the student run Cornell Computer Reuse Association where computers are refurbished and donated. The website for this organization is

<http://rso.cornell.edu/ccra/>

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

<http://r5.fs.cornell.edu/>

Hazardous Waste Management

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Criteria

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

Submission Note:

This program complies with New York State Department of Environmental Conservation requirements, including submission of annual waste generation and waste minimization reports which describe these impacts in quantitative detail.

2009 Waste Minimization Report Letter cannot be attached, but is available by emailing Spring Buck at scb23@cornell.edu

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

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

Yes

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

Cornell University's Environmental Health and Safety department operates chemical waste management program that collects these wastes from campus generators. This program includes generator training, pollution prevention efforts, and careful consideration of disposal options to minimize environmental impacts associated with these wastes.

Each type of hazardous waste is handled and processed differently, but in a safe and compliant manor. There are also other activities tied to these waste streams to reduce the volume generated as well as the volume disposed.

The largest hazardous waste stream generated currently is Regulated Medical Waste (RMW), it totals 109 tons a year. The final disposal of RMW is handled by the College of Veterinary Medicine but EH&S manages the areas outside the Vet College. The Environmental Health and Safety (EH&S) department provides guidance to the campus regarding RMW disposal and treatment. EH&S recommends only collecting the contaminated materials as RMW and disinfecting the liquids and other items as much as practical. The Vet College has the ability to treat infectious carcasses on campus and does not require them to be shipped off for disposal, the final product is a non-hazardous solid waste. This is also true just recently with the installation of a Rotoclave at the Vet College. It will process most types of RMW including sharps and treat them to the point they also can be disposed of as non-hazardous solid waste. The introduction of the [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

rotoclave has allowed the campus to switch over to a bin system that is directly dumped into the rotoclave. This greatly reduces the handling of RMW in return reducing the amount of risk to the handler and the amount of PPE used and contaminated. The specifics of the disposal aspect of the program can be further outlined by the Vet College.

The second largest waste stream is Hazardous Waste at the total of 58.6 tons a year. The chemical waste is collected by EH&S and stored at our 90-day facility, once there additional steps are taken to segregate the waste. The hazardous waste is segregated by hazard into secondary bins. The bins that contain items suitable for bulking are bulked once a week. The bulking process reduces cost for disposal, but in turn reduces volume by decreasing the number of containers destined for disposal along with the hazardous waste. Many of the items meeting the bulking criteria are collected in re-usable containers also reducing the amount of empty containers that would be disposed of as solid waste. There is also waste that does not meet the definition of hazardous waste, but for the safety of the environment is not suitable for drain or trash disposal. These types of waste are handled by the broker and processed to reduce the risk prior to disposal. Chemical waste that meets the criteria of recycling is removed from the hazardous waste stream. It is then processed to recover the material for recycling or directly recycled to other processes that could use the material.

In the forefront of the chemical waste program stand many small programs and processes to track and reduce the chemicals used in the lab. The first is the surplus chemical recycling program, which takes un-used product that labs no longer need. The items are stored by EH&S and posted to an on-line site that labs can view and request items from. The chemical inventory system varies on campus by location, the most complete being the chemistry department. They have a central procurement system and location, then distribute chemicals to the labs and track their disposal via bar code. There is also campus wide tracking systems to meet the Department of Homeland Security and Comprehensive Environmental Response, Compensation and Liability Act requirements. Another process initiated by EH&S is campus building cleanouts, which occur in about 3 buildings each on a rotating basis. This is a process where EH&S visits each lab and assess the chemical inventory on hand and assist them in evaluating the need for each chemical. The recovered chemical are either recycled to other users or disposed of safely reducing the liability and risk in each lab.

The final waste stream generated on campus is radioactive waste, which make up only 3.4 tons of waste. All radioactive material including waste is controlled by EH&S using a single point entry and exit. EH&S recommends by procedures outlined in the Radiation Safety Manual methods for surveying radioactive waste, this process reduces the waste to only material with detectable radioactivity. Any material that does not meet the definition of radioactive is disposed of only by EH&S as solid waste. Any waste that has a half-life of 90 days or less is held on-site for decay. Once the material has decayed a minimum of 10 half-lives and meets the disposal criteria is disposed of as solid waste minimizing the amount of radioactive waste generated. The waste that is shipped off has two processes to reduce volume. One waste stream is incinerated for volume reduction and burial and the other is used for energy recovery. The volume of radioactive waste is small compared to others, but is highly regulated and weighs heavy on public perception.

In summary EH&S provide the University with the best possible guidance to meet regulatory compliance and also to promote good stewardship of the waste that they are generating. We make every feasible effort to reduce, reuse and recycle waste material as part of our programs. We also have a very good community relation with our Department of Public Works and work closely with them.

Website Information:

Lab Safety Manual:

<http://www.ehs.cornell.edu/LRS/LSM.cfm>

Chemical Waste Manual:

<http://www.ehs.cornell.edu/LRS/HWM/manual/HWM.cfm>

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

Cornell University Health and Safety Policy establishes EH&S as having the responsibility for administering Cornell's chemical waste management program and establishing policies and procedures for proper chemical waste management. This program is fully described at the URL provided below.

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

<http://www.ehs.cornell.edu/LRS/HWM/manual/HWM.cfm>

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :

Yes

A brief description of the program :

Cornell University surplus programs are currently decentralized and include the CATS program, the Facilities Services Reuse Program, and the Human Services Coalition Listserv. Additionally, the University contracts with Sedgwick Business Interiors utilizing their Asset Inventory Management (AIM) program:

CATS Program:

The Cornell Assets Transfer System (CATS) run by the Division of Financial Affairs - Cost and Capital Assets Department. This system is intended for items with a value exceeding \$5,000 (though often used for items under \$5,000), and is designed to connect those with available campus assets with those who can put the assets to further use. The Office of Community Relations coordinates equipment requests from the off-campus community where it is appropriate for assets to be gifted to an individual or outside agency.

Facilities Services Reuse Program:

The Facilities Services reuse program is operated by R5 Operations. As items are collected for disposal R5 Operations appropriately sorts furniture and office supplies for donation to the Fingerlakes Reuse Association, for the annual Dump and Run sale organized by Campus Life, or is stored through the Sedgwick Business Interiors AIM program for future use by University Departments.

Sedgwick Business Interiors Asset Inventory Management (AIM) program:

AIM Program inventories all furniture for account/project. The Sedgwick project team generates a customized Internet based asset inventory (AIM) list of all items stored. Items catalogued are rated as to their present condition to be used as a reference when items are re-deployed to other areas.

AIM allows users to view all reserved, stored product online for future moves and reconfigures, leaving anything un-used stored. By managing active customer inventory, through reliable consistent information, better utilization of assets may be achieved and less product will be purchased; customer standards may be identified and managed, allowing for reduction in asset levels and customer storage costs. Current accounts/projects on the Cornell campus include those in the College of Human Ecology, the Statler Hotel, Campus Life, the College of Agriculture and Life Sciences, and more.

Human Services Coalition Listserv:

The mission of the Human Services Coalition is to identify information and service needs, to provide planning and coordination, and to enhance the delivery of health and human services in the Tompkins County area.

The listserv is open to persons who are affiliated with the non-profit sector. This may include employees or volunteers at not-for-profit

agencies, county and city departments, elected officials, board members, or other affiliates. An award by the Appalachian Regional Commission to the Tompkins County Collaborative Communications Project, in cooperation with Cornell University, provided funding for this service. Over 11,000 individuals subscribe to the listserv.

Departments at Cornell University frequently utilize the listserv to post items available for reuse.

Listserv address:

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

The website URL where information about the program is available :

<http://r5.fs.cornell.edu/about/reuse.cfm>

Limiting Printing

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Submission Note:

A news article on the environmental impact of the Net-Print program can be found at:

<http://www.news.cornell.edu/stories/March07/net-print.html>

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

Does the institution limit free printing for students in all computer labs and libraries? :

Yes

A brief description of how printing is limited :

There is a cost for all printing at libraries and computer labs. Printing at these facilities is managed through a program named "Net-Print" which allows students, faculty, and staff to create an account, make payments in advance or, for students, be charged monthly on one's University Bursar bill.

Costs vary depending on location, paper size and color choice (black and white or color print).

In addition to printers photocopy machines are located in libraries.

There is no charge for scanning a document to a flash-drive, or sending a scan of a document to an email account.

All printed photocopies incur a cost paid by cash, or with advance purchase of a copy card.

Costs vary depending on location, paper size and color choice (black and white or color copy).

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

<http://www.cit.cornell.edu/services/netprint/about/index.cfm>

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Submission Note:

The website URL where information about the practice is available:

<http://courses.cuinfo.cornell.edu/>

<http://registrar.sas.cornell.edu/courses/roster/sp11>

<http://www.cornell.edu/search/?tab=people>

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :

Yes

A brief description of the practice :

Cornell has placed its course catalog online for a number of years while reducing the number of paper copies that are printed. As of the 2011-2012 academic year, paper catalogs will be eliminated altogether. Users can select pages or sections of the online catalog and turn them into pdf files that they can keep on their computers and/or print themselves.

<http://courses.cuinfo.cornell.edu/>

Cornell has a searchable "course and time roster" posted online.

<http://registrar.sas.cornell.edu/courses/roster/sp11>

The university has an online directory that replaced a printed phone book that was discontinued in 2009.

<http://www.cornell.edu/search/?tab=people>

The website URL where information about the practice is available :

<http://courses.cuinfo.cornell.edu/>

Chemical Reuse Inventory

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Submission Note:

The inventory referred to in this credit refers to an ongoing inventory of the chemicals available for reuse on a campus wide basis through the Environmental Health and Safety program found at this URL.

http://www.ehs.cornell.edu/chem_lab_safety/SurplusChemical.cfm

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

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

Yes

A brief description of the program :

As a sustainability and waste minimization effort, Cornell University maintains a surplus chemical recycling program available for Cornell researchers. By using (and helping to promote) the surplus chemical recycling program, researchers can save money on chemical purchases and help to minimize chemical waste.

The chemicals available through the surplus chemical recycling program are in containers that are unopened or in very good condition. Chemicals available in the surplus chemical recycling program are FREE of charge!

The website URL where information about the practice is available :

http://www.ehs.cornell.edu/chem_lab_safety/SurplusChemical.cfm

Move-In Waste Reduction

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

Submission Note:

Significant efforts are in place each year to reduce move-in waste, however these efforts do not at this time qualify as a program.

Additional collection containers for cardboard are placed at each residence hall, custodial staff work additional hours to assist with material collection and direction of students and families in proper recycling of materials, and recycling information is provided during orientation and with tabling on move-in day.

Student driven efforts are currently in planning stages for 2011 move-in waste reduction and we anticipate a program will be piloted in 2011, and will be an official recurring program in 2012.

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

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

Yes

A brief description of the program :

This August, waste on Move-In Day was reduced by ensuring proper sorting of recyclables, compost and landfill and by eliminating the need to supply volunteers with bottled water. Members of a student group, the Cornell Organization for Resource Efficiency (CORE), monitored dumpsters around buildings and compost bags in the area's only A La Carte dining location, Bear Necessities. This location does not have a compost station available, so the building's staff provided bags next to current waste stations and CORE volunteers monitored these bags and educated new students.

Additionally, all Orientation volunteers and new students, approximately 5000 students, received metal reusable water bottles. Orientation volunteers work hard to help move belongings into buildings and this gift eliminated the need to provide bottled water, therefore greatly reducing waste created.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Spring Buck
R5 Manager
Facilities Operations

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

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

Yes

A brief description of the program :

Dump & Run is Cornell's annual campus-wide waste-reduction and recycling program to reduce move-out waste. Student and staff volunteers collect items students might otherwise throw away when leaving campus in May, sort and organize the collected items over the summer, and resell them at a large community sale when students return in August.

Items are collected from both university owned residence halls and apartments, as well privately owned apartments and houses. Items collected include clothing, shoes, organizational units, working appliances and electronics, furniture, sporting items, coat hangers, decorations, new toiletries, non-perishable food, text books, etc.

Proceeds from each Dump & Run sale are donated to local nonprofit organizations. In spring 2010, Dump & Run volunteers helped collect approximately 22 tons of reusable items, and raised more than \$41,000 at the August 21-22 sale.

Since Cornell's Dump & Run program began in 2003, the university's program has contributed nearly \$200,000 to Ithaca-area charities, and donated many tons of reusable goods to local human service agencies.

Dump & Run is organized by Cornell students, with support from Campus Life. Cornell's program is modeled after a national program; visit

www.dumpandrun.org

for more information.

The website URL where information about the program is available :

<http://www.dining.cornell.edu/campuslife/dump-and-run.cfm>

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Chris Bordlemay

Water/Wastewater Manager
Energy and Sustainability

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:

Cornell Water System Production-(water served to the City of Ithaca + water served to the Town of Ithaca)+ (water purchased from Bolton Point).

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

Water consumption, 2005 baseline year :

475739480 Gallons

Water consumption, performance year :

445461808 Gallons

List the start and end dates of the water consumption performance year :

0

On-campus residents, 2005 :

8534

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

21615.60

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

2348

On-campus residents, performance year :

9036

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

21890.60

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

2125

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

0

Indication of whether institution has a stated commitment to water use reduction goals :

A brief description of the plan of action to achieve water use reduction goals :

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

Stormwater Management

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

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

Yes, In its current form, the program focuses on new development/redevelopment and proper operation and maintenance of stormwater management practices. The Cornell Comprehensive Master Plan addresses campus-wide stormwater management, and outlines the goals and approaches which include retrofitting existing development, where feasible.

At a minimum, Cornell's stormwater management efforts must comply with Federal Environmental Protection Agency (EPA), New York State Department of Environmental Conservation (NYS DEC), and local municipal stormwater regulatory requirements.

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

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

Does the institution have a living or vegetated roof? :

Yes

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

Several examples of living or vegetated (green) roofs at Cornell have been implemented pursuant to LEED initiatives and for stormwater management benefits.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Porous paving has been used for two parking lots. Where required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual.

<http://www.dec.ny.gov/chemical/29072.html>

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

Where applied or required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

Where required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual.

<http://www.dec.ny.gov/chemical/29072.html>

In some cases, stone filter swales/drainage were voluntarily incorporated in parking lot and roadway redevelopment projects.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

Where applied or required, these practices were designed and constructed in accordance with the NYS Stormwater Management Design Manual.

<http://www.dec.ny.gov/chemical/29072.html>

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

Yes

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

Several other stormwater technologies and strategies have been used:

- bioretention systems
- subsurface filter chamber systems
- vegetated filter strips
- sediment settling forebays
- rain gardens

Waterless Urinals

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

Submission Note:

Waterless urinals were piloted unsuccessfully - removed due to severe odor problems.

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

Does the institution use at least one waterless urinal? :

No

A brief description of the technology employed :

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

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

Does the institution have building-level water consumption meters for at least one building? :

Yes

A brief description of the water metering employed :

All buildings metered and monthly bills sent.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

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

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

Yes

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

Grounds has an underground 1,000 gal tank that is located in the Nursery area that captures water from our irrigation system. We have a pumping station that fills our water trucks and hydro seeder for utilization back on campus. The new Physical Sciences building has a grey water system that is used for irrigating their raised patio plantings situated between Physical Sciences and Rockefeller Hall.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

Submission Note:

Additional information on the broader 'naturalization' initiative that involves landscape planning to introduce native plants, and reduce the need for watering and mowing can be found here:

Current 'Campus Naturalization Zone' signage

<http://fm.fs.cornell.edu/file/campusnaturalization.pdf>

2009 Naturalization Team Report

<http://fm.fs.cornell.edu/file/Naturalization%20Action%20Team%20report%20outline.pdf>

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :

Yes

A brief description of the program or practice :

Green Roofs were designed utilizing xeriscape landscaping techniques. Current data has .9 acre of xeriscape on the endowed side, .5 acre on the statutory side and ~1.2 from campus life. Various varieties of Sedum populate the majority.

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

<http://www.news.cornell.edu/stories/Aug09/landscapeTour.html>

Weather-Informed Irrigation

Responsible Party

Chris Bordlemay

Water/Wastewater Manager

Energy and Sustainability

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

Yes

A brief description of how weather data or sensors are used :

The Grounds Dept. manages 2.5 acres of irrigated turf. Each site has a Rain Sensor that automatically measures precipitation and prevents the irrigation system from watering in rainy conditions. The system automatically shuts off preventing over watering during a rain event.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Robert Bland
Sr. Director
Energy & Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

President David Skorton formed a 13-member President's Sustainable Campus Committee (PSCC) to oversee all aspects of sustainability in campus operations and facilities.

The PSCC, includes representatives from operations and academic staff, students and faculty, and is involved across 10 areas of sustainable campus activities: energy, climate, water, food, waste, buildings, people, land, purchasing and transportation. Teams of staff, students and faculty implement actions in each of these areas.

A PSCC Communications Subcommittee provides support for on-campus and external communications relating to campus sustainability and the PSCC prepares an annual progress report on Cornell's campus sustainability initiatives and commitments.

Members of the committee, including affiliations :

Co-chairs:

V.P.Facilities Services:Kyu Whang, co-chair;

Liberty Hyde Bailey Professor of Natural Resources: Tim Fahey, co-chair;

Committee Manager:

Sustainability Office: Daniel Roth, Associate Director for Sustainability

Units with members involved include::

Senior Director Energy and Sustainability Department: Bert Bland, committee manager;

Atkinson Center for a Sustainable Future: Lauren Chambliss, communications director

Student and Academic Affairs: Dale Williams; assistant dean of students for Facility and Finance;

Planning and Budget: Mary-Lynn Cummings, director of space planning;

Government and Community Relations: Gary Stewart, deputy director, Community Relations;

University Communications: Tracy Vosburgh, director of public affairs;

Human Resources: Linda Croll Howell, director of work/life services;

Agricultural Experiment Station: Michael Hoffmann, Associate Dean and Director;

Dean of Students: Kent Hubbell

Undergraduate student: Elyssa Dixon, student sustainability intern;

Graduate student: Natalie Grillon, MBA candidate, S.C. Johnson Graduate School of Management, concentration in Sustainable Global Enterprise.

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

<http://www.sustainablecampus.cornell.edu/about/pscc.cfm>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Sustainability Office works with students, staff, faculty and community members to catalyze Cornell's transformation into a sustainable campus, including its energy infrastructure. The Sustainability Office is a section within the Energy & Sustainability Department.

The number of people employed in the sustainability office :

8

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

<http://www.sustainablecampus.cornell.edu/about/about.cfm>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Daniel Roth

Sustainability coordinator's position title :

Associate Director for Sustainability

A brief description of the sustainability coordinator's position :

Responsible for providing the vision, organizational strategy, and leadership for the E&S Sustainability Office in advancing operational and programmatic sustainability efforts. Develop programmatic partnerships between the faculty, students, and staff that advance the environmental sustainability actions defined in the 2010-2015 Strategic Plan. Provide senior administrators, faculty, staff and students with the knowledge, skills, and motivation to integrate sustainability values and practices into strategic planning processes, operations and resource management, and overall University practices. Collaborate with students, faculty, staff, relevant committees, and external partners to support and enhance current sustainability initiatives, and provide leadership in assisting the University to continue to enhance its efforts and reputation with regard to sustainability programs. Develop and supervise student internship program. Provide expertise in facilitation, capacity building, educational and outreach program planning, and strategic communications to project managers and consultants across the University.

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

<http://www.sustainablecampus.cornell.edu/about/about.cfm>

Responsible Party

Robert Bland
Sr. Director
Energy & Sustainability

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted :

2011

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

Yes

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

The strategic plan includes the following language:

The beauty of Cornell's natural surroundings and its built environment are key assets that must be enhanced and preserved. At the same time, facilities must be allowed to grow and evolve as necessary to support the university's core mission. Decisions regarding facilities and the physical environment typically involve the complex interplay of multiple factors and interests that must be recognized and addressed in order to steward effectively the university's physical resources. These decisions should be framed by and consistent with Cornell University's commitments to sustainability and accessibility. An integrated planning model should involve the following elements:

Actions:

1. Make environmental sustainability a guiding principle in the stewardship of the university's facilities and resources and in assessments of its impact on the community and region.
2. Pursue the sustainability objectives in Cornell's 2008 Master Plan for the Ithaca Campus and the Climate Action Plan of 2009.

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

Yes

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

The Strategic Plan includes a section on Cornell's commitment to outreach and sustainable development throughout New York State and around the world:

"Public engagement refers to the proactive involvement of faculty, students, and staff designed to have an impact on the world outside the university, from local to global communities. It subsumes the full panoply of ways that Cornell's faculty, staff, and students make meaningful contributions to local, societal, and global issues (e.g., problems of environmental sustainability, health, and poverty), from participating in public discourse or the performing arts to applied research and formal extension programs. Conceiving of the university's outreach mission as "public engagement" is an important shift because it recasts that mission in broader and more inclusive terms.

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

Yes

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

Since 2007, Cornell has completed a thorough assessment of the University's economic impacts and has included the economic dimension of sustainability in its assessment. Additional details on sustainability from the most recent report (2009) can be found on page 22 of the report available at

<http://landgrant.cornell.edu/cu/cms/landgrant/impact/upload/econ-impact-2009.pdf>

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

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

Physical Campus Plan

Responsible Party

Robert Bland
Sr. Director
Energy & Sustainability

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

The concept of sustainability is embedded in the campus master plan in 7 broad areas and is a foundation for its principles and essential features. These are: (1) Regional Stewardship - responsible stewardship of the campus' vast land base, conservation of natural areas and agricultural land, and coordinating campus and community land uses for a regional pattern of sustainable development; (2) Physical Structure - campus layout that promotes compact development and the network of campus landscapes and connections to its natural setting; (3) Land Use - mixed-use development with easy access to amenities, services, housing and open space for a walkable, bike and transit friendly community; (4) Campus Landscapes - enhancing environmental and community health through an interconnected network of open spaces; (5) Transportation - coordinated with land use to provide sustainable transportation options within the campus and connecting with the local and regional communities; (6) Utilities - enhance existing utility corridors and integrate with higher density development, promoting the use of renewable energy; and (7) Implementation - having planning processes within the campus and community coordinated for a holistic view of development and conservation.

The year the physical campus plan was developed or adopted :

2008

The website URL where the physical campus plan is available :

Responsible Party

Robert Bland
Sr. Director
Energy & Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

The Sustainability Plan was developed by the President's Sustainable Campus Committee over a one year period with participation from staff, faculty, and students. The plan brought together outcomes from several related planning processes that each involved extensive participation from all campus constituencies including the the Cornell University Strategic Plan, Cornell's Economic Impact on New York State, The Campus Master Plan, and the Cornell Climate Action Plan.

A brief description of the plan's measurable goals :

Buildings Goals:

- A requirement of LEED Silver and 30% less energy use than ASHRAE standards for all new buildings and renovations over \$5 million with a goal of achieving 50% less energy use.
- Establishment of energy modeling and building energy intensity standards
- Reduction of average energy intensity to 150,000 BTU/SF/YEAR in labs and 50,000 BTU/SF/YEAR in office spaces

Climate Goals:

- Annual GHG reporting to EPA , ACUPCC, and campus community
- Collaborate with Focus Teams to update the CAP and provide comparative analysis on impacts of CAP actions
- Collaborate with faculty on optimization of forest management strategies for carbon sequestration and biodiversity and analyze appropriate offset and sequestration options

Energy

- Biomass in the Central Energy Plant – Feasibility studies are underway. A material handling assessment will be complete in July '11 and a test burn is anticipated in the spring of 2012.
- Energy Conservation Initiative – Cornell has approved up to \$45 million dollars to fund energy conservative Initiatives. ECI staff are regularly assessing projects and moving cost effective projects forward.
- Enhanced Geothermal Systems (EGS)- Conceptual studies are being completed under the direction of Professor Jeff Tester. Identification of funding opportunities continues to be pursued.
- Wind - Wind energy is seen as critical to our countries long range energy supply. Activities by staff and faculty will pursue a consortium of key stakeholders to advance wind energy's potential locally as well as nationally.
- Smart Grid - The concept of employing Smart Grid throughout the electric system is viewed as cutting edge technology that will lead to optimized electric system efficiencies. This concept will be advanced through strategic faculty recruitment and considered for deployment within the Cornell Ithaca campus electric system.

Food Goals:

- Implement composting and single stream recycling education
- Increase local food purchases

Land Goals:

- Follow Campus Master Plan Guidelines for development, infrastructure and landscape
- Maximize the planning and effective use of space and facilities
- Integrate green infrastructure into campus landscapes
- Manage the gorges for habitat and resource conservation, and recreation

People Goals:

- Design sustainability module for campus managers
- Integrate sustainability literacy into staff and student orientation
- Assist staff green team formation
- Launch pilot-scale Eco-Reps program

Purchasing Goals:

- Encourage Energy Star product purchasing
- Increase percentage of sweatshop free apparel
- Collect greenhouse gas data on air and commuter travel
- Support recycled paper and compostable product purchasing
- Encourage reduced packaging

Transportation Goals:

- Commuter travel carbon reductions
- Business travel carbon reductions
- Fleet improvements
- Support student-run Big Red Bikes program
- Promote Ithaca Carshare to students, staff, and faculty

Waste Goals:

- Recycling - Implement single-stream recycling campus wide, and coordinate with student groups and university departments in Recyclemania game
- Construction & Demolition - Reduce Construction and Demolition Waste through improved infrastructure and policy
- Reuse – Improve and grow storage and reuse programs campus wide
- Compost – Coordinate with student groups and university departments for educational campaign on compost, and increase compost collection locations and tonnages

- Dump and Run – Grow existing Dump and Run program
- Reduce Hazardous Waste

Water

Goals:

- Maintain water filtration and storage systems
- Ongoing, building and landscape related storm-water planning and management
- Watershed/ecosystem protection
- Reusable Water Bottle Sales
- Water Conservation Education

A brief description of how progress in meeting the plan’s goals is measured :

The President's Sustainable Campus Committee will prepare an annual update through the Sustainable Campus website

The website URL where more information about the sustainability plan is available :

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

The year the plan was developed or last updated :

2011

Climate Action Plan

Responsible Party

Robert Bland
Sr. Director
Energy & Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

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

As the New York State land grant university and an Ivy League institution, Cornell's comprehensive plan for climate neutrality will have an impact well beyond our campus borders. From students, faculty, and staff to researchers and the administration, our actions and initiatives to eliminate greenhouse gas emissions will engage, educate, and inspire our state, our nation and our world.

Created with financial support from the New York State Energy Research and Development Authority and among the first such comprehensive programs undertaken by a major university, the Climate Action Plan (CAP) sets the goal of reducing carbon-based emissions from the Ithaca campus to net zero by the year 2050, thus achieving carbon neutrality. The carbon neutrality goal includes Scope 1 and Scope 2 emissions along with employee air travel and commuting.

Recommended actions in the plan will help the university improve the energy efficiency of its facilities, reducing operating expenses and realizing savings otherwise subject to commodity fuel cost fluctuation, projected carbon legislations, and potential capital expenditure. At the same time, the CAP will help Cornell unify research and teaching around sustainability in its broadest sense: economic strength and stability; research and teaching excellence; and outreach programs that fulfill our Ivy League and land-grant missions.

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

See the wedge chart that plots planned reductions year by year through 2050.

<http://www.sustainablecampus.cornell.edu/climate/forecast.cfm>

The campus reduced overall emissions by 25% in the first two years of the climate plan (from 2009 to 2011) by aggressive energy conservation, a new combined heat and power plant, and ending the use of coal.

Year the climate plan was formally adopted or approved :

2009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

The reduction level (percentage) institution has committed to :

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

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

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

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

<http://www.sustainablecampus.cornell.edu/climate/climate.cfm>

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

In November 2001, Cornell University announced the formation of a University Diversity Council. This was revised in 2006 to include an Executive Committee of the Council co-chaired by the President and the Provost.

A Working Group of the Diversity Council meets monthly. It is responsible for identifying opportunities and implementing strategies. The Working Group also holds frequent public meetings, which provide critical opportunities to engage with campus and local communities.

Members of the committee, including job titles and affiliations :

Executive Committee of the University Diversity Council

David Skorton (co-chair), President

W. Kent Fuchs (co-chair), Provost

Lynette Chappell-Williams, Associate Vice President for Workforce Diversity and Inclusion

William Fry, Dean of the University Faculty

Peter Lepage, Dean of the College of Arts and Sciences

Susan Murphy, Vice President for Student and Academic Services

Mary Opperman, Vice President for Human Resources

Barbara Knuth, Dean of the Graduate School

Working Group of the University Diversity Council

Lynette Chappell-Williams, Associate Vice President (Chair), Workforce Diversity & Inclusion

William (Bill) Fry, Dean of Faculty, (Co-Chair), Faculty Administration

Kent Hubbell, Dean of Students, (Co-Chair), Dean of Students Administration

Peggy Beach, Director, Campus Information & Visitor Relations
Joseph Burke, Director, Residential Programs, Campus Life Management Office
Matt Carcella, Director, LGBT Resource, LGBT Resource Center
Derek Chang, Associate Professor; Director, History; Asian American Studies
Kenneth (Ken) Clarke, Reverend & Director, Cornell United Religious Works (CURW)
Roneal Desar, Student ILR, ILR Organizational Behavior
Sandy Dhimitri, Director of Human Resources, Human Ecology
Miriam Edelman, GPSA,
Margaret Gallo, Director, Alumni Affairs Class & Reunion Programs
Andrea Haenlin-Mott, Manager, Facilities, Maintenance Management
Kiranjit Longaker, Assistant Dean of Students, Dean of Students Administration
Patricia Nguyen, Student Services Associate, Dean of Students Administration
Sonia Rucker, Associate Director Office of Diversity & inclusion, JGSM Student Services
William (Bill) Sonnenstuhl, Associate Professor & Director of Graduate Studies, ILR Organizational Behavior
Jai Sweet, Director, Student Services, Vet Med - Student Services
Cindy van Es, Senior Lecturer, Statistics; Director of Leadership and Diversity Program, Applied Economics & Management, CALS
Trey Waller, Assistant Director, Advising & Diversity, AAP
Qi Wang, Associate Professor, Human Development, Human Ecology
Laura Weiss, Director of the Women's Resource Center, Women's Resource Center
Victor Younger, Diversity/Special Programs Coord, Campus Life Community Development Administration

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

<http://www.cornell.edu/diversity/offices/council.cfm>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Department of Inclusion and Workforce Diversity provides leadership in the areas of equal opportunity, affirmative action, diversity, and the "balance" between work and personal life. The office serves as a liaison to local community organizations that address the employment interests of individuals from traditionally underrepresented groups.

In addition, many of the colleges/units have staff/offices dedicated to addressing diversity issues.

The number of people employed in the diversity office :

9

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

<http://hr.cornell.edu/diversity/>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Lynette Chappell-Williams

Diversity coordinator's position title :

Associate Vice President of the Office of Workforce Diversity and Inclusion

A brief description of the diversity coordinator's position :

Cornell University's Associate Vice President of the Department of Inclusion and Workforce Diversity is responsible for the university's affirmative action program , diversity strategy efforts, and the implementation of the university's career/life integration initiative.

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

<http://www.hr.cornell.edu/diversity/>

Measuring Campus Diversity Culture

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

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

Yes

A brief description of the assessment(s) :

The university assesses attitudes about diversity and equity on campus using three separate assessments. These include the Faculty Experience Survey, conducted most recently in October, 2010, the Student PULSE (Perceptions of Undergraduate Life and Student Experiences)survey, most recently conducted in Spring, 2011 and the Cornell Employee Survey, conducted in November, 2011.

Year the assessment was last administered :

2011

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

The 2005 faculty work life survey resulted in Cornell's establishment of "The ADVANCE Program" with the mission to increase the recruitment, retention, and promotion into leadership positions of women in STEM fields and to institutionalize best practices, policies and programs as they pertain to women faculty. Many activities, including monthly mentoring meetings, most likely led to female faculty reporting a 6% increase in satisfaction in the recent October, 2010 faculty survey.

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

http://dpb.cornell.edu/IP_E_Surveys_Results.htm

Support Programs for Underrepresented Groups

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

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

There are several programs throughout the university designed to support under-represented groups within the student body. The Office of Academic Diversity Initiatives provides support and guidance to students from underrepresented racial groups, low income and first generation college students. Students can receive assistance and counseling for a variety of issues and the office acts as a resource and network for students helping to connect them across the campus. This office works closely with the Intercultural Programs Office which is charged with strengthening the sense of community among the student body and providing student programs. There are also services provided at a macro level through the Dean of Students Office for students.

For assistance with writing, there is an ESL peer mentoring program through the Knight Writing Institute available to students. This program offers a number of Writing Workshops across campus for students to have drop in hours and have someone work on a paper and review it for them to provide feedback and suggestions for improvement.

On a more micro level, each college and school has an office dedicated to its diverse student population. Through this office, counseling and advising services are offered to its students, as well as mentoring in some programs and peer support and guidance in others. The College of Engineering, for example, has Diversity Programs in Engineering (DPE). Through this office, the students have regular appointments with the staff and advisors. The staff advise several student lead organizations including the Society for Women Engineers (SWE), the American Indian Science and Engineering Society (AISES), Society of Hispanic Professional Engineers (SHPE), the Society of Asian Scientists and Engineers (SASE), and the National Society for Black Engineers (NSBE). Each college has an office that acts in a similar way providing services to students.

Also, the university has well established ethnic studies programs that offer academic support and mentoring and advising to students. These include the American Indian Program, the Africana Studies and Research Center, Latino Studies Program, the Asian American Studies Program. There are also resources centers and programs for students including the Asian/Asian American Center, the LGBT Resource Center, Student Disability Services Office, and the Women's Resource Center.

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

A faculty work life survey resulted in Cornell's establishment of "The ADVANCE Program" with the mission to increase the recruitment, retention, and promotion into leadership positions of women in STEM fields and to institutionalize best practices, policies and programs as they pertain to women faculty. Many activities, including monthly mentoring meetings, most likely led to female faculty reporting a 6% increase in satisfaction in the recent October, 2010 faculty survey.

Cornell's Small Group Mentoring Program (SGMP) is designed to bring together 3-9 women faculty in STEM (Science, Technology, Engineering, and Math) or SBS (Social/Behavioral Sciences) who share an interest in a broad topic, a discipline or disciplinary group (e.g., "engineering"), or even a career stage. Each group is paired with a senior woman faculty mentor. The goal is to move the group members' careers forward by providing both peer and traditional mentorship and support on issues relevant to a member of the professoriate. In the 4th year, 11/2009 – 10/2010, 279 attended, including 189 women and 90 men. The Industrial Labor Relations School formed an informal mentoring program to aid Jr. Faculty by; 1) individuals who share common interest proof read papers for colleagues; 2) help with adjustments to academia environment and provide mentoring before the tenure process; and 3) provide camaraderie. Formal and informal mentors are also assigned to new female faculty members in the Engineering School.

The university has also established programming to address the needs of faculty from underrepresented groups. The Cornell University Colleague Network Groups (CNGs) are university sponsored employee resource groups for traditionally underrepresented minorities and allies of those groups. The CNGs provide a professional support system that can extend beyond the workplace. Each CNG advocates for a specific demographic within the Cornell faculty and staff community to improve the recruitment and retention efforts as well as the climate for the community as a whole. The CNGs enhance the Cornell culture by providing feedback and programs to develop an environment that fully engages and cultivates all of the faculty and staff of Cornell University.

- LGBT Colleague Network Group
- Men of Color Colleague Network Group
- Veteran's Colleague Network Group
- Women of Color Colleague Network Group
- Young Professionals Colleague Network Group – (Will be called Tompkins Connect)
- Differently Abled Colleague Network Group (will be developed during the 2011-2012 fiscal year)

Social Programming: First Fridays of Ithaca

First Fridays of Ithaca is a monthly networking event for local diverse professionals. First Fridays is a great opportunity to network, socialize with colleagues in a relaxed setting and meet new colleagues. The participants are faculty and staff from Cornell University and Ithaca College plus employees of the City of Ithaca, Ithaca School District, Corning, Inc., and various local businesses.

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

Colleague Network Groups. The Cornell University Colleague Network Groups (CNGs) are university sponsored employee resource groups for traditionally underrepresented minorities and allies of those groups. The CNGs provide a professional support system that can extend beyond the workplace. Each CNG advocates for a specific demographic within the Cornell faculty and staff community to improve the recruitment and retention efforts as well as the climate for the community as a whole. The CNGs enhance the Cornell culture by providing feedback and programs to develop an environment that fully engages and cultivates all of the faculty and staff of Cornell University.

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

<http://www.hr.cornell.edu/diversity/fostering/>

Support Programs for Future Faculty

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

Submission Note:

Additional websites that provide information.

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

<http://www.cte.cornell.edu/tap/index.html>

<http://www.gradschool.cornell.edu/diversity>

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Cornell has several programs that help build a diverse faculty for higher education.

Our Undergraduate Research Program (led by Laurel Southard) aims to facilitate, coordinate, and support undergraduate research experiences for students. Having students work side-by-side with faculty and graduate students in labs and other research settings may stimulate interest in and capacity for progressing into graduate school and the professoriate.

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

Through the Office of Academic Diversity Initiatives, we offer the CSTEP and CPOP programs, Collegiate Science and Technology Entry Program, and Cornell Professional Opportunities Program. Both of these (CSTEP funded partially by the state, CPOP funded by Cornell) provide opportunities, encouragement, and programming to build the capacity of undergraduate students to pursue advanced education in the sciences, technical fields, and the professions.

<http://www.oadi.cornell.edu/cstepcpop/>

Through the Center for Teaching Excellence, we offer future faculty teaching preparation programs, master teaching assistant certificate programs, and a variety of workshops and other support structures to encourage graduate students to be excellent teachers as well as researchers, preparing them for the professoriate.

<http://www.cte.cornell.edu/tap/index.html>

Through the Graduate School, we offer diversity fellowships for students from groups historically underrepresented in graduate education.

We are in the process of hiring a Graduate School Associate Dean for Inclusion and Professional Development.

<http://www.gradschool.cornell.edu/diversity>

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

<http://www.oadi.cornell.edu/cstepcpop/>

Affordability and Access Programs

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

The Public Service Center currently has federal TRIO program with Upward Bound.

<http://www.cornell.edu/outreach/programs/program>

view.cfm?ProgramID=1421

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

The University provides what is known as need-based aid. This means that a calculation based on the information from FASFA and the CSS Profile is used to create a financial aid award for students. The University also has a policy for parent contributions based on assets and income. If a family has income below \$60,000 and assets less than \$100,000, that student can receive a package without a parent contribution and without a loan in the package. If the income is slightly higher, \$75,000 and assets valued at more than \$100,000, that family may be required to provide a parent contribution, but there will still be no loan in the package. And if the family income is between \$75,000 and \$125,000, the loan is capped at \$3,000 in the package. All of these options make Cornell a very affordable institution for our neediest students.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

One program that works with low-income students to prepare for college is the Pre-Freshman Summer program. While not every student enrolled in the program is from a low-income background many of the students are. This program is designed to be a bridge program for students to aid in the preparation and transition and from High School to College. This is a requirement for students enrolled in Cornell through the Arthur O. Eve Educational Opportunity Program (EOP) and Higher Education Opportunity Program (HEOP) for low-income NYS residents. These two programs are administered in conjunction with the seven undergraduate colleges and schools through the Office of Academic Diversity Initiatives. NYS residents from low-income backgrounds who are considered academically underprepared are selected for the program and through financial and academic support are given admission to Cornell. The Prefreshmen Summer Program helps to prepare them for the academic year.

We have conducted financial aid application workshops in NYC the last 2 years, and have plans for travel to California in the fall of 2011.

<http://www.finaid.cornell.edu/types-aid>

,

<http://www.sce.cornell.edu/ss/programs.php?v=PREFRESH&s=Overview>

<http://www.cornell.edu/outreach/programs/program>

[view.cfm?ProgramID=1421](#)

A brief description of the institution's scholarships for low-income students :

Cornell has made the commitment to students who demonstrate financial need by meeting that need with one or more financial aid components. Each aid application is carefully reviewed and a specific aid package is designed to meet each students' particular need.

Building on a long history of providing opportunity and access to students regardless of economic circumstances, Cornell also has several financial aid initiatives to help ease the financial burden for undergraduate students and their parents.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience :

<http://www.finaid.cornell.edu/cost-attend/financial-aid-initiatives>

Cornell has implemented several financial initiatives as part of our commitment to provide need-based aid and make Cornell affordable for admitted students.

Parent Contribution Initiative

Families with a total family income of less than \$60,000, and total assets of less than \$100,000 (including primary home equity), will have no parent contribution. Total family income equals adjusted gross income for the most recent tax year, plus any business or other losses, as well as any untaxed income. In cases of divorce or separation, we calculate total family income for each parent and add them together.

Loan Initiatives

Cornell is committed to keeping your student loans at a reasonable level. Need-based loans included in aid packages are capped based on total family income. Our loan initiatives are outlined in the chart below.

Total family income Loan in aid package

Under \$75,000 annually

\$0

Between \$75,000 and \$120,000 annually

\$3,000

Above \$120,000 annually

\$7,500

Total family income equals adjusted gross income for the most recent tax year, plus any business or other losses, as well as any untaxed income. In cases of divorce or separation, we calculate total family income for each parent and add them together.

Award Match Initiative

To improve Cornell’s competitiveness in recruiting and enrolling undergraduate students, Cornell will commit to increasing grant aid by matching the family contribution components and lower loan level of financial aid offers from other Ivy schools. We will also strive to match the family contribution components and lower loan levels of financial aid offers from Stanford, Duke, and MIT.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

Through the NYS Opportunity Programs (EOP/HEOP), the Director travels across NYS recruiting at college fairs and high school visits discussing these programs with prospective high school students. The office works collaboratively with the Undergraduate Admissions Office to coordinate trips, materials, and outreach across the state.

<http://www.sce.cornell.edu/ss/programs.php?v=PREFRESH&s=Overview>

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid policies or programs :

<http://www.finaid.cornell.edu/cost-attend/financial-aid-eligibility>

The amount of financial assistance a family needs each year is determined by the following formula:

Total Cost to Attend

Estimated costs include:

Tuition and fees

Housing (standard double-room rate)

Dining (Bear Traditional meal plan)

Books and supplies

Travel and miscellaneous

For the most current costs, [click here](#).

Family Contribution

Income, assets, family size, and the number of children in college are all considered when calculating the amount your family can contribute. If parents are separated or not married, Cornell reviews each one's financial information. Usually, each parent is expected to contribute, and that expectation continues throughout your undergraduate years.

Cornell may make exceptions to this if a family has special circumstances.

Financial Need

After deducting what a family can pay from the total cost to attend, a financial need is determined. A financial need may be met with a combination of work, loan and grant.

Consistency

We try hard to be consistent in the way we consider financial circumstances from year to year. If a family's financial circumstances

remain relatively unchanged throughout your time at Cornell, a predictable financial aid package each year can be expected.

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

Gender Neutral Housing

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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

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

Yes

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

Housing options to accommodate the special needs of transgender and transitioning students is offered in a limited manner. If a student inquires about a housing arrangement that supports his/her needs, the staff in the housing office will work with that person to try and identify a satisfactory arrangement (pair up with roommate of choice, access to a private bathroom). For the very limited number of returning students who return for a second year to live in one of the West Campus Houses, if they can fill a suite with the appropriate number of students, it can be of mixed gender (but only if all of the suite mates are returning to that house for a second year). This option is not available to others moving from first year communities.

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

Employee Training Opportunities

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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

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

Yes

A brief description of the cultural competence trainings and activities :

Cornell offers programs to develop cultural competence in both supervisors and employees. The Supervisory Training Program for Academic Staff has a module dedicated specifically to cultural appreciation and understanding. (

www.hr.cornell.edu/life/career/supervisory_training_academic.html

).

Cornell Interactive Theatre Ensemble (CITE) offers programs which create safety around highly charged workplace issues, facilitating honest dialogue, self awareness and organizational learning on four levels: personal, interpersonal, group and institutional/community.

CITE has the unique ability to take concepts of diversity and inclusion and make them real and personal for participant groups. Interactive theatre and facilitated dialogue from multiple points of view create a climate for participants that builds inclusion, fosters collaboration and gives participants knowledge and tools to take back to their own work environments. Many Cornell employees and work groups have benefitted from attending this training (

<http://www.hr.cornell.edu/life/career/cite.html>

).

Cornell has established Employee Skills for Success as well as Leadership Skills for Success. Diversity & Inclusion are included in both sets of skills for success. These skill sets are at the corner stone of Cornell's performance management process as well as integrated into the design of programs available to all Cornell employees. In particular, the employee program Turning Point and the Leading Cornell Program, includes these skills for success in their curriculum. (

http://www.hr.cornell.edu/life/career/leadership_s4s.pdf([\[/turning_point.html\]\(#\)](http://www.hr.cornell.edu/life/career</p></div><div data-bbox=)

)

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

Student Training Opportunities

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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

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

Yes

A brief description of the cultural competence trainings and activities :

During the month of August, the office of Residential Programs trains the 150 or so student staff members who serve as leaders in on campus residential communities. Most of these students are Resident Advisors (RAs) but we also have others who live in our graduate communities as well. Here is a snapshot of a day of training provided for this group:

Friday 8/13

Residential Programs Value: Diversity and Inclusiveness

8-9am Breakfast

9-9:30am Diversity and Inclusiveness Kick off

9:30-10:15am Bias Response Training

1. RAs will understand the Bias Response Protocol

10:30-12noon Dialogue of Differences

1.RAs will learn how to engage in difficult dialogues relating to diversity and inclusiveness.

2.RAs will gain facilitation skills.

12-1pm Lunch

1:15-4pm Gallery Walk and Associated Activities

1.RAs will recognize many different ways to fulfill the values of diversity and inclusiveness through programming.

2.RAs will recognize some of the ways that diversity and inclusiveness programs are happening and could be enhanced.

5-9pm Dinner & In-Hall

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors) :

21613

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

21613

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

Cornell has a compensation philosophy to pay competitively with mid-market rates for comparable employers within demonstrated labor markets. Pay rates are established within these parameters.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2011

The website URL where information about the institution's compensation policies and practices is available :

http://hr.cornell.edu/policies/nonacademic/comp_administration.html

Employee Satisfaction Evaluation

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

Cornell administers a satisfaction survey for all faculty on a 5 year cycle - the most recent of which was administered in fall, 2010. The university conducted a survey for all staff in the Fall of 2011. Many areas of the university have regularly conducted staff satisfaction surveys including the libraries, information technologies and facilities.

The year the employee satisfaction evaluation was last administered :

2011

The website URL where information about the institution's employee satisfaction evaluation process is available :

http://www.dpb.cornell.edu/IP_E_Employee_Survey.htm

Staff Professional Development in Sustainability

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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 training and professional development opportunities in sustainability available to all staff? :

Yes

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

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

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

http://hr.cornell.edu/life/career/management_academy.html

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

Sustainability in New Employee Orientation

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

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

We will be adding a link to Cornell's sustainability website on the "Welcome to Cornell" site that new hires access as part of their orientation process. We are also adding a piece in the new hire orientation presentation.

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

Employee Sustainability Educators Program

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Criteria

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

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

Total number of people employed by the institution :

10460

Program name (1st program) :

Cornell Green Teams

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

4000

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

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

Teams currently are active in the following areas:

Campus Life Green Team

College of Agriculture and Life (CAL's) Green Team

Human Ecology Green Team

Weill Cornell Medical College Green Team

Cornell Outdoor Education Green Team

Facilities Services Sustainable Computing Team

Dept of Plant and Soil Sciences Green Team

Johnson School Green Team

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

The Sustainability Office's strategy for staff engagement has been to support the development of Green Teams (green ambassadors) in different units who express interest. This past fall, a member of the central sustainability office hosted a meeting for all Green Teams as a Green Team Roundtable. This roundtable served to start sharing "best practices" across the campus. More roundtables are in the works along with leadership development workshops. We plan to create a listserv this summer for all the green team members we contacted in the fall and start sending out weekly green office tips.

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

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

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

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

<http://www.sustainablecampus.cornell.edu/getinvolved/greenteams.cfm>

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

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

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

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

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

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

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

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

The Cornell Child Care Center is located on campus and managed by Bright Horizons Family Solutions. The center has capacity for 48 infants, 50 toddlers and 56 preschool children. The center is open to faculty, staff and students on an availability basis; tuition is supplemented by the Cornell Childcare Grant for eligible faculty, staff and students, which acts as our sliding scale. The following other programs help Cornell employees meet their childcare needs: Child Care Grant Subsidy Program of up to \$5,000/year. Dependent Care accounts help defray elder and child care costs on a pre-tax basis. "Bring a Child to Work Day" offers a structured day of career-related activities. Summer camp programs ranging from athletics to educational enrichment enrolled over 4000 children in the summer of 2010. Cornell "Family Helper" website facilitates employee access to students and other community members interested in providing services, such as child and elder care. The Dependent-Care Consultant helps families identify local and out of town care facilities for when staff travels. Our backup care is for children ages 5 and under, offered by our on-site childcare center on a space-available basis. Faculty, staff, and students who are eligible for the Cornell Child Care Grant may access their funds to reimburse a percentage of their overtime child care fees as well as subsidize summer camp fees, as well as travel. Cornell University also provides financial support to the University Cooperative Nursery School (UCNS) for granting free use of the facility space to the school. UCNS provides part-time child care options to the Cornell community on a sliding scale basis.

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

http://www.hr.cornell.edu/life/support/child_care_center.html

Employee Wellness Program

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

Submission Note:

Some additional websites to visit for more information on our wellness programs.

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

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

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

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

Yes

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

Cornell has both a wellness program and a Faculty and Staff Assistance Program (EAP). The Faculty and Staff Assistance Program offers free, confidential, professional assessment, counseling, consultation and referral services by telephone or in person to all benefits-eligible faculty, staff, retirees and their dependents. Supervisors can consult with FSAP for assistance in managing employees with personal problems or whose behaviors are causing poor job performance or interpersonal conflicts. Wellbeing workshops are offered through face-to-face and pre-recorded webinars on topics such as managing change, resolving interpersonal conflict, setting limits, depression, working with difficult people, seasonal affective disorder, self-image, overcoming stress, keeping relationship satisfaction high, sleep, chronic pain, and assertiveness.

Counselors help employees with a variety of topics including stress related emotional issues; legal assistance; relationship issues; anger management; family issues and parent-child concerns; aging parents; domestic violence; grief/loss issues; divorce/separation adjustment; depression and anxiety; alcohol and drug concerns; financial concerns; single parenting; and interpersonal difficulties.

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

Socially Responsible Retirement Plan

Responsible Party

Lynette Chappell-Williams
Associate VP
Workforce Diversity & Inclusion

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Cornell University Retirement Plan offers 4 socially responsible investment options:

1. CREF Social Choice Account: This variable annuity account seeks a favorable long-term rate of return that reflects the investment performance of the financial markets while giving special consideration to certain social criteria. The account typically invests in a broadly diversified portfolio of domestic stocks (47%), foreign stocks (13%), and fixed-income securities (40%). In the case of equities and corporate bonds, the account invests only in companies that meet its screening criteria. Using specific environmental, social and governance criteria, the evaluation process seeks out companies that are: strong stewards of the environment; devoted to serving local communities and society in general; committed to high labor standards; dedicated to producing high-quality, safe products; and those managed in an ethical manner.
2. TIAA-CREF Social Choice Equity Fund: This fund seeks a favorable long-term return that reflects the investment performance of the overall U.S. stock market, as measured by the Russell 3000 Index, while giving special consideration to certain social criteria. It primarily invests in U.S.-based companies that are screened to meet or exceed certain environmental, social and governance criteria. The evaluation process seeks out companies that are: strong stewards of the environment; devoted to serving local communities and society in general; committed to high labor standards; dedicated to producing high-quality, safe products and those managed in an ethical manner. The fund may also invest in U.S. government securities and may hold up to 15% of its assets in foreign securities.
3. Domini Social Equity Fund Investor Class (offered through Fidelity Investments): This investment seeks long-term total return. The fund primarily invests in the equity securities of mid and large-capitalization U.S. companies. Under normal circumstances, it will invest 80% of the assets in equity securities and related investment with similar economic characteristics. The Fund may also invest in companies organized or traded outside the U.S. To determine which securities are eligible for investment by the Fund, Domini will evaluate current and potential holdings against its social and environmental standards to assess the quality of a corporation's relations with communities, customers, ecosystems, employees, investors, and suppliers. Domini may determine that a security is eligible for investment even if a corporation's profile reflects a mixture of positive and negative social and environmental characteristics.
4. Neuberger Berman Socially Responsive Investment Fund (offered through Fidelity Investments): This fund seeks long-term growth of capital. It mainly invests in common stocks of mid- to large-cap companies across many different industries. Social criteria include leadership in environmental concerns, diversity in the work force, progressive employment and workplace practices, and community relations.

Cornell University Tax Deferred Annuity Plan offers the same 4 socially responsible investment options as described above.

Cornell University 457(b) Deferred Compensation Plan offers the same 2 socially responsible investment options from TIAA-CREF as described above.

State University of New York Optional Retirement Plan offers 6 socially responsible investment options, including the same 2 socially responsible investment options from TIAA-CREF as described above and:

3. Calvert VP SRI Social Balanced Portfolio (offered through ING and MetLife): This fund seeks total return by investing about 60% of assets in stocks and 40% in bonds or other fixed-income investments. The equity portion of the Portfolio is primarily a large cap core U.S. domestic portfolio, although the Portfolio may also invest in foreign stocks and mid-cap stocks. It invests in companies and other enterprises that demonstrate positive environmental, social and governance performance as they address corporate responsibility and sustainability challenges.

4. Calvert VP SRI Mid-Cap Growth Portfolio (offered through MetLife): This fund seeks long-term capital appreciation by investing at least 80% of assets in the common stocks of small-cap companies with market capitalization within the range of the Russell MidCap Growth Index. It may also invest up to 25% of net assets in foreign securities. The fund invests in companies and other enterprises that demonstrate positive environmental, social and governance performance as they address corporate responsibility and sustainability challenges.

5. ING Global Resources Fund: This fund seeks long-term capital appreciation by investing 80% of net assets in the equities of natural resources industries located in a number of different countries, including the United States. It may invest up to a maximum of 50% of net assets in any single industry that is engaged in specified natural resources. The fund normally invests in companies with a large market capitalization, but may also invest in mid- and small-sized companies.

6. Global Social Awareness Fund (offered through VALIC): This fund seeks to obtain growth of capital through investment in companies that meet the social criteria established by the fund. It normally invests at least 80% of net assets in the common stocks of companies that are domiciled in the U.S. and foreign companies, meeting the fund's social criteria. It may invest approximately 50% of net assets in foreign securities. The fund's investment in foreign securities does not exceed 60% of net assets. It may invest up to 20% of net assets in the securities of other types of companies meeting the social criteria, including preferred stock, convertible securities and high-quality money market securities and warrants.

New York State Employees' Retirement System is a defined benefit plan that is governed by the New York State Office of State Comptroller and invests total assets for the benefit of all members. The assets in this pension fund in 2010 included a commitment to invest \$500 million in environmentally-focused investment strategies across all asset classes, including two Index Funds focusing on sustainability and climate change, the Hudson Clean Energy Partners (a fund committed to renewable energy companies), in-state program in companies focused on clean energy and sustainability, and World Bank green bonds (which supports projects in the World Bank's member countries that meet specific criteria for low carbon development).

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

<http://hr.cornell.edu/benefits/retirement/>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that 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 :

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

Shareholder Advocacy

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

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

No

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

No

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

Yes

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

In 2011, the University conducted a screen of its portfolio to determine its exposure to seven companies involved in producing oil in Sudan as part of an on-going divestment program. The University subsequently sent letters to the relevant investment managers notifying them of the University's Sudan divestment policy. For managers with investments that Cornell controls directly, the University requested

that the appropriate securities be divested.

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

Positive Sustainability Investments

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

5318122427 US/Canadian \$

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

70548077 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

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

10299500 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

Holdings in Sustainable Industries: Cornell is an investor US timberlands that are certified by the Sustainable Forestry Initiative. This category of holdings also includes investments in renewable energy and environmental credit creation.

Sustainable Investment Funds: Cornell has investments in a renewable energy fund and an environmental credit fund.

All information is as of March 31, 2011.

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

Yes

A brief description of the student-managed sustainable investment fund :

The Center for Global Sustainable Enterprise provides academic and professional leadership in the area of SRI and Sustainable Enterprise. Several student initiatives are associated with the center including:

SustaInvest

A MBA student lead organization, SustaInvest, coordinates an annual sustainability-investing challenge and provides education on sustainable investing

<http://www.sustaininvest.org/welcome.php>

BR Microcapital

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

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

The website URL where information about the fund is available :

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

Sustainable Investment Policy

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

Yes

A brief description of the sustainable investment policy :

Socially responsible issues regarding investments that are raised by any University constituency will be brought to the attention of the CFO, who will evaluate the concern and if appropriate, bring it to the attention of the President. The President will then form a University ad hoc group to review the issue and then he will bring forward the recommendations of that group to the Investment Committee. The Executive Committee, together with Cornell University senior staff will be responsible for setting policy regarding socially responsible investing issues and will present that policy to the Investment Committee.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

No

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

The website URL where information about investment disclosure available :

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

1. Over the past three years, Professor Rebecca Schneider's lab in Cornell's Department of Natural Resources has studied how roadside ditches contribute to flooding, droughts, and degraded water quality in downstream waters. Her research lab has documented that roadside ditches are a significant, rapid conduit of E. coli, a fecal indicator bacteria, from different land uses, particularly from manure-amended agriculture, to streams and drinking water sources. The relevant stakeholders include town planners, local town government officials, and highway department staff. The results have been conveyed via in-person presentations and workshops with local (village, town and county) highway and public works supervisors and other local officials. Many of these workshops were hosted by the Cornell Local Roads Program.
2. The New York State Invasive Species Research Institute (ISRI), hosted by Cornell's Department of Natural Resources, and Cornell Cooperative Extension's Invasive Species Outreach Program provide state-wide programming on invasive species of concern to New York State. Research results are disseminated more broadly and readily through the ISRI and multi-county collaborations of natural resource professionals (PRISMs) are served by the Invasive Species Outreach Program. For example, the Department of Natural Resources conducted more than 20 workshops across the state in 2010 on the emerald ash borer, including information on life cycle, detection, monitoring, and control. Audiences served included professional foresters, public natural resources managers, landowners, not-for-profits, and farmers. A Web site (nyis.info) provides detailed species descriptions, print on demand handouts, and partner information and contacts. Cornell Cooperative Extension educators are active in the PRISMs.
3. The Cornell Division of Nutritional Sciences is taking an ecological approach to obesity prevention. Traditional approaches focus on education and individual behavior change, which may be hampered by environment, such as presence of vending machines in schools, family eating habits, or lack of access to exercise opportunities. An ecological approach includes changing food and activity environments to support and enable healthy eating and active living. Extension educators receive professional development and have access to materials and other support from researchers and Extension faculty. The ecological approach to preventing childhood obesity is supported by Farm to School and 4-H Youth Development programs on healthy eating.
4. The concept "local foods" refers to foods produced close to the point of consumption. Cornell Cooperative Extension promotes local foods in its nutrition, agriculture, and community development programs, connecting producers, consumers, and local economic developers, supporting farmers markets, producing guides to local foods, and educating consumers on preparation of fresh foods.

- Expansion of local foods has implications for local economic development and sustainability in addition to potential nutritional benefits.
5. Greening of Nassau Project. Due to the large area of land that they hold, schools are perfect sites for the sustainable replanting of trees, which serves as a means for providing opportunities for students to become stewards of the environment.
 6. Cornell Cooperative Extension, Tompkins County
Energy and Workforce Development. The Energy Corps leadership education program has trained 53 student interns in the past two years, including training in partnership with local Building Performance Institute-accredited contractors in building science, energy diagnostics, home energy assessments, and communication. Energy Corps members gain leadership skills and practical experience in home energy efficiency that leads to jobs after graduation.
 7. Agroforestry Resource Center, Greene County. The Agroforestry Resource Center provides educational programs, supports research, and promotes collaboration among organizations concerned with sustaining the forest dominated landscape of the Catskill Mountain/Hudson Valley Region. Agroforestry is the art and science of integrating timber production with other crops and forest related income opportunities.
 8. Rural Learning Network of Western and Central NY. Six conferences focused on community and economic development issues important to rural central and western New York offered in 2007-2009. The topic of the first 2009 conference was 'Promoting Regional Assets for Community and Economic Development'. The conference highlighted the regional assets of western/central New York for community and economic development; articulated the comparative advantages of the region; encouraged communities to build unique niches in a regional context; explored symbiotic relationships among assets and their multiplier effects, and explored the relationship between community capacity building and the development and promotion of assets. The second 2009 conference, 'Engaging Partnerships and Leveraging Opportunities' focused on community leadership, consensus building, social networking and related skills to enable Upstate New York communities to survive and thrive during these difficult economic times. The conference stressed opportunities for community actors to work together in a spirit of cooperation and strong leadership to promote healthy communities and regional collaborations.
 9. Southern Finger Lakes Region Land Use Leadership Training. In 2010, CCE Schuyler County worked with Cornell's Community and Regional Planning Development Institute (CaRDI) and the Cooperative Extension Associations and Planning Departments in Tompkins, Tioga, Chemung and Steuben counties to bring Land Use Leadership Alliance (LULA) training to the five-county region.
 10. Complete Street Initiative. Cornell Cooperative Extension of Allegany and Cattaraugus Counties worked 2 communities to pass "complete streets" policies around schools, low-income housing and housing for the elderly. "Complete streets" are designed to be safe and accessible for pedestrians, bicyclists, wheelchair users and transit users.

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

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

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

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

Yes

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

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

<http://www.sustainablecampus.cornell.edu/climate/index.cfm>

After completing the Cornell Climate Action Plan, Cornell partnered with the National Renewable Energy Laboratory to develop an online Center for Climate Neutral Research Campuses

http://www.nrel.gov/applying_technologies/climate_neutral/

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

<http://www.cuaes.cornell.edu/cals/cuaes/ag-operations/curbi/index.cfm>

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

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

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

Hosting the 2011 Big 10 and Friends Utilities Conference

<http://energyandsustainability.fs.cornell.edu/big-10-utility/>

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

<http://www.news.cornell.edu/stories/April1/ChinaSustainability.html>

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

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

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

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

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

Cornell is the lead United States partner in a consortium of Indian Universities developed to support increased food security in India.

<http://www.news.cornell.edu/stories/Feb11/AIPLaunch.html>
STARS Reporting Tool | AASHE | Sierra Magazine

The Sustainable Energy Fellowship: Cornell researchers have partnered with other faculty from Arizona State University, Duke University, the University of Michigan and MIT to develop a unique educational and research experience for students to address the global need for the use of energy reduction designs supplemented by renewable energy technologies.

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

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

Sustainability in Continuing Education

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

Submission Note:

The bulk of our continuing education sustainability courses are delivered through the Cornell Cooperative Extension System located in all counties across the state. The "courses" documented here are non-credit instructional activities that take various forms including local workshops, guided tours, field demonstrations, and public fora. Topical areas include Connecting People to the Land, Sustainable Agriculture Practices, Natural Resource Management, Water Resource Management, Waste Management, and Sustainable Energy/Consumer Energy. The source of this data is our internal annual program activity reporting system.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

24280

Total number of continuing education courses offered :

113229

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

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

Master Gardener

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

Master Composter

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

Northeast Beginning Farmers Trainings – Small Farms Program

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

Certificate in Plant Based Nutrition

<http://www.ecornell.com/certificate-programs/co-branded-programs-training/certificate-in-plant-based-nutrition/crt/TCCC01>

Year the certificate program was created :

2006

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

<http://cce.cornell.edu/Pages/Default.aspx>

Community Service Participation

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

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

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

Submission Note:

Number of students engaged in community service is reported from 2009-10 and counts only Cornell undergraduate students.

Total number of students is from 2009 and counts only Cornell undergraduate students.

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

The number of students engaged in community service :

7105

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

20633

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

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

Community Service Hours

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

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

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

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

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

214941

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

7105

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

<http://www.psc.cornell.edu/community-partners-home-1000.php>

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated :

1. New York State Clean Water policy

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

2. Federal climate briefings

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

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

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

<http://cce.cornell.edu/EnergyClimateChange/NaturalGasDev/Pages/MarcellusShaletheEnvironment.asp>

x

) and the NYS Water Resources Institute pages ([STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

).

4. Service on state and federal partner advisory bodies

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

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

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

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

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

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

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

Trademark Licensing

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

Submission Note:

<http://www.news.cornell.edu/stories/April06/Cornell.sweatshops.ssl.html>

<http://www.pressoffice.cornell.edu/releases/release.cfm?r=16310&y=2006&m=4>

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

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

Yes

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

Yes

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

No

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

<http://dos.cornell.edu/cms/activities/resources/upload/logo.pdf>

Graduation Pledge

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

No

A brief description of the graduation pledge program :

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

Community Service on Transcripts

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

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

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

No

A brief description of the practice :

The website URL where information about the practice is available :

Farmers' Market

Responsible Party

Amanda Kittelberger
Communications Manager
Land Grant Affairs

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

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

A brief description of the farmers' market :

The website URL where information about the market is available :

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Lesley Yorke
Communication Specialist
University Communications

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

CALS Green

Launched in 2010, the objective of CALS Green is to increase energy awareness in the college community and engage, inform and encourage residents in six mix-use buildings in the College of Agriculture and Life Science to reduce energy consumption and adopt other sustainable behaviors. The pilot project objective is to reduce energy use by 2% or more in each building and to reach participation levels of 25% of building occupants. What is innovative about the project is the degree to which it leverages the internet, blends

state-of-the-art web graphics, with multi-media tools (how-to-video spoof), and an interactive action reporting tool (Step Green), to motivate individuals to change behavior in the university workspace. Through the use of such things as personalized information presented frequently and appropriately, social influence processes (e.g., persuasion by peers) and by competitive interaction with other groups who are similarly trying to save energy (building-to-building competition), CALS Green encourages and assists individuals in reducing their ecological footprints, and the amount of natural resources required to support them. The project interface creates weekly customized progress reports to the individual and aggregates building totals to spur competition. CALS Green is an umbrella project that brings together faculty research and operations from several disciplines including behavioral science, environmental engineering, and computer science. It's innovative in its structure, a joint research/operations venture, and in its delivery of information and services.

CALS Green's main inducement to change is an interactive website that has two components: the CALS Green informational pages that provide nearly 900 building residents with how to's and an "easy tips and tricks to get started" video, resources and current standing for buildings in the competition; and the Cornell StepGreen reporting tool, a spin-off of a research platform developed by Cornell and Carnegie Mellon faculty customized for real-world office and lab application. Using the StepGreen tool, participants initially commit to green activities in lab and office space and then record conservation activities about once a week. The website engagement takes each individual only a few minutes a week but reaps cost savings and carbon footprint reduction. CALS Green also maintains a Facebook page. Regular communication of timely information keeps building occupants up-to-date, and engaged.

A letter of affirmation from an individual with relevant expertise :

[Fussell CALSGreen Affirmation.pdf](#)

The website URL where information about the innovation is available :

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

Responsible Party

Lesley Yorke
Communication Specialist
University Communications

Criteria

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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

Academic Venture Fund

The Academic Venture Fund (AVF –

www.acsf.cornell.edu/AVF

) is the keystone funding initiative of Cornell University's Atkinson Center for a Sustainable Future (ACSF –

www.acsf.cornell.edu

). Created in 2008, the AVF stimulates new, original, crossdisciplinary research at Cornell in sustainability. This effort helps to form interdisciplinary teams of Cornell scholars and connect them with external partners. The proposed research must show promise for securing external funding and advancing sustainability locally, regionally, nationally or internationally. The AVF is intended to support proposals that would not be funded by traditional granting organizations because the proposed activity is interdisciplinary, still early in development, high risk, or some combination of these factors.

In the four rounds of funding since its inception, the AVF has provided over \$2.8 Million to 35 interdisciplinary research projects at Cornell, ranging from Environmental, Energetic and Economic Potential of Biochar to Forecasting Disease and Economic Consequences of Climate Change; Sustainability of Food Systems; The Impact of Green Energy Development on Rural Community Sustainability; Replacing Antibiotics in the Food Animal Industry with Bacteriophages; Harnessing Genomics to Advance Biodiversity and Conservation Research; Sustainable Pest Management and Yield Increase Strategies; and many more.

A letter of affirmation from an individual with relevant expertise :

[AASHE-2011-Innovation-AVF.pdf](#)

The website URL where information about the innovation is available :

<http://www.sustainablefuture.cornell.edu/grants/AVF/>

Responsible Party

Lesley Yorke
Communication Specialist
University Communications

Criteria

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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

Cornell Cooperative Extension's Energy & Climate Change Programs is working to help New Yorkers in families, on farms, and in communities learn more about:

- energy production, consumption, impacts, and alternatives
- reduce greenhouse gas emissions
- adapt to changes in our climate
- prepare for opportunities in a new energy future

Whether managing new pests or preparing for new drought and flood patterns, reducing home and business energy costs, or providing research knowledge about biofuels and renewable sources, Cornell Cooperative Extension's Energy & Climate Change Programs help New Yorkers make informed choices to make better energy outcomes for all.

See this two page summary for more information:

<http://cce.cornell.edu/EnergyClimateChange/Documents/Energy%20and%20Climate%20Change%20Program%20FINAL.pdf>

Here is an additional website:

<http://cce.cornell.edu/learnAbout/pcs-pwts/Pages/EnergyandClimateChangeForum.aspx>

A letter of affirmation from an individual with relevant expertise :

[Stars affirmation \(Coop Ext CCE\).doc](#)

The website URL where information about the innovation is available :

<http://cce.cornell.edu/EnergyClimateChange/Pages/default.aspx/>

Responsible Party

Lesley Yorke
Communication Specialist
University Communications

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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-

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

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

Lights Off Cornell

Launched in Spring 2010, Lights Off Cornell (LOC) is a student-led energy conservation program that organizes Cornell students, faculty, and staff to turn off lights after hours Monday through Friday in seven buildings on campus. The program uses a smartphone web interface to schedule volunteers and to track the amount of money, kWh, and carbon emissions that an individual has saved after completing a volunteer shift. The interface was the final project of a student team in a software engineering class. The website is able to

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

provide relatively accurate feedback to its volunteers because the number and wattage of the lights associated with each light switch are incorporated into a customized database. To date over 160 students, 9 student organizations, and 2 staff members have volunteered in the program. The program has saved more than \$2,500 and 13 tons of carbon dioxide. Though originally a student driven initiative, at the end of the Spring 2010 semester Cornell's Department of Energy and Sustainability hired an Energy Conservation Intern to expand and provide institutional support for the project, incorporating it into the Cornell Climate Action Plan.

A letter of affirmation from an individual with relevant expertise :

[AASHE STARS Innovation Credit support letter LJ1.doc](#)

The website URL where information about the innovation is available :

<http://energyandsustainability.fs.cornell.edu/lightsoff/index.cfm>

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
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Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Dan Roth

Sustainability Coordinator
Energy & Sustainability

Criteria

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

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

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

Yes

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

Sustainability is incorporated into Cornell's new students orientation as a part of our new student check-in, which is required for all students to attend. At this check-in, students can stop by various tables to learn more about involvement on campus. Additionally, all 600 orientation volunteers received sustainability training prior to orientation and are encouraged to incorporate these ideas when answering questions from new students (direct students to use public transportation or bring a reusable bag when purchasing text books. In addition composting and recycling education is done by volunteers at all large-scale orientation events that include food and drinks.

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

No

Provide a brief description of the presentations :

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

Yes

Provide a brief description of the activities :

The Orientation Steering Committee plans a Green Fair to engage students in sustainable student groups and community organizations, the Sustainability Interns in Cornell's Campus Sustainability Office work with student leaders to run an event to introduce interested new students to sustainability-focused groups on campus and the Multifaith Ambassadors organize an event to encourage discussion among

faith and sustainability.

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

Yes

Provide a brief description of the efforts :

All Orientation events that serve food use compostable products and have clearly labeled compost bags and recycling containers. Student volunteers organized through the Cornell Organization for Resource Efficiency (CORE) monitor compost bags to avoid contamination and further educate new students about composting efforts that they will encounter across campus.

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

Yes

Provide a brief description :

All new students receive a reusable water bottle in their residence and a reusable bag from The Cornell Store upon arriving on campus. Educational materials accompany these items and current students can be seen using both to encourage new students to join in.

Food Education

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

Criteria

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

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

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

Yes

Provide a brief description :

Cornell's Departments of Nutrition and Horticulture along with the School for Applied Economics and Management's Food and Brand Lab provide academic courses and research that cover eco-positive food choices within the context of human behavior and sustainable food systems education. Examples of courses include:

Consumer Behavior

Food Systems and Poverty Reduction: Concepts and Themes

Globalization, Food Security & Nutrition

Building Sustainable Environment & Secure Food Systems for a Modern World

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

Yes

Provide a brief description :

Dining units provide education/awareness campaigns regarding healthful food choices (lower fat, low salt, more veggies); personal accountability for food waste; choices re: over-consumption; local and regional food choices.

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

Yes

Provide a brief description :

Students receive information via brochures, web links and small break-out sessions during orientation and move-in weekends that address the issues stated above.

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

Yes

Provide a brief description :

There are many campus events whose mission is to educate students about personal food choices and food sourcing, e.g. "Food and Fiber Fair" and "Springfest". There are also a host of presentations and talks that are free and address supply chain and food sourcing, growing and consuming.

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

Yes

Provide a brief description of the program :

Dillmun Hill Student Farm is the best example of students being encouraged to grow their own food. Their mission is to provide, students, faculty, staff and community with opportunities for experiential learning, group collaboration and research. See their website for more information on this program.

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

Food and Beverage Purchases

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Yes, fair-trade coffee is available in all coffee-serving locations on campus, but non-fair trade coffee is also served.

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

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

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

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

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

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

List all Fair Trade certified items purchased :

Bananas

Tea

Confinement-Free Food Purchases

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

Criteria

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

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

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

Percentage purchased :

Comments :

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

Percentage purchased (1st product) :

Comments (1st product) :

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

Percentage purchased (2nd product) :

Comments (2nd product) :

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

Percentage purchased (3rd product) :

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

Criteria

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

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

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

Percentage purchased (1st product) :

Comments (1st product) :

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

Percentage purchased (2nd product) :

Comments (2nd product) :

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

Percentage purchased (3rd product) :

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

Criteria

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

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

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

Local Beef

Percentage purchased (1st product) :

20

Comments (1st product) :

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

Percentage purchased (2nd product) :

Comments (2nd product) :

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

Percentage purchased (3rd product) :

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Therese O'Connor
Mgr, Training & Development
Dining-Administration

Criteria

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

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

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

Tilapia

Percentage purchased (1st product) :

11

Standard used (1st product) :

Comments (1st product) :

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

Pollock

Percentage purchased (2nd product) :

5.40

Standard used (2nd product) :

Comments (2nd product) :

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

Ocean Perch

Percentage purchased (3rd product) :

2.40

Standard used (3rd product) :

Comments (3rd product) :

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

Farmed Catfish

Percentage purchased (4th product) :

2.40

Standard used (4th product) :

Comments (4th product) :

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

Cape Bluefish

Percentage purchased (5th product) :

2.20

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Therese O'Connor

Mgr, Training & Development

Dining-Administration

Criteria

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

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

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

Yes

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

No

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

No

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

Yes

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

Yes

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

Yes

Provide a brief description. :

30% sustainable bamboo dishware (reusable) at selected sites

Energy Initiatives

Responsible Party

Mark Howe

Program Manager

Energy Management

Criteria

Institution provides details about its energy initiatives.

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

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

6

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

3

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

3

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

3

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

0

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

NA

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

0

The names of all buildings that are ENERGY STAR labeled :

NA

Energy Use by Type

Responsible Party

Ed Wilson

Sustainable Energy Team Manager
Energy & Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

6.70

The percentage of total electricity use from wind. :

0

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

80.20

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

6

The percentage of total electricity use from hydro. :

5.70

The percentage of total electricity use from other. :

1.40

Provide a brief description. :

Cornell produced 78% of its electrical needs from on-site sources, including 2 Combustion Turbines with HRSG's, 2 steam turbines, two hydro-electric units and two small solar PV units. The remaining 22% was bought off the grid.

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

4

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

0

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

0

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

96

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

0

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

0

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

0

Provide a brief description. :

Cornell's Central Energy Plant (CEP) provides heating steam to most all buildings on campus. Steam is produced through a Co-generation system.

If cogeneration, please explain. :

Cornell has a state of the art cogeneration (Combined Heat & Power) system, employing combustion turbines with HRSG's, back pressure steam turbines and finally exhausting lower pressure steam to the campus for heating.

Responsible Party

Tom Romantic
Sr. Director
Supply Management

Criteria

Institution provides details about its procurement efforts.

Submission Note:

Energy Star Appliances are required under our PO terms but we cannot control purchases under credit cards thus the 85%.
We do not require less packaging but we are trying to impact this via order size management.

"" indicates that no data was submitted for this field

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

85

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

Yes

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

5

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

No

Bike Sharing

Responsible Party

Dan Roth

Sustainability Coordinator
Energy & Sustainability

Criteria

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

Submission Note:

Big Red Bikes website.

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

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

The number of bicycles available through bike sharing programs :

40

Water Initiatives

Responsible Party

Chris Bordlemay
Water/Wastewater Manager
Energy and Sustainability

Criteria

Institution provides details about its water initiatives.

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

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

Yes

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

In March 2012 Cornell's President approved a plan to minimize and mitigate use of bottled water on campus. The plan from the Take Back the Tap Task Force focuses on three areas: Infrastructure (Water Fountains and Carboys), Alternatives to Single-Servi

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

No

The percentage of urinals on campus that are waterless :

0

Endowment

Responsible Party

A.J. Edwards
Sr. Investment Officer
Investment

Criteria

Institution provides details about its endowment.

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

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

5300000000 US/Canadian \$

Date as of :

June 30, 2011

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

No

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

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

No

Size of capital commitments made within past 3 years :

Provide a brief description :

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

No

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

No

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

Yes

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

Yes

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

No

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

No

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

No

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

No

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

No

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

No

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

No

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

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

No

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

No

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

No

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

No

Sustainability Staffing

Responsible Party

Dan Roth
Sustainability Coordinator
Energy & Sustainability

Criteria

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

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

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

280

FTE staff on payroll :

6

FTE student intern/fellow :

4