



# State University of New York at Fredonia

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

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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.

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- 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.

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

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

5769

## **Program name (1st program) :**

Reusable Bag Campaign

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

2600

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

Reusable bags were provided to students living in campus residence halls. Resident Assistants were trained on the benefits of reusable bags and were then asked to pass that information on to the residence when they passed out the bags. Resident Assistants are required to develop hall programming each semester, and this program counted toward that requirement.

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

Student educators selected were core CCC group members that helped write the grant proposal and were available to distribute the bags in the residence halls.

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

These students were required to train Resident Hall Directors about the ecological impacts of plastic bags and the benefits of reusable bags to pass on to their residents as they received their bags.

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

Students from CCC collaborated with Faculty Student Association (FSA) for a grant that provided 2,600 reusable bags that were given to the campus body.

**The website URL for 1st Program :**

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**Program name (2nd program) :**

Freshman Convocation

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

1100

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

A presentation was given at Freshman Convocation, which occurs during Orientation week.

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

A previous President of Campus Climate Challenge volunteered to speak at the Freshman Convocation to educate the students about sustainability on campus and opportunities to be involved.

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

The student speaker received training from a sustainability consultant Dave Bauer along with Sustainability Committee members.

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

Sustainability committee funded the student leaders trainings and was able to secure him a spot at convocation to speak.

**The website URL for 2nd program :**

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**Program name (3rd program) :**

Trayless Dining Hall Campaign

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

1500

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

For one day, the buffet-style dining hall removed trays and put up signage explaining the benefits of going "trayless".

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

Members of CCC volunteered to educate peers at dining halls lunch and dinner hours. Students were surveyed about their use of trays and group members educated surveyors about food, energy and water waste related to trays.

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

Students from previous years in which CCC hosted this event trained new members about food, energy and water waste facts and ways of approaching peers.

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

Sustainability Committee and administration provided funding for posters and publicity. Students Association funded printing costs for surveys.

**The website URL for 3rd program :**

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**Program name (All other programs) :**

Earth Week

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

300

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

Each year a series of events is planned during the week of Earth Day. Certain events are coordinated and run by students on campus. Environmentally themed events range from panel discussions, native garden expansions, student surveys, dumpster dives and film showings.

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

Students from CCC volunteer to help coordinate numerous events the week of April 22(Earth Day).

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

Student leadership trainings with Dave Bauer and Earth Week sub-committee meetings help group members plan events for earth week.

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

Funding is received from the administration and the Sustainability Committee

**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Sarah Laurie**

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

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## 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
- 

*"---" 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) :**

Recyclemania / Waste Wipe Out

**A brief description of the campaign(s) :**

The campus participates in the National RecycleMania Campaign. Over the past several years, the campus has witnessed a significant increase in the total amount of material recycled during the annual 10 week competition.

The Waste Wipeout program during move-out in May collected clothing, food, personal items and miscellaneous items for reuse by Chautauqua County Rural Ministry from Dunkirk. The campus recorded a new low weight for trash removed from the Residence Halls in

May 2010. This represents a 22% reduction in waste over the past three years (15.19 tons in May 2010 compared to 19.44 tons in May 2008)

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

This represents a 22% reduction in waste over the past three years (15.19 tons in May 2010 compared to 19.44 tons in May 2008)

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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*"---" 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 :

Convocation event featuring an introduction campus sustainability efforts, committee structures, student groups and simple steps every student can take to go green on campus

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

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

)

Reusable bags and CFLs distributed to all residence hall students (new and returning).

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - 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 :**

[www.fredonia.edu/gogreen](http://www.fredonia.edu/gogreen)

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

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

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

**Does the institution have a sustainability newsletter? :**

Yes

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

The sustainability newsletter is an e-mail listserv which members of the campus community can subscribe to.

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

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

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

No

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

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

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

No

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

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

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**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 :**

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

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

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

No

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

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

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

No

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

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

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

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

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

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

No

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

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

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**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 sustainability pr subcommittee routinely runs a half-page ad in the student newspaper. This ad is called the "Sustainability Comment". While not all ads have been added to the website, some of the ads from past years are available for viewing. Additional articles are written by students on the newspaper staff.

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

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

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

Yes

**A brief description of this material :**

The committee write an annual report each year for release to the campus and community during Earth Week.

**The website URL for this material :**

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

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :

DEA is the Department of Environmental Affairs, a part of the President's Cabinet in the Student Association. DEA is supposed to advise the SA President in ways to make the campus as green as possible. By introducing legislation or suggesting projects, the committee has a direct impact to how the Student Association works. The website for DEA is:

<http://sa.fredonia.edu/home/?cat=18>

CCC is Campus Climate Challenge and is geared towards student activism. It is a group that strives to educate students and engage them in the community. CCC is part of a larger national movement presented by the Energy Action Coalition. CCC has a facebook group site which has a more detailed description on it.

<http://www.facebook.com/#!/pages/SUNY-Fredonia-Campus-Climate-Challenge/133656126221>

(or just type SUNY Fredonia Campus Climate Challenge in your facebook search bar).

SUNY Fredonia has two extremely active and well-supported student environmental groups: the Student Association's Department of Environmental Affairs (DEA) and Campus Climate Challenge (CCC). Other environmentally focused student groups include Biology Club, Campus Greens/National Green Party, Geology Club, and the Wilderness Club.

The Environmental Affairs Club was founded in the spring semester of 2005 by Shaylah Reagan and the Student Association. This organization was given special privileges as an "Executive Committee" by the Student Association, to carry out its mission of making SUNY Fredonia a greener place. In general the club is an organization that provides a voice for the environment on campus. The group is willing to address any and all environmental issues, especially those that deal with on-campus issues. Among our chief concerns are increasing recycling on campus and creating a "carbon neutral" environment. Department of Environmental Affairs website:

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

The Campus Climate Challenge is a project of more than 30 leading youth organizations throughout the U.S. and Canada. The Challenge leverages the power of young people to organize on college campuses and high schools across Canada and the U.S. to win 100% Clean Energy policies at their schools. The Challenge is growing a generation-wide movement to stop global warming, by reducing the pollution from our high schools and colleges down to zero, and leading our society to a clean energy future.

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

Campus Climate Challenge website:

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

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

Fall Semester Activities

The DEA organized "No Impact Week" based off of the documentary "No Impact Man" where an individual tried for one year to live entirely off the grid in NYC.

"No Impact Week" at SUNY Fredonia focused individuals doing what they can to reduce their impact on the environment. Events throughout the week included a local, sustainable cooking and nutrition workshop hosted by Sarah Sorci of the Chautauqua County Rural Ministry, a Trash Crawl, a Dumpster Dive on campus, a screening of "No Impact Man", a Creek-Walk/Clean-Up, a screening of "Gasland", and a midnight bike ride. There were also individual challenges posted throughout the week such as, "Take this day to reduce the amount of water used," or "Skip a meal of meat for the day," etc...

Spring Semester Activities

The DEA organized Earth Week 2012 to emphasize the importance of conserving ourselves and our environment. Events included within Earth Week was a Trash Crawl, Group Bike Ride, Beach Clean-Up, a Seed-Starting Workshop hosted by Sarah Sorci of the Chautauqua County Rural Ministry, Dumpster Dive, Tray-less Tuesday, "Green Your Morning Routine" Workshop, Plastic Bag Monster Flash Mob, "Test the Tap" Water Tasting, Eco-Fashion Show, and a Nature Walk at the Campus Lodge.

**List other student groups that address sustainability :**

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

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

## Organic Garden

"---" 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? :**

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**A brief description of the garden :**

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

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## Model Room in a Residence Hall

"---" 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? :**

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**A brief description of the model room :**

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

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# Themed Housing

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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) :**

There are several themed housing units, including a Health & Wellness house, and a Sustainability House. This housing is available for first year students as a way to help students with similar interests build a relationship with one another. Faculty advisors and other members of campus are encouraged to visit students, work on projects with them, and invite them to theme related events.

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

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**The total number of residents in themed housing. :**

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

The business school runs a snack shack.

Also, the business club performed environmental sustainability audits and gave advice to several local businesses last semester.

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

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# Sustainability Events

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## Responsible Party

**Sarah Laurie**

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

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"---" 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) :**

Earth Week each year brings student groups together to co-host events. Each major event has a student group associated with it, so that students are involved in the planning. Events in the past have included a trash dump (students and staff sort through campus trash and report on their findings), movie screenings, speakers (such as Ralph Nader), and more.

Earth Week Series of Events—Beginning in 2008, SUNY Fredonia has sponsored an impressive weeklong series of events centered on the spirit of Earth Day. With programs ranging from a keynote by Ralph Nader to a 13-hour Earth Day Teach-in to collaborative campus and community local/organic food tastings and events, the hugely successful Earth Week series of events work to educate thousands of people about some of the most prominent environmental and social justice issues of our time. By 2010 the Earth Week series had grown to more than 40 events occurring over eleven days, and included major community outreach events such as a Duathlon, Green Expo, and a free community film festival. Because of its growing interest and support, in 2011 Earth Week will become part of a larger series of events called the Sustainability Series. Earth Week/Sustainability Series website:.

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

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

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

## Outdoors Program

"---" 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? :**

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**A brief description of the program :**

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

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## Themed Semester or Year

"---" 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? :**

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

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

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

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# Curriculum

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

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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

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

No

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

Currently in progress

**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 :**

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

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

.

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

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

Yes

**The website URL where the sustainability course inventory is posted :**

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

# Sustainability-Focused Courses

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## Responsible Party

**Sarah Laurie**

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

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## 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*.

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

## The number of sustainability-focused courses offered :

10

## The total number of courses offered :

600

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

18 Sustainability Focused Courses per year; 10 Sustainability Focused Courses per semester (because of offering frequency)

Website (

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

) lists all sustainability (focused or related) courses. A listing of just sustainability-focused courses is given below.

American Studies

AMST 399 Sustainability and America

AMST 399 Writing, Sustainability and Social Change

Biology

BIOL115 Environmental Biology

BIOL330/331 General Ecology

BIOL426 Current Environmental Topics

Chemistry

CHEM113 Chemistry and the Environment  
CHEM302 Chemistry in Today's Society  
CHEM473 Environmental Chemistry  
Communication  
COMM 3XX Environmental Communication  
Economics  
ECON380 Environmental/Natural Resource Economics  
English  
ENGL399 Literature of Place  
Environmental Sciences  
ESCI105 Global Environmental Issues  
ESCI410 Environmental Assessment  
ESCI440 Environmental Sciences Seminar  
Geology  
GEO175 Thirsty Planet  
GEO359 Vanishing Earth Resources  
History  
HIST310 World Environmental History  
HIST352 Environmental History of North America  
Political Science  
POLI387 Environmental Policy

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

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

**A copy of the sustainability course inventory :**

---

# Sustainability-Related Courses

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## Responsible Party

**Sarah Laurie**

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

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## 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*.

---

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

## The number of sustainability-related courses offered :

25

## The total number of courses offered :

600

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

American Studies

AMST 202 Introduction to American Studies

Anthropology

ANTH210 Physical Anthropology

ANTH301 Plagues and Peoples

Biology

BIOL 111 Introduction to Biology

BIOL243 Biodiversity

BIOL 410 Tropical Biology

BIOL421 Biological Conservation

BIOL447 Evolution

Chemistry

CHEM107 Chemistry for Consumers

Communication

COMM 221 Interpersonal Communication

COMM 301 Group Communication

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

COMM 460 Organizational Communication  
COMM 465 Intercultural Communication  
Economics  
ECON335 Economic Development  
ECON340 Urban and Regional Economics  
English  
ENGL 100 English Composition  
ENGL 211 World Poetry  
ENGL333 Environmental Literature  
ENGL 512 Agrarian Literature  
Environmental Sciences  
ESCI310 Methods in Environmental Analysis  
Geology  
GEO121 Landform Geography  
GEO140 Catastrophic Weather  
GEO142 Drifting Continents  
GEO143 Evolution of Life  
GEO145 Geology of New York State  
GEO148 Trembling Earth  
GEO149 Volcanoes  
GEO150 Moons and Planets  
GEO160 Oceanography  
GEO165 Geology I  
GEO180 Weather and Climate  
GEO210 Geology II  
GEO215 Minerals and Rocks  
GEO301 Cartography  
GEO311 Global Climate  
GEO 330 Geomorphology  
GEO331 Restless Earth  
Honors  
HONR201 Honors Seminar  
Political Science  
POLI240 Urbanization and Environmental Challenges  
POLI276 Law and Society  
POLI381 Urban Politics and Policy  
Sociology  
SOC215 Introduction to Public Health  
Statistics  
STAT250 Statistics for Scientists  
Visual Arts and New Media  
ARTH 102 Art in Culture from 1400 to present  
ARTS 235 Monotypes  
ARTS 315 Drawing and Painting III

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

---

**A copy of the sustainability course inventory :**

---

# Sustainability Courses by Department

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

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

---

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

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

15

**The total number of departments that offer courses :**

27

**A list of departments that offer sustainability courses :**

American Studies, Anthropology, Biology, Chemistry, Communication, Economics, English, Environmental Sciences, Geology, History, Honors, Political Science, Sociology, Statistics, and Visual Arts and New Media.

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

---

**A copy of the sustainability course inventory :**

---

# Sustainability Learning Outcomes

---

## Responsible Party

**Sarah Laurie**

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

---

## 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 :

10

## Total number of graduates :

1000

## A list of degree programs that have sustainability learning outcomes :

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

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

Environmental Sciences websites:

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

[http://www.fredonia.edu/department/interdisciplinary/Environmental\\_Science.asp](http://www.fredonia.edu/department/interdisciplinary/Environmental_Science.asp)

## 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 :**

[http://www.fredonia.edu/department/interdisciplinary/Environmental\\_Science.asp](http://www.fredonia.edu/department/interdisciplinary/Environmental_Science.asp)

**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

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## Responsible Party

**Sarah Laurie**

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

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## 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) :**

Environmental Sciences

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

[http://www.fredonia.edu/department/interdisciplinary/Environmental\\_Science.asp](http://www.fredonia.edu/department/interdisciplinary/Environmental_Science.asp)

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

---

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

---

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

---

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

---

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

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

---

# Graduate Program in Sustainability

## 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? :**

---

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

---

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

---

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

---

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

---

**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) :**

---

# Sustainability Immersive Experience

## 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? :**

---

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

---

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

---

# Sustainability Literacy Assessment

## 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.

---

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

**Has the institution conducted a sustainability literacy assessment? :**

---

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

---

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

---

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

---

**A brief description of how the assessment was developed :**

---

**A brief description of how the assessment was administered :**

---

**A brief summary of results from the assessment :**

---

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

---

# Incentives for Developing Sustainability Courses

## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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? :**

---

**A brief description of the program(s) :**

---

**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.

<b>Credit</b>
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

## 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? :**

---

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

---

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

---

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

---

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

---

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

---

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Sarah Laurie**

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

---

## 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 :

25

## The total number of faculty members engaged in research :

250

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

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

Faculty Name Department

Jack Berkley Geosciences

Mira Berkley Curriculum and Instruction

Bill Brown Biology

Ann Deakin Geosciences

Jason Dilworth Visual Arts and New Media

Jeanne Frerichs Anthropology

Timothy Frerichs Visual Arts and New Media

Michael Jabot Curriculum and Instruction

Christina Jarvis English and American Studies

Karry Kazial Biology

David Kinkela History

Ellen Litwicki History

Tracy Marafiote Communication

Sherri Mason Chemistry and Environmental Sciences

Michael Milligan Chemistry

Terrence Mosher English

Aimee Nezhukumatathil English  
Dustin Parsons English  
David Rankin Political Science  
Peter Reinelt Economics  
Alberto Rey Visual Arts and New Media  
Karolyn Stonefelt School of Music  
Jonathan Titus Biology  
Ivani Vassoler Political Science and International Studies  
Michael Wilson Geosciences

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

---

**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 :**

---

# Departments Engaged in Sustainability Research

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## Responsible Party

**Sarah Laurie**

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

---

## 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.

---

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

### **The total number of academic departments that conduct research :**

25

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

13

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

13 out of 25 departments at SUNY Fredonia house at least one faculty member who engages in sustainability research (including creative endeavors). They are:

Anthropology, Biology, Chemistry, Communication, Curriculum and Instruction, Economics, English, Environmental Sciences, Geosciences, History, Political Science, School of Music, and Visual Arts and New Media.

### **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

## 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? :**

---

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

---

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

---

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

---

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

---

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

---

# Interdisciplinary Research in Tenure and Promotion

## 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? :**

---

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

---

**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.

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

# Building Operations and Maintenance

## Criteria

Institution owns and operates buildings that are:

1) Certified under 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" :**

---

**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 :**

---

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

---

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

---

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

---

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

---

**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

**Sarah Laurie**

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

---

## Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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" :**

47000 *Square Feet*

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

47000 *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 :**

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

**An electronic copy of the guidelines or policies :**

---

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

June 2001

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

Executive Order No. 111 (E.O.111) for “Green and Clean” State Buildings and Vehicles Guidelines was issued June 2001 (second edition issued December 2004). The State University Construction Fund and SUNY are required to comply with the requirements. The state of NY requires all buildings to be built to LEED Silver standards.

**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 :**

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

# Indoor Air Quality

## 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 :**

---

**Total occupied building space :**

---

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

---

**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.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Sarah Laurie**

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

---

## 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://acupcc.aashe.org/>

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

Yes

## Does the inventory include emissions from air travel? :

No

## Does the inventory include emissions from commuting? :

No

## 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

## 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 :**

---

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

---

**Third-party verified carbon offsets purchased, 2005 :**

---

**On-campus residents, 2005 :**

---

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

---

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

---

**Scope 1 and 2 gross GHG emissions, performance year :**

---

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

---

**Carbon offsets purchased, performance year :**

---

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

---

**On-campus residents, performance year :**

---

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

---

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

---

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

---

## Air Travel Emissions

"---" 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? :**

---

**A brief description of the policies and/or programs :**

---

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

---

## Local Offsets Program

"---" 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? :**

---

**A brief description of the program :**

---

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

---

# Dining Services

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

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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..

---

*"---" 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) :

15.50

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

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

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

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

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## Trayless Dining

"---" 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?**

:

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**A brief description of the trayless dining program :**

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**List the year the program was started :**

---

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

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

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

---

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

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

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

“We have really made great strides in increasing the variety of foods we offer on campus,” said Mike Proffer, director of Dining Services. “At Erie Dining Hall, in particular, we not only have increased the vegetarian and vegan foods we offer, but stressed healthy cooking procedures and expanded our menu to include organic foods and more fresh fruits and vegetables. And the vegetarian offerings fit very nicely in our mode of providing hearty and healthy home-style cooking, with more healthy choices for our customers.”

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

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

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

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

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

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

<http://fsa.fredonia.edu/diningservices/menus/eriemenu.asp>

# Trans-Fats

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

All fry oil, salad dressings, grill oil, and salad oil are 0 trans fat. This is accomplished through purchasing policies.

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

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# Guidelines for Franchisees

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## Responsible Party

**Sarah Laurie**

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

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

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

Yes

### **A brief description of the guidelines for franchisees :**

3BC must follow suit with the sustainability guidelines established by FSA, the auxiliary holding their contract.

Commitment to FTO coffees, in addition to local purchasing, carbon footprint reduction, waste reduction, recycling, and introduction of greener disposables, are included in their operational MO, thus mirroring FSA Dining Services sustainability program.

### **The website URL where information about the guidelines is available :**

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## Pre-Consumer Food Waste Composting

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

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

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

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

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**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 :**

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# PostConsumer Food Waste Composting

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

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

---

**A brief description of the postconsumer food waste composting program :**

---

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

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

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

---

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

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

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## Food Donation

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

**Does the institution donate leftover or surplus food? :**

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**A brief description of the food donation program :**

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

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## Recycled Content Napkins

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### Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

Napkins are EcoLogo certified, made from 100% recycled materials.

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

---

## Reusable Container Discounts

"---" 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? :**

---

**A brief description of the reusable mug program :**

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**Amount of the discount offered for using reusable mugs :**

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

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

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## Reusable To-Go Containers

"---" 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? :**

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

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

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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

---

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

## Total building energy consumption, 2005 :

308552 MMBtu

## Building space, 2005 :

1945173 Gross Square Feet

## Total building energy consumption, performance year :

232866 MMBtu

## Building space, performance year :

2058598 Gross Square Feet

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

January 2010 - December 2010

# Clean and Renewable Energy

## Criteria

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

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

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

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

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

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

**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 :**

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**Option 2: Non-electric renewable energy generated :**

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**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 :**

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**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 :**

---

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

---

**Total energy consumed during the performance year :**

---

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

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

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

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

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**A brief description of cogeneration technologies deployed :**

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

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# Timers for Temperature Control

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

0

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

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# Lighting Sensors

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

**The percentage of building space with lighting sensors :**

2

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

---

# LED Lighting

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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. :**

Yes

**A brief description of the technology used :**

Over 50 LED lighting fixtures have been installed for external lighting applications on buildings. Additional fixtures have been installed in several stair wells.

**The percentage of building space with LED lighting :**

0.10

**The percentage of parking deck space with LED lighting :**

0

**The percentage of outdoor space that uses LED lighting :**

0

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

40

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

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## Vending Machine Sensors

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

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

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**A brief description of the technology used :**

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**The percentage of vending machines with sensors :**

---

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

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# Energy Management System

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

95

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

All HVAC systems

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

---

## Energy Metering

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

# Grounds

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

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

# Integrated Pest Management

## 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

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

**The size of the campus grounds :**

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

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**A brief description of the IPM plan(s) :**

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

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## Native Plants

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### Responsible Party

**Sarah Laurie**

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

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*"---" 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 :

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

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

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## Wildlife Habitat

"---" 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? :**

---

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

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

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## Tree Campus USA

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

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

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

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

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# Snow and Ice Removal

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## Responsible Party

**Sarah Laurie**

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

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

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

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# Landscape Waste Composting

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## Responsible Party

**Sarah Laurie**

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

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

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

15

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

0

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

---

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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"---" 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.ogs.state.ny.us/EO/4/Default.asp>

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

ENVIRONMENTAL ATTRIBUTES AND NYS EXECUTIVE ORDER 4:

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

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

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

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

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

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

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

No

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

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**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

---

**Total expenditures on desktop and laptop computers and monitors :**

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# Cleaning Products Purchasing

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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---" 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.ogs.state.ny.us/purchase/environmentpurchasing.asp>

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

The director of custodial services approves all purchases to ensure they meet guidelines.

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

No

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

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**Total expenditures on cleaning products :**

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

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# Office Paper Purchasing

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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"---" 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.ogs.state.ny.us/EO/4/Default.asp>

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

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

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

Yes

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

56.03 US/Canadian \$

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

1958.67 US/Canadian \$

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

12.63 *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 :**

33254.84 *US/Canadian \$*

**Total expenditures on office paper :**

58464 *US/Canadian \$*

# Vendor Code of Conduct

## 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.

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*"---" 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? :**

---

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

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

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**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 :**

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# Historically Underutilized Businesses

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

It is the policy of SUNY Fredonia to take affirmative action to ensure that Minority and Women-Owned Businesses (M/WBE) that are certified by New York State are given the opportunity to demonstrate their ability to provide the University with goods and services at competitive prices. When a department utilizes a New York State certified vendor, their account will be credited 10% of the total amount. Departments need to note that the vendor is an M/WBE to insure that they receive that credit and assure reasonableness of price.

Please contact the Purchasing Department at extension 3438 if you have any questions regarding M/WBE vendors. A complete listing of M/WBE vendors is available by visiting the following website:

<http://www.nylovesmwbe.ny.gov/>

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

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## Local Businesses

"---" 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. :**

---

**A brief description of the program :**

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

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# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
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

**Sarah Laurie**

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

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## 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.

---

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

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

2

### **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 :**

10

### **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 :**

1

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

18

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

100

# Student Commute Modal Split

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## Responsible Party

**Sarah Laurie**

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

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## 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.

---

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

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

34

**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 :**

66

**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 :**

18

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

9

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

6

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

1

**The website URL where information about alternative transportation is available :**

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

# Employee Commute Modal Split

---

## Responsible Party

**Sarah Laurie**

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

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## 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.

---

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

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

16

**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 :**

84

**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 :**

11

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

5

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

0

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

0

**The website URL where information about alternative transportation is available :**

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



# Bicycle Sharing

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## Responsible Party

**Sarah Laurie**

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

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

<http://fredoniabikelab.wordpress.com>

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

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## Facilities for Bicyclists

"---" 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? :**

---

**A brief description of the facilities :**

---

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

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## Bicycle and Pedestrian Plan

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

**Has the institution developed a bicycle plan? :**

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**A brief description of the plan :**

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

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# Mass Transit Programs

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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) :

Student rates for local buses are only \$0.25

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

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

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

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

## Condensed Work Week

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### Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

---

# Telecommuting

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

**Does the institution offer a telecommute program for employees? :**

---

**A brief description of the program :**

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

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## Carpool/Vanpool Matching

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

**Does the institution participate in a carpool/vanpool matching program? :**

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**A brief description of the program :**

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

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## Cash-out of Parking

"---" 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)?**

:

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**A brief description of the program :**

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

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## Carpool Discount

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

**Does the institution offer reduced parking fees for car and van poolers? :**

---

**A brief description of the program :**

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

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## Local Housing

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

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

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**A brief description of the incentives or programs :**

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**The website URL where information about the incentives or programs is available :**

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## Prohibiting Idling

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

**Has the institution adopted a policy prohibiting idling? :**

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**A brief description of the policy :**

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

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## Car Sharing

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

**Does the institution participate in a car sharing program, such as ZipCar or HourCar? :**

---

**A brief description of the program :**

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

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# Waste

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

<b>Credit</b>
Waste 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

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## Responsible Party

**Sarah Laurie**

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

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## 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 :

80 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

1140 Tons

### Weight of materials recycled, performance year :

442 Tons

### Weight of materials composted, performance year :

0 Tons

### Weight of materials disposed as garbage, performance year :

881 Tons

### List the start and end dates of the waste reduction performance year :

January 2010 - December 2010

### On-campus residents, 2005 :

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

2482

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

3418

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

433

**On-campus residents, performance year :**

2473

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

4215

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

359

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

January 2010 - December 2010

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

No

**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 :**

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# Waste Diversion

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## Responsible Party

**Sarah Laurie**

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

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## 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*.

---

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

363 Tons

## Materials disposed in a solid waste landfill or incinerator :

490 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

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

# Construction and Demolition Waste Diversion

## Criteria

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

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

---

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

**Amount of construction and demolition materials recycled, donated, or otherwise recovered :**

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**Amount of construction and demolition materials landfilled or incinerated :**

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**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 :**

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# Electronic Waste Recycling Program

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## Responsible Party

**Sarah Laurie**

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

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## 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? :**

No

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

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

**A brief description of the electronic waste recycling program for institution-generated materials :**

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

1. Other departments on campus are notified on exactly what is available and if they would like/need the usable equipment.
2. If no response, then all equipment is offered to all SUNY Campuses for their reuse.

3. If there are no responses from the other campuses, then the equipment is offered to all state agencies first, then all counties, cities, villages, etc, of the state for their reuse.

4. If no responses, then it is either put up for sale on E-bay by OGS and sold or given local disposition and then an electronic recycler is called in to dispose/reuse the equipment. The recycler we use, makes use of all equipment for resale first then dismantling for recycling. No electronic waste ends into the landfill.

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

**A brief description of the electronic waste recycling program for student-generated materials :**

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**The website URL where information about the e-waste recycling program is available :**

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# Hazardous Waste Management

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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

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

Yes

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

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

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

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

**The website URL where information about hazardous materials management is available :**

---

## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

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

---

# Limiting Printing

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

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

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

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

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

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

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

<http://www.fredonia.edu/ait/Labs/PrintingQuota.asp>

**Responsible Party**

**Sarah Laurie**

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

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*"---" 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 :**

Course Catalogs are offered online only. During registration periods, students access the catalog via their registration website. Course schedules are also offered only online, at the same website (Your Connection). Directories are printed.

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

---

# Chemical Reuse Inventory

"---" 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? :**

---

**A brief description of the program :**

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

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## Move-In Waste Reduction

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

**Does the institution have a program to reduce residence hall move-in waste? :**

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**A brief description of the program :**

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

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# Move-Out Waste Reduction

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## Responsible Party

**Sarah Laurie**

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

---

*"---" 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 :

Waste Wipe Out Initiative

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

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

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

# 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.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

## 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.

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

**Water consumption, 2005 baseline year :**

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**Water consumption, performance year :**

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**List the start and end dates of the water consumption performance year :**

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**On-campus residents, 2005 :**

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

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

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**On-campus residents, performance year :**

---

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

---

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

---

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

---

**Indication of whether institution has a stated commitment to water use reduction goals :**

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**A brief description of the plan of action to achieve water use reduction goals :**

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

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# Stormwater Management

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## Responsible Party

**Sarah Laurie**

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

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## 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 :**

Storm water management for new construction is developed and maintained per New York Department of Environmental Conservation (NYSDEC) guidelines.

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

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**Does the institution have a living or vegetated roof? :**

No

**A brief description of the institution's living or vegetated roof :**

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**Does the institution have porous paving? :**

No

**A brief description of the institution's porous paving :**

---

**Does the institution have retention ponds? :**

No

**A brief description of the institution's retention ponds :**

---

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

---

**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

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

**Does the institution employ any other technologies or strategies for stormwater management? :**

No

**A brief description of other technologies or strategies for stormwater management employed :**

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## Waterless Urinals

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

**Does the institution use at least one waterless urinal? :**

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**A brief description of the technology employed :**

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

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## Building Water Metering

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

**Does the institution have building-level water consumption meters for at least one building? :**

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**A brief description of the water metering employed :**

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**The percentage of building space with water metering :**

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

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## Non-Potable Water Usage

"---" 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? :**

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**A brief description of the source of non-potable water and how it is used :**

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**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources :**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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

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# Xeriscaping

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

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**A brief description of the program or practice :**

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

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# Weather-Informed Irrigation

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 new soccer stadium on campus included automatic irrigation with a weather gauge that monitors the rain fall and adjusts the automatic programming as needed. In addition, grounds maintenance staff closely monitor the local weather online and from the local TV stations to determine when and if manual irrigation is needed on the other game fields.

## The website URL where information about the practice is available :

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# 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.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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*"---" 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 :

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

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

## Members of the committee, including affiliations :

Sarah Laurie (Chair), Environmental Safety & Sustainability Specialist

Kevin Cloos, Director of Facilities Services

Kathy Forster, Associate Director of Residence Life

Mike Jabot, Professor, Curriculum & Instruction

Christina Jarvis, Associate Professor, English

Markus Kessler, Director of Facilities Planning

David Kinkela, Assistant Professor, History

Tracy Marafiote, Assistant Professor, Communication

Sherri Mason, Associate Professor, Chemistry

Shari Miller, Director of Purchasing

Anne Podolak, Director of Environmental Health & Safety

Mike Proffer, Director of Dining Services, FSA

Robyn Reger, Committee Secretary

Peter Reinelt, Assistant Professor, Economics

Mark Suida, Assistant Director of Campus Life

Terry Tzitzis, Director of University Services

Lauren Piche, Student

Hannah Farley, Student

**The website URL where information about the sustainability committee is available :**

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

**Does the institution have a sustainability office? :**

Yes

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

The sustainability office is located in McGinnies Hall and is open to the campus and the public Monday - Friday 8:30-5:00 during the academic year and 8:00 - 4:00 during the summer. This space is shared with Environmental Health & Safety

**The number of people employed in the sustainability office :**

1

**The website URL where information about the sustainability office is available :**

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**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Sarah Laurie

**Sustainability coordinator's position title :**

Environmental Safety and Sustainability Specialist

**A brief description of the sustainability coordinator's position :**

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

**The website URL where information about the sustainability coordinator is available :**

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# Strategic Plan

## 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.

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

**Year the strategic plan or equivalent was completed or adopted :**

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**Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :**

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**A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :**

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**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :**

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**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**

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**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

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**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

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**The website URL where information about the strategic plan is available :**

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# Physical Campus Plan

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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"---" 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 "10 year master plan" will be officially accepted in Feb/March 2011. Phase 4 was presented to the campus earlier this year, and sustainability was high on the priorities for all considered projects:

All renovations will be done in a sustainable way, using sustainable methods and materials.

A large increase in pedestrian walk ways has been written into the plan, turning many roads into pedestrian ways over the next few years. Parking will be pushed to the outskirts of campus, and shuttles will run to transport students, staff, and visitors to the core of campus, which (except for facilities vehicles) will be completely pedestrian.

The campus will also follow the state directive, that all new buildings must be built to LEED Silver status.

## The year the physical campus plan was developed or adopted :

2011

## The website URL where the physical campus plan is available :

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# Sustainability Plan

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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"---" 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 committee, which is comprised of administration, faculty, staff, students, and auxiliary service representatives drafted the Climate Action Plan in 2009/2010.

## A brief description of the plan's measurable goals :

- In the design, construction, operation and maintenance of new buildings the fund and SUNY shall follow guidelines for the construction of "Green Buildings" including guidelines set by the U.S. Green Buildings Council's LEED™ Rating System.
- Achieve a 20 percent improvement in energy efficiency performance for new buildings and 10 percent improvement for substantial renovations.
- Selection of energy efficient products when acquiring new or replacing energy-using equipment.
- All new buildings affected by the Executive Order must comply with the criteria from the Green Building Tax Credit, Indoor Air Quality Testing, and Indoor Air Quality Management Plan during construction and commissioning.

## A brief description of how progress in meeting the plan's goals is measured :

All energy use is reported to and tracked by the State of New York.

**The website URL where more information about the sustainability plan is available :**

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

**The year the plan was developed or last updated :**

2010

# Climate Action Plan

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## Responsible Party

**Sarah Laurie**

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

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## 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*.

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"---" 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 :

- The possibility of incorporating the Architecture 2030 Challenge into the plan, which requires all new buildings to be carbon neutral by 2030.

New York State Executive Order No. 24, dated Aug 6, 2009 requires the state to reduce its energy consumption and improve energy efficiency by 35 percent in its buildings by 2015.

- In the design, construction, operation and maintenance of new buildings the fund and SUNY shall follow guidelines for the construction of "Green Buildings" including guidelines set by the U.S. Green Buildings Council's LEED™ Rating System.
- Achieve a 20 percent improvement in energy efficiency performance for new buildings and 10 percent improvement for substantial renovations.
- Selection of energy efficient products when acquiring new or replacing energy-using equipment.
- All new buildings affected by the Executive Order must comply with the criteria from the Green Building Tax Credit, Indoor Air Quality Testing, and Indoor Air Quality Management Plan during construction and commissioning.

## A brief summary of the climate plan's short-term goals :

- Environmental Studies Program – As a complement to our Environmental Sciences program, the Academics Subcommittee has developed an Environmental Studies program. Distinct from the Environmental Sciences program, the Environmental Studies program is intentionally focused upon the social science and humanities aspects of environmental issues and concerns. Drawing from the same core program, the Environmental Studies program (as currently proposed) entails three possible tracks for the degree. One of the tracks is a

Social Science-based program, while the second is a Humanities-based program. The third option is a self-design track. This program will be submitted to the University Senate in Fall 2010 for approval with an anticipated starting date of Fall 2011.

- Sustainability Certification Program – Working with the Office of Student Affairs, the Academics Subcommittee plans to develop a Sustainability Certification Program that would be open to all students on the SUNY Fredonia campus. With the certification program, all students, regardless of their major, could earn a Sustainability Certificate to complement their degree by taking a specified number of sustainability (“green”) courses. This program would be modeled after the Leadership Program already in existence. Such programs allow our campus unique (albeit voluntary) graduation requirements without SUNY-wide system modifications.

- Highlighted “Green” Courses within Course Offerings – Working with the Office of the Registrar, the Academics Subcommittee is looking to differentiate sustainability (i.e., “green”) courses within course offerings. All registration and course offerings are now only available through online sources. By assigning courses a sustainability attribute, they could easily be identified within this online system (e.g., they could be listed with a green, rather than black, ink color). This attribute could easily be assigned to our current listing of sustainability courses, but the Academics Subcommittee needs to determine a list of standards for assigning this course distinction. Part of the intent in creating this differentiation is to encourage more professors to integrate sustainability into their curriculum. Instructors would complete a request form (to be reviewed by the Academics Subcommittee) to have their course designated a “green” course. This process would be modeled after the College Core Curriculum course designation program already in existence on our campus.

- Sustainability Resource Center – Over the past few years, largely owing to the Earth Week series of events, SUNY Fredonia has acquired a significant number of resources with a focus upon sustainability, such as environmental films with public/institutional viewing rights. The Academics Subcommittee plans to work with the Director of Library Services to create a separate archive of materials focused on sustainability. This Sustainability Resource Center would highlight the importance of sustainability, as well as the campus’ commitment to it.

- Student/Course Executed Campus Green House Gas (GHG) Inventory – In order to fulfill our Campus Climate Commitment, as well as to monitor our own progress with regard to our sustainability goals, there is a need to continually monitor and track our greenhouse gas emissions. The Academics Subcommittee views this need as possessing huge potential with regard to student learning outcomes. We intend to investigate this idea further, hopefully being able to identify a course within which a yearly greenhouse gas audit would be integrated into the curriculum. Such a merging of monitoring with campus course offerings could prove to be a model for additional associations.

- Student Lifestyle Education – It is the goal of the Student Activities Subcommittee to educate new SUNY Fredonia students on campus sustainability efforts and their involvement. This education may include providing students with information during orientation and incorporating sustainability into Resident Assistant programs in the residence halls.

Using Sustainable Vendors – SUNY Fredonia’s Purchasing Department is committed to educating campus faculty and staff about identifying vendors committed to sustainability. When choosing a vendor, the Purchasing Department looks at how a company is run, the types of products they sell, the location of the company and distance to campus, and even the packaging they use. By educating faculty and staff, the Purchasing Department is not only promoting the use of environmentally responsible products, but also supporting businesses with similar ideals. The Food Subcommittee has begun to look at using vendors committed to sustainability with a goal of increasing money spent by a minimum of 1 percent annually.

**Year the climate plan was formally adopted or approved :**

2010

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :**

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**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :**

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**The reduction level (percentage) institution has committed to :**

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**The baseline year the institution used in its GHG emissions commitment :**

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**The baseline emissions level institution used in its GHG emissions commitment :**

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**The target year the institution specified in its GHG emissions commitment :**

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**The website URL where information about the climate plan is available :**

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

# 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.

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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*"---" 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 :

A culturally diverse faculty enriches the education of students, staff, faculty and the community. Being that we should not be a microcosm of society but, a model of how society should be, these procedures reflect our policy that affirmative action efforts must be integrated into the total personnel system to ensure consistent hiring practices are followed by all departments and offices.

## Members of the committee, including job titles and affiliations :

Sandra Lewis, Director - Affirmative Action  
Adam Hino, Disabled Student Services Coordinator  
Averl Otis, Director - Multicultural Affairs  
Michael Daley, Director - Human Resources  
Jennifer Hildebrand, Assistant Professor - Coord African American Studies  
Idalia Torres, Systems Administrator ITS  
David White, Director - Education Development Program  
Paula Holcomb  
Karen Porpiglia, (Interim)VP of Administration  
Rachel Skemer  
Cheryl John

## The website URL where information about the diversity and equity committee is available :

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

## Does the institution have a diversity and equity office? :

Yes

**A brief description of the diversity office :**

Advise the President on matters related to affirmative action.

Develop mission and goals for affirmative action and an implementation plan for well balanced, coordinated programs and policies that promote a diverse and supportive institutional environment.

Provide guidance to and monitor search committees to ensure compliance with affirmative action guidelines.

Disseminate information and provide training on strategies to implement the affirmative action and non-discrimination policies adopted by the College.

Serve as a member of the College's Affirmative Action Committee.

Prepare for the President's approval all reports related to compliance with affirmative action and non-discrimination legislation and regulation.

Take specific actions to enlarge the pool of qualified Affirmative Action candidates for all searches conducted by the College.

Develop and implement programs to ensure the retention of Affirmative Action employees.

Coordinate the implementation of the governance procedures for reviews of allegations of discrimination according to campus procedures.

Serve as the official American Disabilities Act (ADA) compliance officer.

Serve as the official Title IX Coordinator.

**The number of people employed in the diversity office :**

1

**The website URL where information about the diversity and equity office is available :**

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

**Does the institution have a diversity and equity coordinator? :**

Yes

**Diversity coordinator's name :**

Sandra Lewis

**Diversity coordinator's position title :**

Director of Affirmative Action

**A brief description of the diversity coordinator's position :**

Advise the President on matters related to affirmative action.

Develop mission and goals for affirmative action and an implementation plan for well balanced, coordinated programs and policies that promote a diverse and supportive institutional environment.

Provide guidance to and monitor search committees to ensure compliance with affirmative action guidelines.

Disseminate information and provide training on strategies to implement the affirmative action and non-discrimination policies adopted by the College.

Serve as a member of the College's Affirmative Action Committee.

Prepare for the President's approval all reports related to compliance with affirmative action and non-discrimination legislation and

regulation.

Take specific actions to enlarge the pool of qualified Affirmative Action candidates for all searches conducted by the College.

Develop and implement programs to ensure the retention of Affirmative Action employees.

Coordinate the implementation of the governance procedures for reviews of allegations of discrimination according to campus procedures.

Serve as the official American Disabilities Act (ADA) compliance officer.

Serve as the official Title IX Coordinator.

**The website URL where information about the diversity and equity coordinator is available :**

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

# Measuring Campus Diversity Culture

## 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.

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*"---" 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? :**

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**A brief description of the assessment(s) :**

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**Year the assessment was last administered :**

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**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :**

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

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# Support Programs for Underrepresented Groups

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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"---" 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 :

The Black Student Union (BSU) strives to promote a feeling of unity and pride among Black students and other members of the college community. The BSU continually aims to improve cultural and social development and increase Black awareness on campus in order to provide to the student body an organization equipped with the necessary knowledge of Black culture and other ethnic heritage.

<http://sunyfredbsu.weebly.com/>

Pride Alliance, formerly the Gay, Lesbian, Bisexual Student Union (GLBSU) strives to promote a feeling of unity among homosexual, bisexual students, and other members of the college; to provide a relaxed, safe and supportive atmosphere for its members. The GLBSU also works to help raise awareness of alternate lifestyles by helping to educate the Fredonia campus and surrounding community.

The Jewish Student Union/Hillel (JSU) is a group designed to provide a caring community for people interested in Judaism. The JSU provides programs to educate its members and the campus community about Jewish culture, history and heritage.

Latinos Unidos (LU) was created in order to promote a feeling of unity and pride among Latino students and other members of the college, focusing to improve cultural and social development. One of LU's major goals is to increase Latino awareness in the campus community, and to provide the student body with the necessary knowledge of Latino culture and other ethnic heritage by promoting lectures, artisans, dancers, poets, and musicians.

The Native American Student Union (NASU) provides and promotes community activities, public forums, and panel discussions for the student body, faculty and staff on the topic of Native American perspectives.

Brother to Brother (B2B) addresses the issues and concerns of men of diverse backgrounds, and provide a supportive environment for members to reconnect, establish, and renew their relationships. B2B engages other diverse groups in an effort to break down barriers and cliques at SUNY Fredonia in hopes of working proactively together.

Sister Circle (SC) provides a supportive group for women of diverse backgrounds to reconnect establish and renew their relationships.

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

The Coalition of Faculty and Staff of Color is a group that is committed to increasing diversity of the faculty, staff, and student body at SUNY Fredonia. The coalition engages in outreach to promote the recruitment and retention of faculty, staff, and students of color.

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

The Coalition of Faculty and Staff of Color is a group that is committed to increasing diversity of the faculty, staff, and student body at SUNY Fredonia. The coalition engages in outreach to promote the recruitment and retention of faculty, staff, and students of color.

**The website URL where more information about the programs in each of the three categories is available :**

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# Support Programs for Future Faculty

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## Responsible Party

**Sarah Laurie**

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

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## 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.
- 

*"---" 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 :

The Coalition of Faculty and Staff of Color is a group that is committed to increasing diversity of the faculty, staff, and student body at SUNY Fredonia. The coalition engages in outreach to promote the recruitment and retention of faculty, staff, and students of color.

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

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# Affordability and Access Programs

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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*"---" 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 Upward Bound Program at SUNY Fredonia was established in 1989. Since its inception, it has been successfully funded during each grant competition cycle. Most recently the program received approval for the 2007 to 2011 grant cycle. The program at SUNY Fredonia is only one of 940 funded programs across the nation. Since the Upward Bound Program began at SUNY Fredonia, it has and continues to provide help to students in overcoming class, social and cultural barriers to higher education.

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

Fredonia offers students that fall below our general admissions criteria the opportunity to attend through our Full Opportunity Program (FOP). The Admissions Office makes an effort to identify and recruit students from underrepresented groups, students with talents in the fine arts and athletics, and students who have participated extensively in school and community affairs. Many of these students are admitted to SUNY Fredonia under the Full Opportunity Program.

SUNY Fredonia's Educational Development Program (EDP) provides economically disadvantaged and academically underprepared students the opportunity to attend college. EDP is an academic support services program for underprepared and financially disadvantaged students. Students benefit from advising and financial support services as participants in this program.

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

Institutional financial aid awarding practices are governed by awarding the best sources of financial aid (grants and work) to those students with the highest need who file their annual FASFA on a timely basis.

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

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**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :**

SUNY Fredonia's Educational Development Program (EDP) provides economically disadvantaged and academically underprepared students the opportunity to attend college. EDP is an academic support services program for underprepared and financially disadvantaged students. Participants in this program benefit from financial support services, academic advising, supplemental instruction, counseling, peer mentoring, and tutoring. These services are designed to enhance academic achievement, assist in meeting the cost of education, and provide guidance and direction in the development of social, interpersonal, and career skills to students from low-income backgrounds.

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

**A brief description of the institution's scholarships for low-income students :**

The majority of institutional scholarships that are awarded are based on academic merit and leadership, community service, etc. related involvement. There are limited institutional scholarships that are need-based (The FSA Emergency Grant and The Foundation Grant are examples of two need-based institutional scholarships) and priority is given to those candidates with the highest need. There are additional departmental-based scholarships across majors that are awarded based on analysis of a student's FAFSA determined EFC.

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience :**

The Financial Aid Office does extensive "financial literacy" related programming and outreach throughout the academic year to our current students and into Summer Orientation for both our newly "admitted/paid" freshman and transfer students. Our website is a [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

comprehensive information portal that walks our students and prospects through the federal, state and institutional financial aid delivery process. In addition, we are one of the few institutions across the country that distribute an annual (28) page Financial Literacy Guide publication to both new and returning students that covers a wide variety of topics tied to the FAFSA application process, scholarship opportunities, debt management, identity theft, etc.

### **A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

SUNY Fredonia employs a full-time minority recruiter ( Admissions Counselor). This admissions professional recruits throughout New York State's urban centers and focuses her efforts on low-income, first generation, or underserved populations. She is also our liaison for our Educational Development Program. Part of her responsibilities include working closely with our Office of Multicultural Affairs to coordinate various recruitment initiatives throughout the year. Some of those programs include Multi-Cultural Weekend where we bus 50 students from New York City, Buffalo and other urban centers to campus to spend the weekend shadowing a current student. Our LEAP 2 Success program outreaches to Hispanic and Latino students from Dunkirk, NY as early as middle school and discusses the importance of maintaining good grades and introduces them to the college admissions process. The Office of Admissions also developed a view book in Spanish for the families of Hispanic students. Efforts are underway to convert our web site to Spanish as well. The Office of Admissions also hosts a Diversity Celebration each fall that brings minority students from Western New York high schools to campus to celebrate SUNY Fredonia's diversity.

### **A brief description of the institution's other admissions policies and programs :**

SUNY Fredonia's Educational Development Program (EDP) provides economically disadvantaged and academically underprepared students the opportunity to attend college. EDP is an academic support services program for underprepared and financially disadvantaged students. Students benefit from advising and financial support services as participants in this program. Fredonia also offers students that fall below our general admissions criteria the opportunity to attend through our Full Opportunity Program (FOP). The Admissions Office makes an effort to identify and recruit students from underrepresented groups, students with talents in the fine arts and athletics, and students who have participated extensively in school and community affairs. Many of these students are admitted to SUNY Fredonia under the Full Opportunity Program. Once at Fredonia, FOP members can take advantage of academic support services provided through the Learning Center. In addition to drop-in tutoring, FOP students can opt for one-on-one assigned tutoring in a subject. Seats in English Composition (ENGL100), Introduction to Psychology (PSY129) and Freshman Seminar are guaranteed for first semester FOP students. Members also receive weekly electronic newsletters detailing important academic news and deadlines and social and cultural events happening on campus. Staff members offer help with course selection and registration, mentoring, and advisement to Full Opportunity Program participants.

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

<http://www.fredonia.edu/tlc/fop/>

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

**A brief description of the institution's other financial aid policies or programs :**

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**A brief description of the institution's other policies and programs not covered above :**

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**The website URL where information about programs in each of the areas listed above is available :**

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

## Gender Neutral Housing

"---" 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)? :**

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**A brief description of the program, policy, or practice :**

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

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# Employee Training Opportunities

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :

The Office of Affirmative Action offers cultural competence programming to all employees in an effort to develop and strengthen the ability to understand, communicate with, and effectively interact with members from diverse cultures.

## The website URL where information about the trainings and activities are available :

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

# Student Training Opportunities

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

the Student Association and Multi-Cultural Affairs have many cultural groups that host social and educational events. These clubs are open to all students on campus. Students who participate in the Leader receive vocational training in business and journalism. Similarly, I would think that students that participate in cultural groups planning events and working with other cultural groups receive hands on cultural competence training.

### **The website URL where information about the trainings and activities are available :**

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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

### **Total number of employees working on campus (including contractors) :**

1032

### **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

1032

### **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

all campus employees are union represented. unions negotiate wages for all employees. it is against the law for the campus to negotiate one-on-one with any union-represented employee.

all contractors are required by state law to pay the prevailing wage. prevailing wage rates are required by law to be posted so employees can see them. certified payroll is required so the campus can ensure the contractor is paying the prevailing wage.

**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 :**

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# Employee Satisfaction Evaluation

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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*"---" 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 :**

An anonymous online survey was sent to all of campus, asking specific questions about the academic affairs division of campus.

**The year the employee satisfaction evaluation was last administered :**

2010

**The website URL where information about the institution's employee satisfaction evaluation process is available :**

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# Staff Professional Development in Sustainability

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

"---" 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 :

Integrating Sustainability Topics and Assignments into your Spring Courses: An Interactive Workshop

Thursday, December 3rd, 1:30-2:30 PM, English Reading Room, Fenton 127 (Light Refreshments)

With: Dr. Sherri Mason, Associate Professor of Chemistry & 2010 Earth Week Coordinator, and Dr. Christina Jarvis, Associate Professor of English & FACE Sustainability Coordinator.

Would you like to build 2010 Earth Week programming into your spring courses? Are you interested in revising an existing course to include more environmental and social justice topics or to use more sustainable classroom practices? In this workshop, Drs. Mason and Jarvis will share past assignments, course policy ideas and other strategies for successfully incorporating Earth Week events and sustainability issues into your spring courses.

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

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# Sustainability in New Employee Orientation

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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*"---" 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 :**

The ACUPCC liaison as well as the operations manager speak to new employees at orientation and in their discussion they include information on how the campus is sustainably operated as well as involvement opportunities for the new employees, and places they can go for more information.

**The website URL for the information about sustainability in new employee orientation :**

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# Employee Sustainability Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

**Total number of people employed by the institution :**

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**Program name (1st program) :**

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

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

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

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

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

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**Program name (2nd program) :**

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

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

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

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

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

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**Program name(s) (all other programs) :**

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**Number of employees served by the program(s) (all other programs) :**

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

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

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

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

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 Campus and Community Children's Center is located on campus. In 2010 a brand new building was constructed to provide a larger facility including observation rooms for educational purposes.

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

<http://www.childcarecccc.com/>

# Employee Wellness Program

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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 :**

The New York State EAP is a peer assistance program jointly sponsored by labor and management, and provides CONFIDENTIAL information, assessment, and referral services to all New York State employees, their family members, and retirees. It also provides orientations and training for all employees, managers, supervisors, and union representatives on benefits and use of EAP.

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

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

## Socially Responsible Retirement Plan

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

**Does the institution offer a socially responsible investment option for retirement plans? :**

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**A brief description of the socially responsible investment option for retirement plans :**

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

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# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## 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.

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*"---" 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?**

:

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**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 :**

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**Members of the CIR, including affiliations :**

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**Recent examples (within the past 3 years) of CIR actions :**

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

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# Shareholder Advocacy

## 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.

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*"---" 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? :**

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**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? :**

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**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

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**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

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**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 :**

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# Positive Sustainability Investments

## 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.

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

**Total value of the investment pool :**

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**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

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**Value of holdings in businesses selected for exemplary sustainability performances :**

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**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

---

**Value of holdings in community development financial institutions (CDFIs) :**

---

**Value of holdings in socially responsible mutual funds with positive screens :**

---

**A brief description of the companies, funds, and/or institutions referenced above :**

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**The website URL where information about the institution's sustainability investment activities is available :**

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## Student-Managed Sustainable Investment Fund

"---" 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? :**

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**A brief description of the student-managed sustainable investment fund :**

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

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# Sustainable Investment Policy

"---" 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? :**

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**A brief description of the sustainable investment policy :**

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

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# Investment Disclosure

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## Responsible Party

**Sarah Laurie**

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

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*"---" 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? :**

Yes

**A brief description of the institution's investment disclosure practices :**

To provide the public with a clear view of New York State Common Retirement Fund (CRF) management and investments, the Comptroller's Office provides a Comprehensive Annual Financial Report (CAFR) that details CRF assets and a monthly report that gives fund investments and transactions.

The CAFR is published annually in October. This report, which is prepared to conform with Governmental Accounting Standards Board principles and reporting requirements outlined by the Government Finance Officers Association, presents the CRF's audited assets and liabilities.

The CAFR offers the public extensive historical data and features extensive information about how the CRF is managed.

**The website URL where information about investment disclosure available :**

<http://www.osc.state.ny.us/pension/cafr.htm>

# 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.

<b>Credit</b>
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

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## Responsible Party

**Sarah Laurie**

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

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## 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 :

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

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

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

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

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

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

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Sarah Laurie**

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

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## Criteria

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

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

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

Yes

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

o Go Green website:

[www.fredonia.edu/gogreen](http://www.fredonia.edu/gogreen)

- o Participation in joint university panel (with Jamestown Community College) at Chautauqua County Energy Expo (October 2010)
- o Participation in CFGB's Youth Connect Meetings and Projects (Partnerships and joint meetings on sustainability with University of Buffalo, Daemen College, Niagara Community College)

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

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

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

In addition to the projects outlined above, individual Sustainability Committee members maintain personal communications with colleagues at neighboring institutions, such as JCC and the University of Buffalo  
[STARs Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

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

---

# Sustainability in Continuing Education

## 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.

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

**Does the institution offer continuing education courses that are focused on or related to sustainability? :**

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

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

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**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

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

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**Year the certificate program was created :**

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

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# Community Service Participation

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## Responsible Party

**Sarah Laurie**

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

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## 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.

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

**The number of students engaged in community service :**

1745

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

5238

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

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

# Community Service Hours

---

## Responsible Party

**Sarah Laurie**

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

---

## 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.

---

## Submission Note:

This past year the Office of Volunteer and Community Services received the President's Higher Education Community Service Honor Roll Award, which recognizes colleges and universities nationwide that support innovative and effective community service programs. It is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The Honor Roll is a program of the Corporation for National and Community Service, and is sponsored by the President's Council on Service and Civic Participation.

During this past year our students have put forth great effort in performing a variety of volunteer and community services activities throughout the local area and beyond. 1745 SUNY Fredonia students performed over 14,000 hours of volunteer service during the 2009-2010 academic year.

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

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

14000

## Total number of students, which may exclude part-time, continuing education and/or non-credit students :

5238

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

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

# Sustainability Policy Advocacy

## 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.

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*"---" 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? :**

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**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 :**

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**The website URL where information about the institution's advocacy efforts are available :**

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# Trademark Licensing

## 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.

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

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

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

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**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

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

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## Graduation Pledge

"---" 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? :**

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**A brief description of the graduation pledge program :**

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

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## Community Service on Transcripts

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

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

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**A brief description of the practice :**

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

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## Farmers' Market

"---" 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 :**

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**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

## 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.

---

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

## Innovation 2

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.
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- 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.

---

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## Innovation 3

### 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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- 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.
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- 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.

---

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

## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.
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- 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.

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

# 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.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

## Food Education

### Criteria

Institution provides education about eco-positive food and gardening techniques.

---

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

# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

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

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

## Hormone-Free Food Purchases

### Criteria

Institution provides details of its hormone-free animal product purchases.

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

## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

# Dishware

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

## Energy Initiatives

### Criteria

Institution provides details about its energy initiatives.

---

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

## Energy Use by Type

### Criteria

Institution reports its energy use by type.

---

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

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

### Criteria

Institution provides details about its water initiatives.

---

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

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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