

State University of New York College of Environmental Science and Forestry

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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Table of Contents

Education & Research	3
Co-Curricular Education	3
Curriculum	21
Research	39
Operations	47
Buildings	47
Climate	52
Dining Services	58
Energy	70
Grounds	81
Purchasing	88
Transportation	97
Waste	115
Water	130
Planning, Administration & Engagement	140
Coordination and Planning	140
Diversity and Affordability	151
Human Resources	164
Investment	173
Public Engagement	181
Innovation	197
Innovation	197
Supplemental	204
Supplemental Data	204

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

Education & Research

Co-Curricular Education

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

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

Student Sustainability Educators Program

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.

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

Student Sustainability Outreach Campaign

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

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

Sustainability in New Student Orientation

Responsible Party

Liz Miz

Community Service and Learning Coordinator
Student Life and Experiential Learning

Criteria

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

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

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

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

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

Yes

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

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

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

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

Sustainability Outreach and Publications

Responsible Party

Claire Dunn

Director of Communications
Communications

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 :

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

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

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

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

The website URL for the sustainability newsletter :

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

Yes

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

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

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

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

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

Yes

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

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

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

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

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

No

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

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

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 :

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

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

No

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

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

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 :

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

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 :

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

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

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

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

:

Yes

A brief description of this material :

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

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

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

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

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

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

Yes

The name and a brief description of each student group :

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

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

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

Campus composting
Student garden
Recycling measurement/identification
Student orchard/edible forest
De-lamping campus buildings
Mushroom growing project

List other student groups that address sustainability :

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

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

Organic Garden

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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

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

Yes

A brief description of the garden :

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

The website URL where information about the garden is available :

Model Room in a Residence Hall

Responsible Party

Robert French
Vice President
Enrollment Management

"---" 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? :

Yes

A brief description of the model room :

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

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

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

Themed Housing

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

Sustainable Enterprise

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

Sustainability Events

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

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

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

Yes

A brief description of the event(s) :

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

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

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

Outdoors Program

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

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

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

Yes

A brief description of the program :

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

The website URL where information about the program is available :

Themed Semester or Year

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

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

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

Yes

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

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

2010 Animal, Vegetable, Miracle by Barbara Kingsolver

2009 The World Without Us by Alan Weisman

2008 Cradle to Cradle by William McDonough and Michael Braungart

2007 Last Child in the Woods by Richard Louv

2006 Recovering the Sacred by Winona LaDuke

2005 The Botany of Desire by Michael Pollan

2004 Enough by Bill McKibben

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

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

Animal, Vegetable, Miracle by Barbara Kingsolver

The website URL where information about the theme is available :

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

Curriculum

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

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

Sustainability Course Identification

Responsible Party

Diane Kuehn

Associate Professor

Forest & Natural Resources Management

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

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

Yes

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

ESF's definition of a sustainability-focused course: This type of course has sustainability as the course goal, and identifies one or more measurable learning outcomes that are explicitly focused on the topic of sustainability.

ESF's definition of a sustainability-related course: This type of course has a primary goal other than sustainability, but incorporates at least one module or activity that produces a measurable learning outcome that is explicitly focused on the topic of sustainability.

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

Yes

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

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

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

No

The website URL where the sustainability course inventory is posted :

Sustainability-Focused Courses

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

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*.

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

The number of sustainability-focused courses offered :

32

The total number of courses offered :

606

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

CME 132 Orientation seminar: Sustainable Construction Management and Engineering

CME 215 Sustainable Construction

CME 305 Sustainable Energy Systems for Buildings

CME 387 Renewable Materials for Sustainable Construction

CME 422 Composite materials for Sustainable Construction

EFB 220 Urban Ecology

EFB 413 Introduction to Conservation Biology

EFB 419 Problem Solving in Conservation Biology

ERE 519 Green Entrepreneurship

ERE 475 Ecological Engineering II

ERE 496 (CME 215) Sustainable Construction

ERE 596 Ecological Engineering for Waste Management

ESC 335/535 Renewable energy

ESF 109 Honors Seminar in Env. Science and Forestry

EST 132 Introduction to Environmental Studies

EST 390 Social Processes and the Environment

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

EST 426 Community Planning & Sustainability
EST 427/627 Environmental & Energy Audit
EST 550 Environmental Impact Analysis
EST 650 Environmental Perception and Human Behavior
EST 626 Concepts and Principles of Sustainable Development
FOR 296 Concepts of Watershed Hydrology
FOR 340 Watershed Hydrology
FOR478/FOR678 Wilderness and Wildlands Management
FOR 665 Natural Resources Policy
FOR 670 Resource and Environmental Economics
FOR 796 Adirondack Park Science and Policy
LSA 311/611 Natural Processes in Design & Planning

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

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 :

96

The total number of courses offered :

606

Number of years covered by the data :

One

A list of sustainability-related courses offered :

BPE520 Bioseparations
BPE 420 Bioseparations
CLL 190 Writing and the Environment
CLL 290 Writing, Humanities, and the Environment
CLL 291 Writing, Humanities, and the Environment (Honors)
CLL 410 Writing for Environmental Professionals
CLL 494 Creative Non-fiction in the Sciences
CME 304 Environmental Performance Measures for Construction
CME 306 Engineering Materials for Sustainable Construction
CME 343 Construction Estimating
CME 376 Decay of Wood Products
CME 453 Construction Planning and Scheduling
CME 454 Construction Project Management
EFB 101 Organismal Biology and Ecology
EFB/EST 120 Global Environment
EFB 307 Principles of Genetics

EFB 308 Genetics Lab
EFB 320 General Ecology
EFB 400/600 Toxic Health Hazards
EFB 423/623 Marine Ecology
EFB 424/624 Limnology
EFB 445/645 Plant Ecology and Global Change
EFB 484/684 Winter Mammalian Ecology
EFB 485 Herpetology
EFB 487/687 Fisheries Science and Management
EFB 496/796 Plant Propagation
EFB 496/796 Watershed Ecology
EFB 518 Systems Ecology
EFB 522 Biophysical Economics
EFB 525 Limnology Practicum
EFB 535 Flowering Plants: Diversity, Evolution, and Systematics
EFB 611 Topics in Environmental Toxicology
ENS 519 Spatial Ecology
ERE 468 Solid Waste Management
ERE 489 Environmental Resources Engineering Planning and Design
ERE 671 Colloid and Interface Science
ERE 796 Ecological Engineering and Design for Sustainability
ESC 422/622 Energy markets and regulation
ESF 209 Honors Seminar in Env. Science and Forestry
EST 296 Introduction to Human Geography
EST 361 History of the American Environmental Movement
EST 366 Attitudes, Values, and the Environment
EST 606 Environmental Risk Perceptions
EST 608 Env. Advocacy Campaigns and Conflict Resolution
EST 625 Wetland Policy and Management
EST 635 Public Participation and Decision Making
FCH 222 Organic Chemistry Lab I
FCH 496 Marine Biogeochemistry
FCH 511 Atmospheric Chemistry
FCH 515 Methods of Environmental Chemical Analysis
FCH 551 Polymer Techniques
FCH 552 Polymer Science: Properties and Technology
FCH 571 General Wood Chemistry
FCH 796 Aquatic Organic Chemistry
FOR 132 Orientation: Forest and Natural Resources Management
FOR 312 Sociology of Natural Resources
FOR 322 Forest Mensuration
FOR 345/545 Introduction to Soils
FOR 360/560 Principles of Management
FOR 373/573 Forest Operations
FOR 402 Professional Forestry Mentoring Program
FOR 476/676 Ecotourism and Nature Tourism
FOR 490/690 Integrated Resource Management
FOR 496 Human Dimensions of Nat. Res. Mgt.

FOR 481 Intro to Arboriculture
FOR 480/680 Urban Forestry
FOR 523 Tropical Ecology
FOR 535 Advanced Forest Soils
LSA 132 Orientation Seminar: Landscape Architecture
LSA 220 Introduction to Landscape Architecture
LSA 425/458/459/460 Off-Campus Studio sequence
LSA 470 Urban Design Studio
LSA 470 Cultural Landscape Treatment Studio
LSA 481/681 Cultural Landscape Preservation
LSA 696 Plant Ecology and ID
LSA 697 Topics/Issues of Landscape Architecture
WPE 497 Senior seminar

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

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

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 :

9

The total number of departments that offer courses :

9

A list of departments that offer sustainability courses :

Chemistry

Environmental and Forest Biology

Environmental Resources Engineering

Environmental Science

Environmental Studies

Forest and Natural Resources Management

Landscape Architecture

Paper and Bioprocess Engineering

Sustainable Construction Management and Engineering

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

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.

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

Undergraduate Program in Sustainability

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

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 Studies

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

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

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) :

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

Graduate Program in Sustainability

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs

Provost/Academic Affairs

Criteria

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

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

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

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

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

Yes

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

Environmental Studies

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

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

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

Responsible Party

Bruce Bongarten

Provost and Vice President for Academic Affairs
Provost/Academic Affairs

Criteria

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

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

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

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

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

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

Yes

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

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

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

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

BPE 498: Sustainable Environmental Management in Sichuan, China

This 10-credit summer program features an 8-week experience in Chengdu, Sichuan, China. The courses are delivered by Sichuan University faculty based on an ESF exchange agreement with Sichuan University. Courses include: Non-Intensive Chinese Language,

Hydraulic Engineering in China- 2000 years of Water Resource Management and Sustainable Development and Environment in Sichuan.

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

The website URL where information about the immersive 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.

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

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.

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

Research

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

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

Sustainability Research Identification

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.

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

Faculty Engaged in Sustainability Research

Responsible Party

Neil Ringler

Dean of Research and Director of McIntire
Research Programs

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 :

74

The total number of faculty members engaged in research :

135

Names and department affiliations of faculty engaged in sustainability research :

Timothy A. Volk: Forest and Natural Resources Management
Ivan Gitsov-Ivanov: Chemistry
David H. Newman: Forest and Natural Resources Management
David J. Nowak: USDA Forest Service
Richard E. Beal: Assistant Dean for Educational Outreach
Emanuel J. Carter: Landscape Architecture
James Gibbs: Environmental and Forest Biology
Charles A. Hall: Environmental and Forest Biology
Myrna Hall: Environmental Studies
Karin E. Limburg: Environmental and Forest Biology
Myron J. Mitchell: Environmental and Forest Biology
Brenda J. Nordenstam: Environmental Studies
Charles M. Spuches: Outreach and Continuing Education
Rene H. Germain: Forest and Natural Resources Management
Lawrence P. Abrahamson: Forest and Natural Resources Management
Theodore A. Endreny: Environmental Resources Engineering
John M. Farrel: Environmental and Forest Biology
Israel Cabasso: Chemistry
Robin W. Kimmerer: Environmental and Forest Biology

Neil H. Ringler: Research Programs
Greg L. Boyer: Chemistry
Richard S. Hawks: Landscape Architecture
Laura K. Lautz: Forest and Natural Resources Management
Arthur J. Stipanovic: Chemistry
Shijie Liu: Paper and Bioprocess Engineering
Christopher A. Nowak: Forest and Natural Resources Management
Thomas E. Amidon: Paper and Bioprocess Engineering
Gary M. Scott: Paper and Bioprocess Engineering
John C. Fieschko: Paper and Bioprocess Engineering
James M. Hassett: Environmental Resources Engineering
Raymond C. Francis: Paper and Bioprocess Engineering Donald J. Leopold: Environmental and Forest Biology
Charles A. Maynard: Forest and Natural Resources Management
Mark S. Driscoll: Research Programs
Lawrence B. Smart: Environmental and Forest Biology
Lindi Quackenbush: Environmental Resources Engineering
John C. Stella: Forest and Natural Resources Management
Biljana Bujanovic: Paper and Bioprocess Engineering
William A. Powell: Environmental and Forest Biology
George W. Curry: Landscape Architecture
Georgios E. Mountrakis: Environmental Resources Engineering
Colin Beier: Environmental and Forest Biology
James P. Nakas: Environmental and Forest Biology
Michael Kelleher: Director of Renewable Energy
Neal M. Abrams: Chemistry
Ruth Yanai: Forest and Natural Resources Management
Stephen A. Teale: Environmental and Forest Biology
Diane M. Kuehn: Forest and Natural Resources Management
Christopher T. Nomura: Chemistry
Melissa Fierke: Environmental and Forest Biology
Valerie Luzadis: Environmental Studies
Kathleen McGrath: Environmental and Forest Biology
Stacy A. McNulty: Environmental and Forest Biology
Jesse L. Brunner: Environmental and Forest Biology
John P. Hassett: Chemistry
Guy A. Baldassarre: Environmental and Forest Biology
Douglas C. Allen: Environmental and Forest Biology
Robert S. Davis: Forest Properties
Martin Dovciak: Environmental and Forest Biology
Danilo D. Fernando: Environmental and Forest Biology
Jacqueline Frair: Environmental and Forest Biology
Jungho Im: Environmental Resources Engineering
Theresa Selfa: Environmental Studies
Philippe Vidon: Forest and Natural Resources Management
Francis Webster: Chemistry
Christopher M. Whipps: Environmental and Forest Biology
Charles N. Kroll: Environmental Resource Engineering
Kelley J. Donaghy: Chemistry

Chad P. Dawson: Forest and Natural Resources Management
William F. Porter: Environmental and Forest Biology
Theodore S. Dibble: Chemistry
David L. Johnson: Chemistry
Russell D. Briggs: Forest and Natural Resources Management
Maureen A. Wakefield: Continuing Education

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

Responsible Party

Neil Ringler

Dean of Research and Director of McIntire
Research Programs

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 :

9

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

9

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

Chemistry
Environmental and Forest Biology
Environmental Resources Engineering
Environmental Science
Environmental Studies
Forest and Natural Resources Management
Landscape Architecture
Paper and Bioprocess Engineering
Sustainable Construction Management and Engineering

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.

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

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

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

Submission Note:

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

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

Building Design and Construction

Responsible Party

Joseph Rufo
Vice President
Administration

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" :

133500 *Square Feet*

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

133500 *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.esf.edu/welcome/campus/baker.htm>

An electronic copy of the guidelines or policies :

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

May 1, 2008

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

The Baker Laboratory rehabilitation was completed in May 2008. It is registered for LEED Silver certification. Green innovations used in the project include extensive use of electronic lighting controls and occupancy sensors in the rooms and a sophisticated building management system. This digital control system regulates the air handling and exhaust systems. Baker also features a 23 kw (kilowatt) photovoltaic system, which provides window shading to the south side of the building. The building extensively utilizes recycled building materials, maximizes the use of natural lighting and recovers storm water from the roof for gray water applications. Four 1,000-gallon storage tanks have been installed in the basement of Baker Lab to collect rainwater from the roof. The water will be used in the building's cooling towers.

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 :

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.

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

Climate

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

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

Greenhouse Gas Emissions Inventory

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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/ghg/1363/>

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

No

Does the inventory include emissions from solid waste disposal? :

No

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

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.

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

Air Travel Emissions

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

Local Offsets Program

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

Dining Services

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

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

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

Food and Beverage Purchasing

Responsible Party

Joseph Rufo
Vice President
Administration

Criteria

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

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

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

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

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

"---" 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) :

19

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

SUNY ESF purchases dining service from Syracuse University, and they have reported 19-20 as the percentage of sustainable food and beverage purchases.

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

Trayless Dining

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

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

Vegan Dining

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

The food offered by Syracuse University at ESF includes numerous vegetarian and vegan dining options at each meal. There are always falafels, veggies burgers, hummus, grains, vegan cheeses and edamame for students to choose from.

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

Trans-Fats

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

Syracuse University has eliminated trans-fats from all of their dining services, including the ESF location.

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

Guidelines for Franchisees

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

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

Pre-Consumer Food Waste Composting

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

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

PostConsumer Food Waste Composting

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

ESF collects post-consumer food waste from the SU dining hall located on its campus. The compost is processed using an aerated system.

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

Food Donation

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

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

Recycled Content Napkins

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

Syracuse University provides the ESF dining hall with paper napkins that are made of 100% recycled, dye free, unbleached materials.

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

Reusable Container Discounts

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

At the start of the fall semester students on a meal plan receive a free reusable water bottle. If used, the student receives a 20 percent discount at all Syracuse University dining locations on campus. This gives them the option of refilling it with tap water to reduce bottled water use and taking a beverage “to go.” The reusable bottles reduced prepackaged beverages in the dining centers, further reducing trash volume.

<http://foodservices.syr.edu/pdf/mugclubposter.pdf>

<http://foodservices.syr.edu/userfiles/file/water%20bottle.pdf>

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

Reusable To-Go Containers

Submission Note:

SUNY ESF outsources its one campus dining facility to Syracuse University.

Syracuse University provides reusable to-go containers to any student on a meal plan (this includes ESF students on SU meal plans). After a student is done using the container, they give it back to the dining halls where it will be washed and they receive a clean container. If a student loses a container, s/he is charged \$3.

<http://foodservices.syr.edu/userfiles/file/mealstogof09.pdf>

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

Energy

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

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

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

Building Energy Consumption

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

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

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

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

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

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

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

Submission Note:

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

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

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 :

301 MMBtu

Option 2: Non-electric renewable energy generated :

31 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :

0 MMBtu

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

5869 MMBtu

Total energy consumed during the performance year :

121200 MMBtu

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

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

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

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

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

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

A brief description of cogeneration technologies deployed :

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

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

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

Timers for Temperature Control

Responsible Party

Jim Fletcher
Staff Associate
Renewable Energy Systems

"---" 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 :

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

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

The website URL where information about the practice is available :

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

Lighting Sensors

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

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

Energy Management System

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

Energy Metering

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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

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

Yes

A brief description of the metering system :

Most buildings on the SUNY-ESF campus are metered for the energy consumed. SUNY-ESF purchases steam from Syracuse University. The steam is measured by the condensate return. The gas is metered directly at the building. The electricity is metered at the substation.

The percentage of building space with energy metering :

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

Grounds

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

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

Integrated Pest Management

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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
-

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

The size of the campus grounds :

6.75 Acres

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

6.75 Acres

A brief description of the IPM plan(s) :

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

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

Native Plants

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

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

<http://www.esf.edu/sustainability/policies/exterior.pdf>

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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

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

Yes

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

The Huntington Wildlife Forest's (HWF) Strategic Plan mandates that forest manipulations must: maintain ecological integrity of all populations of threatened or endangered plants and animals, unique plant and animal communities, and all lake, stream and wetland areas; identify and, where possible, halt the invasion of invasive species; and identify and protect cultural resources. The HWF strategic plan also identifies Long-term Management Zones that call for allowing natural processes and natural vegetative succession to be the predominant influence. In addition, the the SUNY Board of Trustees designated a 971-acre Natural Area in 1941 to provide an area in the HWF for long-time studies of natural conditions untouched by forest operations. This area represents one of the few remaining large old-growth hardwood and mixed wood forests on HWF.

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

<http://www.esf.edu/aec/strategicplanning/HWF-NaturalResourcesPlan.pdf>

Tree Campus USA

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

Snow and Ice Removal

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

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

<http://www.esf.edu/sustainability/policies/exterior.pdf>

Landscape Waste Composting

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

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

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

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

<http://www.esf.edu/sustainability/policies/exterior.pdf>

Purchasing

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

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

Computer Purchasing

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.

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

Cleaning Products Purchasing

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

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

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

Steps have not yet been taken to ensure that the purchasing policy is followed.

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 :

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

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.

Submission Note:

ESF's total expenditures on 30 – 99 percent recycled content copy paper are \$18,544. We have spent \$21,752 on 100 percent recycled content paper. At this time, we do not track recycled-content office paper at the individual levels listed in STARS.

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

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

Yes

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

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

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

ESF follows the SUNY mandate to purchase 30 percent recycled office paper.

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 :

18544 *US/Canadian \$*

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

0 *US/Canadian \$*

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

0 *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 :

21752 *US/Canadian \$*

Total expenditures on office paper :

42875.25 *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.

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

Historically Underutilized Businesses

Responsible Party

Lisa Campagna
Purchasing Manager
Business Affairs

"---" 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 :

SUNY's policy is to take affirmative action to ensure that NYS certified minority- and women-owned business enterprises are given the opportunity to demonstrate their ability to provide the University with commodities and services at competitive prices.

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

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

Local Businesses

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
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

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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 :

5

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 :

12

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 :

6

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

6

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

73

Student Commute Modal Split

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

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

Submission Note:

The percentage (0-100) of institution's students who van or carpool as their primary method of transportation is unknown.

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

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

63.80

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 :

36.20

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 :

44.80

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

0

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

19

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

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

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.

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

Bicycle Sharing

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

Facilities for Bicyclists

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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

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

Yes

A brief description of the facilities :

There is a bicycle storage and cleaning facility in the college dorm.

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

Bicycle and Pedestrian Plan

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

Mass Transit Programs

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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) :

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

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

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

The website URL where information about the program is available :

<http://www.centro.org/pdf/connective-corridor.aspx>

Condensed Work Week

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

Telecommuting

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

Carpool/Vanpool Matching

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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

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

Yes

A brief description of the program :

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

The website URL where information about the program is available :

<http://www.rideshark.com/>

Cash-out of Parking

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

Carpool Discount

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

Submission Note:

ESF does not charge for parking. Also, ESF has a transportation policy which provides preferential parking for car poolers.

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

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

Yes

A brief description of the program :

There is no fee for parking at ESF, but there is preferential parking for car/van poolers.

The website URL where information about the program is available :

Local Housing

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

Prohibiting Idling

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

Car Sharing

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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

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

Yes

A brief description of the program :

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

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

<http://zipcar.com/su>

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

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

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

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

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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 :

85.60 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

88.93 Tons

Weight of materials recycled, performance year :

76.20 Tons

Weight of materials composted, performance year :

1 Tons

Weight of materials disposed as garbage, performance year :

76.81 Tons

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

July 2010 -June 2011

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

0

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

1958

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

590

On-campus residents, performance year :

0

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

2247

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

1129

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

July 2010 -June 2011

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

A brief description of the plan of action to achieve waste reduction goals :

The website URL where information about the institution's waste reduction initiatives is available :

Waste Diversion

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

Criteria

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

This credit 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 :

77.20 Tons

Materials disposed in a solid waste landfill or incinerator :

76.81 Tons

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

Construction and Demolition Waste Diversion

Criteria

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

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

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

Electronic Waste Recycling Program

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :

Yes

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

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

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

).

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

ESF's e-waste program at the institution works as follows: Individuals or groups on campus wishing to dispose of damaged or out-of-date electronics submit a work order to request their removal. The campus grounds crew picks up the electronic devices and stores them in a

temporary storage area on the main campus. Once this temporary storage becomes full, the electronics are transported via a college vehicle to a storage barn at the Lafayette Rd Experiment Station. Here, the grounds crew palletizes and shrink wraps pallets of electronics in preparation for transportation to the recycling facility. Once they collect approximately 10 pallets of electronics, the grounds crew contacts the Environmental Health & Safety Office to schedule an electronics pickup.

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

The students participate in the “Imagine It Recycling” program. “Imagine It Recycling” is a program where colleges are given collection boxes for students to place old cell phones, printer cartridges or other e-waste. Once the boxes fill up, they are sent to “Imagine It Recycling” company, and the students receive money for the e-waste.

<http://imaginerecycling.com/startFundraising.php?pgMode=3>

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

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

Hazardous Waste Management

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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.

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

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

Yes

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

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

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

a. . If it is found that a waste material is hazardous waste, then these wastes are collected and stored in temporary locations known as satellite accumulation areas. The wastes are labeled to identify the contents and the containers are kept closed at all times. In addition, hazardous wastes are segregated to ensure chemical compatibility. Once a satellite accumulation area becomes full, Environmental Health and Safety is contacted to complete a waste pickup for the space. All wastes are collected and transported to a "90-day storage" area on campus. Periodically, the college contacts an outside vendor to pickup all of the waste that has accumulated in the 90-day area. The vendor segregates all of the chemical waste, packs the waste material into drums, labels the drums for transportation, completes shipping paperwork (hazardous waste manifest), and finally loads all of the drums onto a truck for transport. The waste material is then brought to a 10-day storage facility where it is placed on another truck which will take it to the final disposal facility. These disposal facilities are located all over the country and different facilities can accept and process different types of waste. Different treatment options are utilized for different waste streams. Whenever feasible, SUNY ESF prefers to recycle or reclaim waste materials. Examples of this are mercury bearing items such as thermometers and manometers. Another example is bulked solvent waste which is used as a supplemental fuel in cement kilns and is providing BTU recovery. Materials that cannot be recycled are typically sent for incineration or aqueous treatment. SUNY ESF refrains from sending material to landfills for disposal unless there are no other economically viable options.

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

Materials Exchange

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

The website URL where information about the program is available :

Limiting Printing

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

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

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

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

<https://myslice.syr.edu>

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

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

Yes

A brief description of the program :

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

The website URL where information about the practice is available :

Move-In Waste Reduction

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

Move-Out Waste Reduction

Responsible Party

Christine Langlois

Assistant Director of Physical Plant for Maintenance and Operations
Physical Plant

"---" 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 :

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

The website URL where information about the program is available :

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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

Water Consumption

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.

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

Stormwater Management

Responsible Party

Joseph Rufo
Vice President
Administration

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 :

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

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

Does the institution have a living or vegetated roof? :

Yes

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

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

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

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

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

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

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

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

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

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

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

Yes

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

A rain garden is located next to Illick Hall.

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

Waterless Urinals

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

Building Water Metering

Responsible Party

Joseph Rufo
Vice President
Administration

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

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

Yes

A brief description of the water metering employed :

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

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Joseph Rufo
Vice President
Administration

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

Yes

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

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

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

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

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

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

Responsible Party

Joseph Rufo
Vice President
Administration

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

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

Yes

A brief description of the program or practice :

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

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

Weather-Informed Irrigation

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

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The main goals of the Campus Climate Change Committee are to: continue and increase efforts to foster awareness and involvement with sustainability and climate action projects among the campus community, publicize and expand sustainability efforts to the local community and beyond, closely monitor and adjust plans, progress, and goals as necessary, and continue growing ESF's portfolio of sustainability efforts. The committee reviews, comments on and recommends projects, plans and policies to be implemented. These include student initiatives (examples include biodiesel production, fish/aquaculture, and composting), campus/faculty initiatives (new biomass boiler, combined heat and power project, rain gardens, porous pavement, ridesharing, car sharing, and electric campus vehicles), as well as major campus initiatives (Climate Action Plan, Recycling, purchasing and other sustainable policies).

Members of the committee, including affiliations :

Charlie Hall - Professor, Environmental and Forest Biology

Cornelius Murphy - President of SUNY-ESF

David Johnson - Professor, Chemistry

David VanTress - Staff, Physical Plant

Douglas Daley – Professor, Environmental Resources Engineering

Hannah Morgan - Graduate Student, Environmental Science

Justin Heavey - Undergraduate Student, Environmental Studies; Research Assistant, Office of Renewable Energy Systems

Michael Kelleher - Director of Renewable Energy Systems

Paul Otteson - Staff, Communications

Richard Smardon - Professor, Environmental Studies
Robert Davis - Director of Forest Properties
Theodore Endreny - Professor, Environmental Resources Engineering
Tim Sweet - Director of Energy and Computing Management
Timothy Volk – Professor, Forest and Natural Resource Management
Andrea Webster-Graduate Student, Environmental Studies

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

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

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

The number of people employed in the sustainability office :

2

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Mike Kelleher

Sustainability coordinator's position title :

Director of Renewable Energy Systems

A brief description of the sustainability coordinator's position :

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

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

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted :

2001

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

Yes

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

The strategic plan addresses the environmental dimensions of sustainability because meeting environmental challenges frames the context of ESF's educational mission. In addition, the vision for 2020 is to have academic programs that integrate and synthesize the cultural, natural and industrial perspectives embracing all of ESF's academic, research and service programs. The four themes for this goal are: Applied Ecology and Conservation Biology; Renewable Materials, Energy and Biotechnology; Sustainable Systems and Communities; and Environmental and Natural Resources Information Systems. Further, targets for 2020 include: incorporating renewable energy resources and energy management systems, and developing a fully automated indoor environmental control system for the campus.

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

Yes

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

The strategic plan addresses the social dimensions of sustainability by having many targets that respond to the needs of society. These targets are: infuse entrepreneurship into ESF's culture; provide continuing education and preeminent curricula and materials for K-12 science teachers to help meet the national math/science initiative; reconfigure existing programs to be most relevant to the needs of society; provide business incubation opportunities on campus; structure academic programs such that community service is a significant part of the curriculum (service learning); work with the local community to increase the diversity of our workforce and strengthen outreach efforts; further develop programs designed to assist students at risk; recruit and develop faculty members from underrepresented groups in order to create a cohort of renowned diverse environmentalists; develop family-supportive practices for our employees; and add summer eco-campus to expose underprivileged children in the Syracuse area to science/environmental education.

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

Yes

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

Within the strategic plan, Goal 4 is to “Become Financially Secure and Independent” and Goal 7 is to “Invest in ESF’s human resources and physical infrastructure.” The main thesis of these metrics is to reduce the amount of purchased fossil fuels and electricity. These efforts reduce both the amount of money spent on energy and the volatility of prices – both of which improve ESF’s financial security and independence. Targets within these goals include: strengthen and diversify the endowment and research dollar sources, create a \$100 million endowment (in 2020 dollars) to include increased alumni, corporate, and foundation giving, achieve \$30 million in annual research monies through diversified funding sources, establish eight endowed faculty chairs, establish faculty-specific scholarships and target unit-specific foundations and other previously untapped entities for support, develop a web-based donation program to solicit and accept gifts in support of ESF programs.

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

<http://www.esf.edu/vision2020/vision2020.pdf>

Physical Campus Plan

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.

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

The President's Climate Committee, a group made up of faculty, staff and students, reviewed the plan once it was created. Also, in March of 2009, the sustainability plan was presented to the public and there was a comment and review session afterward.

A brief description of the plan's measurable goals :

The sustainability plan's ("Sustaining the Green") vision is that the ESF campus will have a strong identity that expresses its commitment to the vision and mission of the institution. The campus will demonstrate and promote environmental stewardship, support academic endeavors, and provide a setting in which students, faculty, staff, visitors and neighbors can come together as a community. "Sustaining the Green" has many measurable goals such as reducing energy use, using alternative energy, changing the campus layout and landscape, modeling innovative technology on campus, using native plants on the ESF grounds, retrofitting existing buildings to increase the energy efficiency, reducing the campuses GHG emissions, conserving energy, building green roofs, utilizing wasted heat from buildings, building LEED buildings, implementing energy audits, implementing storm water management technologies and eliminating pesticide use.

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

Progress towards meeting the plan's goals is measured by looking at what kinds of technologies and green initiatives have been implemented since the "Sustaining the Green" document was created. ESF will track its progress by measuring GHG emissions. ESF also

intends to complete the STARS Assessment at least every three years and use the STARS metrics to measure progress. Also, the College Solid Waste and Recycling Policy calls for quarterly audits of every building on campus.

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

<http://www.esf.edu/sustainability/ESF%20Sustainability%20Plan%2009-04-08.pdf>

The year the plan was developed or last updated :

2009

Climate Action Plan

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

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

The climate plan's long-term (2015 and beyond) goals are to have an annual campus sustainability conference and awards ceremony, to have annual on and off campus sustainability action challenges, to re-lamp exit signs with LED or photo-luminescent technology, to have a student operated bicycle shop, to have a campus-wide smart grid system, to have a campus vegetable garden and to increase recycling and solid waste reduction efforts. SUNY-ESF is striving to become carbon neutral by 2015.

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

The climate plan's short-term (2007-2015) goals are to conserve energy (15 initiatives, 1,100 MTCO₂e/year offset), implement alternative energy projects (14 initiatives, 1,600 MTCO₂e/year offset), build a green building (1 initiative, 2,700 MTCO₂e/year offset), promote campus action campaigns (4 initiatives, 400 MTCO₂e /year offset) and to use forest carbon sequestration (2 initiatives, 7,000 MTCO₂e/year offset). SUNY-ESF is striving to have emissions 40 percent below 2007 levels by 2012.

Year the climate plan was formally adopted or approved :

2009

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

Yes

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

scope 1,2, and 3

The reduction level (percentage) institution has committed to :

100%

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

July 1, 2007

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

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

Dec. 31, 2015

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

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee? :

No

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Members of the committee, including job titles and affiliations :

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

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The diversity office at ESF is called the Office of Multicultural Affairs. Multicultural Affairs helps promote cultural growth and understanding across campus through activities and services designed to help members of the ESF community effectively interact with others in an increasingly diverse and global society. Through an array of programs and services, Multicultural Affairs helps recruit and support underrepresented students in their endeavors at ESF. Multicultural Affairs provides material and informational resources to help members of the college community identify and connect with others who can offer support in a variety of ways, including linguistic, ethnic, ideological, or cultural aspects of life.

The number of people employed in the diversity office :

8

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

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

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Raydora Drummer Francis

Diversity coordinator's position title :

Director of Multicultural Affairs

A brief description of the diversity coordinator's position :

Raydora's duties and responsibilities include: providing academic, career, social, financial and personal services to undergraduate and graduate students in conjunction with relevant offices on campus; serving as an advocate for multicultural students; coordinating a pre-orientation program for first-year students to aid their transitions from high school to college; coordinating a tutoring program and working collaboratively with Student Life and Academic Support Services; organizing and conducting workshops for students, faculty and staff to foster a welcoming, inclusive, civil and interactive environment; serving as a resource regarding the needs and interests of multicultural students; serving as a consultant to the campus community for developing and implementing strategies to enhance campus wide community; promoting multicultural education in the curricula; assisting with College efforts to recruit students of color; establishing and maintaining connections with Syracuse University partners for the benefit of students; overseeing the Collegiate Science and Technology Entry Program (CSTEP); administering the Graduate Diversity Fellowship and the Carmen McCoy Harrison Scholarship; providing administrative support for programs such the USDA Multicultural Scholars and the NSF Undergraduate Mentoring in Environmental Sciences (UMEB); and coordinating and facilitating activities that enhance the community's understanding of multiculturalism in the 21st Century.

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

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.

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

Support Programs for Underrepresented Groups

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

Criteria

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

Submission Note:

An additional program we have that is offered to Women on campus:

ESF Women's Caucus: The ESF Women's Caucus was formed by a group of ESF students, staff and faculty who wanted an opportunity to work and socialize with other women. The first meeting convened November 17, 1994, as a brown-bag lunch discussion. The Caucus aims to raise consciousness about women's concerns, work for change to improve the climate for women at ESF and create a community that is a respectful forum for diverse ideas. The goals are to increase the number of women students and faculty at ESF, find ways for women to better communicate and coordinate or sponsor activities that benefit them, and improve services for ESF families. Any woman student (undergraduate or graduate), staff member or faculty member, including any woman that is at ESF part-time, can join the Women's Caucus. The Women's Caucus facilitates numerous environmental lectures on the ESF campus each semester.

<http://www.esf.edu/womenscaucus/Speakers.htm>

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

Does the institution have mentoring, counseling, peer support, 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 programs sponsored by ESF are not limited to but include support to under-represented groups within the student body including counseling, mentoring and academic support:

<http://www.esf.edu/evolutions/mentorcourse.htm>

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

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

<http://www.esf.edu/students/multicultural/cstep/default.htm>

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

A program that is sponsored by ESF to support under-represented groups within the faculty is called Collegiate Science & Technology Entry Program (CSTEP). This program is primarily focused on the student body, but is open to faculty and staff. CSTEP is a national award-winning program sponsored by SUNY ESF and New York State Department of Education. It is an enrichment program designed to foster students' academic success in preparing for professional licensure or careers in the scientific, technical or health-related fields. CSTEP works to increase the number of historically underrepresented, economically disadvantaged college students that complete pre-professional or professional undergraduate and graduate programs in these fields.

<http://www.esf.edu/students/multicultural/cstep/default.htm>

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

A program that is sponsored by ESF to support under-represented groups within the staff is called the Language Bank. Any individual in the ESF community can contact the Language Bank for help with document translation, interpretation, tutoring or social networking. Also, staff can participate in the CSTEP workshops.

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

Support Programs for Future Faculty

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 :

ESF participates in the SUNY Graduate Diversity Fellowship: The Graduate Diversity Fellowship, sponsored by the State University of New York, is funded by a program designed to recruit, enroll, and retain outstanding students from groups that have been historically underrepresented in the graduate and professional programs of the University. The Program provides financial support, which may include full in-state tuition and a stipend, to graduate students who contribute to the diversity of the student body in their graduate programs and have overcome a disadvantage or other impediment to success in higher education. Funding is available for a maximum duration of two years for a master's degree and three years for a doctoral degree.

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

Affordability and Access Programs

Responsible Party

John View

Director of Financial Aid, Scholarships, and the Educational Opportunity Program
Financial Aid and Scholarships

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

ESF participates in the NY State Educational Opportunity Program aimed at disadvantaged populations also served by TRIO programs.

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

SUNY-ESF participates in the SAY YES to Education program, which provides full-tuition scholarships to every low-income student graduating from the Syracuse City School District.

See

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

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

The ESF Outreach Department provides mentoring programs and a college level environmental science class for students in the Syracuse City School District. Most of these students are low income and underrepresented.

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

ESF's Financial Aid Philosophy: "Financial aid at SUNY-ESF is intended to assist students with education and essential cost-of-living expenses. Funds are awarded primarily on the basis of financial need and are coordinated to supplement parental support, student employment earnings, savings, and assistance from other sources. Some scholarships and fellowships are awarded based on additional criteria, such as academic achievement or minority student status. Graduate student assistantships, tuition scholarships, and fellowships are not based on financial need."

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

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

Native American students have been targeted for special recruitment and scholarships supported through a USDA grant. We are also working with The Nature Conservancy on recruitment of low income students from NY City.

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

ESF participates in Equal Opportunity Programs, USDA and UMEB.

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

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

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

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

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

Gender Neutral Housing

Responsible Party

Brenda Greenfield
Director of Development
Development Office

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

Upperclass ESF rooms can be gender neutral as long as the roommates choose each other.

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

Employee Training Opportunities

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

"---" 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 :

ESF cultural competence trainings teach employees about cultural components such as: colors, symbols, songs, sayings, documents, leaders, landmarks, adversaries, food, celebrations, codes of conduct, values, language, body language, history, behaviors, uniforms, and unspoken rules of protocol.

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

Student Training Opportunities

Responsible Party

Raydora Drummer Francis
Director of Multicultural Affairs
Office of Multicultural Affairs

"---" 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 :

ESF cultural competence trainings teach students about cultural components such as: colors, symbols, songs, sayings, documents, leaders, landmarks, adversaries, food, celebrations, codes of conduct, values, language, body language, history, behaviors, uniforms, and unspoken rules of protocol.

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

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.

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

Employee Satisfaction Evaluation

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.

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

Staff Professional Development in Sustainability

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make 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 :

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

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

Sustainability in New Employee Orientation

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

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

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

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

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.

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

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

"---" 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 :

ESF partners with a local facility to help meeting the child care needs of students, faculty, and staff. ESF also participates in NYS Worksite Child Care Centers. The worksite child care centers are supported by the NYS Family Benefits Program and offer special rates for children of NYS employees.

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

<http://www.worklife.state.ny.us/childcare/index.html>

Employee Wellness Program

Responsible Party

Marcia Barber

Director of Human Resources

Human Resources

"---" 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 :

ESF has an employee assistance or wellness program that provides counseling, referral, and well-being services to employees. The NYS Employee Assistance Program is a peer assistance program jointly sponsored by labor and management. NYS EAP provides confidential information, assessment and referral services to NYS employees, their family members and retirees. It also provides orientations and training for all employees, managers, supervisors and union representatives on benefits and use of EAP.

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

<http://www.worklife.state.ny.us/eap/>

Socially Responsible Retirement Plan

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
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.

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

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.

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

Positive Sustainability Investments

Responsible Party

Brenda Greenfield
Director of Development
Development Office

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

15000000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens :

150000 *US/Canadian \$*

A brief description of the companies, funds, and/or institutions referenced above :

SUNY-ESF's College Foundation invests one percent of the portfolio in the FTSE Social Index mutual fund. This is a socially responsible mutual fund that is managed by Vanguard. This low-cost fund seeks to track a benchmark of large- and mid-capitalization stocks that have been screened for certain social, human rights, and environmental criteria.

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

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

Investment Disclosure

Responsible Party

Brenda Greenfield
Director of Development
Development Office

"---" 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 :

ESF makes a snapshot of its investment holdings available to the public. The public can see how ESF is investing their holdings by requesting the information.

The website URL where information about investment disclosure available :

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Richard Beal

Assistant Dean for Educational Outreach
Outreach

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 :

ESF's sustainability partnerships with the local community include:

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

using inquiry, experiential, and critical thinking approaches in the urban environment.

5. Advanced Training Workshop in Alternative Energy -The Advanced Training Workshop in Alternative Energy at the SUNY College of Environmental Science and Forestry (ESF) is designed to promote the understanding and use of alternative energy technologies as they pertain to both the classroom and outside world. The workshop is open to high school science teachers, pre-service science teachers, and other community educators in New York State. The goal of the workshop is to provide a background in PV, wind, and other alternative energies for use in classroom education.

6. Spring Environmental Summit: The Environmental Summit is a research symposium designed to bring together a community of high school aged scientists to present and discuss their original research to their peers, high school and college science faculty, graduate and undergraduate students.

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

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Claire Dunn

Director of Communications
Communications

Criteria

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

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

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

Yes

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

Going Green- This is a show that SUNY-ESF created in collaboration with News 10 Now to describe how other surrounding colleges, universities and communities could learn from the environmental initiatives on the ESF campus.

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

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

-AASHE

-ACUPCC

-University Sustainability Action Coalition- USAC is a group of faculty, staff and students from Syracuse University and SUNY-ESF, who are committed to effecting a significant change in the campus culture concerning energy use, recycling and other aspects of sustainability.

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

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

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

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

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

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

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

Sustainability in Continuing Education

Responsible Party

Richard Beal

Assistant Dean for Educational Outreach
Outreach

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.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

13

Total number of continuing education courses offered :

14

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

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

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

SPARE Basic Photovoltaic Installer Course-

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

Sustainable Use of Renewable Energy: Renewable Technologies and Carbon Cycling-

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

Leading Sustainability in Public, Private and Nonprofit Organizations Workshop-

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

New York State Green Building Conference-

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

Principles of Engineering Review Course-

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

Green Infrastructure Symposium-

<http://www.esf.edu/outreach/gi/fall2010/>

Green Infrastructure Training Program-

http://www.esf.edu/outreach/gi/documents/GLUE_training_program_overview.pdf

Northeast Recreation Research Symposium-

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

NYS Geographical Information Systems Conference-

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

Invasive Insects, Plants and Aquatics Workshop-

<http://www.esf.edu/outreach/pd/past/default.asp>

CNY Biotechnology Symposium-

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

Biorefinery Conference-

<http://www.esf.edu/communications/view.asp?newsID=278>

Short Rotation Woody Crops Conference-

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

Year the certificate program was created :

2005

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

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

Community Service Participation

Responsible Party

Liz Miz

Community Service and Learning Coordinator
Student Life and Experiential Learning

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.

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

The number of students engaged in community service :

1980

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2071

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

Community Service Hours

Responsible Party

Liz Miz

Community Service and Learning Coordinator
Student Life and Experiential Learning

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

The number of student community service hours contributed during a one-year period :

71022

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2071

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

Responsible Party

Maureen Fellows

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

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

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

1. SUNY-ESF directly and successfully advocated with the New York congressional delegation and the U.S. House and Senate Committees on Agriculture in support of the Food, Conservation & Energy Act of 2008 (HR 2419/Public Law 110-234), commonly called "The Farm Bill 2008" for the Biomass Crop Assistance Program (BCAP) because sustainable bioenergy production from forestry and agriculture holds substantial promise for promoting rural economic development, reducing dependence on imported fuels, enhancing the environment and reducing greenhouse gases. SUNY-ESF selected this strategic niche because although the farm bill Energy Title contains several programs for research and development of the next generation of bioenergy refineries, the BCAP was the only measure designed to assist farmers and foresters who want to start producing cellulosic bioenergy crops. Designed to incentivize farmers and foresters to plant and grow bioenergy crops in a sustainable manner, BCAP was enacted in a manner proposed and advocated by SUNY-ESF during testimony by SUNY-ESF faculty and staff, advocacy campaigns and participation in the rule-making process as recently as October 2010.
2. SUNY-ESF directly and successfully advocated with the New York congressional delegation and the U.S. House Appropriations Committee, Energy & Water Development Subcommittee and the U.S. Senate Appropriations Committee, Energy & Water Development Subcommittee in support of the American Recovery and Reinvestment Act of 2009, (ARRA 2009/Pub.L. 111-5) and commonly referred to as "The Stimulus or The Recovery Act," to include and fund Green Job Training at \$500 million for worker training and placement projects that prepare workers for careers in energy efficiency and renewable energy as authorized in the Green Jobs Act of 2007. SUNY-ESF also devoted significant time and attention to Extension of Production Tax Credit (PTC) for electricity from biomass and other renewable sources and making investment tax credits available to biomass facilities and all other renewable sources. Finally, SUNY-ESF played a direct and pivotal role in the establishment of the Renewable Energy Grant Program in Lieu of Tax Credits.
3. SUNY-ESF directly and successfully advocated with the New York congressional delegation and the U.S. House Energy & Commerce Committee and the U.S. Senate Committee on Energy & Natural Resources in support of revised biomass definition, which was more balanced and unified business and environmental concerns during the Waxman-Markey "American Clean Energy and Security Act of

2009" (HR 2454) biomass definition debate. SUNY-ESF academic and scientific leadership strongly advocated against one-sided and narrowly-drawn definitions of renewable biomass as proposed in HR 2454; as did almost all of the national biomass community. SUNY-ESF said the bill's proposed definition was not in the best interests of the New York-Northeastern forest community nor the entire national forest community. The SUNY-ESF academic and scientific leadership reiterated that woody biomass is a substantial, CO2-neutral renewable resource that can be used as a fuel for a variety of sustainable and environmentally sound energy applications. They urged congressional leadership to replace the HR 2454 definition with the Energy Policy Act of 2005 (PL 109-58) definition as the "more perfect definition." As a more perfect definition, the definition of biomass in the Energy Policy Act of 2005 (HR 6-PL 109-58) remains the clearest and most concise definition in public law. SUNY-ESF also proposed, as an alternative starting point, the proposed definition, in a bill to amend the Clean Air Act, "The Renewable Fuel Standard Improvement Act." HR-2409.

The website URL where information about the institution's advocacy efforts are available :

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.

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers' market :

The University Community Harvest Farmers' Market is presented by Syracuse University and the SUNY College of Environmental Sciences and Forestry and is open to the public. The market made its debut during the summer of 2007 and is held on four Fridays during the Central New York growing season. University students, faculty and staff members are encouraged to attend. The event is held from 11 a.m. to 3 p.m. in the Waverly Ave parking lot and free parking is available in the University Avenue Garage. Community members working or living in downtown Syracuse are encouraged to travel to the farmers' market via the free Connective Corridor Shuttle Bus.

The website URL where information about the market is available :

<http://greenuniversecity.syr.edu/University%20Community%20Harvest%20Farmers.htm>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Timothy Volk

Co-Director, SUNY Center for Sustainable and Renewable Energy
Forest and Natural Resources Management

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

Willow biomass is an environmentally sound, locally produced, renewable source of energy and bioproducts. Driven by concerns about global warming, air pollution, rural development and national security, research conducted by SUNY-ESF has reconnected the historic willow cultivation industry to central New York. For almost two decades SUNY-ESF has teamed up with over 20 organizations to facilitate the commercialization of willow crops and other woody biomass for bioenergy and bioproducts in the Northeast and Midwest United States.

A letter of affirmation from an individual with relevant expertise :

[Woody Biomass Program Letter.final.pdf](#)

The website URL where information about the innovation is available :

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

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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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

Biodiesel Production

The Biodiesel Enterprise (or Green Energy Cooperative) is a student run cooperative that produces biodiesel. Students make over 50 gallons of biodiesel per week and analyze the energy, economic and environmental implications of biodiesel production. This biodiesel is used in the vehicles on campus and at the ESF satellite campuses in the Adirondacks.

A letter of affirmation from an individual with relevant expertise :

[Biodiesel Production Letter.final.pdf](#)

The website URL where information about the innovation is available :

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

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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- 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.
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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.

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

Presentations are made to encourage recycling and the benefits of reducing heating and cooling and other energy costs within the residence hall.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

First year Orientation includes a "Saturday of Service" that gives students an opportunity to perform community service in the local area. This often involves tree plantings, park clean-ups, or other environmental activities.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

No

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Provide a brief description :

Food Education

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Seafood Purchases

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Dishware

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution reports its energy use by type.

Submission Note:

Generation mix from the NY ISO is available for 2010. ESF is constructing a biomass based CHP project which will significantly increase the percentage of renewable fueled heat and power.

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

The percentage of total electricity use from coal. :

8.60

The percentage of total electricity use from wind. :

1.70

The percentage of total electricity use from biomass. :

1.30

The percentage of total electricity use from natural gas. :

32.50

The percentage of total electricity use from solar PV. :

0.40

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

25.70

The percentage of total electricity use from hydro. :

15.40

The percentage of total electricity use from other. :

13.60

Provide a brief description. :

ESF purchases 86.4% of its electricity from the electric grid, and the most recent generation mix for energy from the NY Independent System Operator was used. In addition, ESF has a fuel cell, PV arrays and wind turbine which generate the remainder.

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

0.20

The percentage of total energy used for heating buildings from electricity. :

0

The percentage of total energy used for heating buildings from natural gas. :

89.50

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

8.70

The percentage of total energy used for heating buildings from other. :

1.60

Provide a brief description. :

1.6

If cogeneration, please explain. :

ESF is primarily heated by steam generated from natural gas, the "other" category is the recovered heat from the fuel cell.

Procurement

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details about its procurement efforts.

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

Bike Sharing

Responsible Party

Robert French
Vice President
Enrollment Management

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

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details about its water initiatives.

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

Endowment

Responsible Party

Robert French
Vice President
Enrollment Management

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Responsible Party

Mike Kelleher

Director of Renewable Energy Systems
Renewable Energy Systems

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

There are three full time staff working in the sustainability office, but two spend a portion of their time on other energy matters. The number of students varies from 1-3 (working part time) during the year.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

80

FTE staff on payroll :

3

FTE student intern/fellow :

0.50