

Our World: Our Future

The Climate Action and Sustainability Plan for the University at Albany

This document provides a comprehensive look at the sustainability priorities for the University between 2020-2023.

Outlined in this report are aspirational goals for 2030, interim achievable goals by 2023 and strategies we can employ to meet them. Rationales and the relationship of these priorities to the UAlbany Strategic Plan, as well as relevant city, state and global plans, are provided. The array of actions and their associated tasks are delineated for each strategy along with case studies, challenges and opportunities.

Summary of Goals:

Goal 1: Ecological Literacy

Prepare UAlbany students to address 21st century sustainability challenges by integrating ecological literacy and the UN Global Goals into the curricular and co-curricular experience

Strategy 1.1: Increase the number of students receiving sustainability instruction and participating in programming by 10% annually *(Student Affairs, Academic Affairs, Finance and Administration, University Senate)*

Strategy 1.2: Establish a Faculty Learning Community with a minimum of 20 members working to incorporate the UN Global Goals into their curriculum and assessing students' ecological literacy *(Academic Affairs)*

Strategy 1.3: Expand student leadership and career development opportunities in sustainability and engage an average of 300 students annually *-(Student Affairs, Academic Affairs, Advancement, University Senate, Government/Community Relations)*

Goal 2: Impactful Research

Enhance our current sustainability research strengths and increase the number of faculty and students participating in organized research specific to the UN Global Goals

Strategy 2.1: Increase the number of faculty and departments participating in organized research related to the UN Global Goals to 20% of faculty and 75% of departments *(Academic Affairs, Research, Finance and Administration)*

Strategy 2.2: Investigate the feasibility of establishing a sustainability research institute focused on the UN Global Goals *(Research, Finance and Administration, Advancement)*

Strategy 2.3: Increase the number of undergraduate and graduate students engaged in sustainability-related research and receiving externally funded scholarships, assistantships, and fellowships by 10% *(Research, Finance and Administration, Academic Affairs)*

Goal 3: Equal Access

Foster an inclusive learning environment through equity and eliminate physical and financial barriers in our curricular and co-curricular opportunities

Strategy 3.1: Advance the environmental justice collaborative and align with the UN Global Goals *(Academic Affairs, Research, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion)*

Strategy 3.2: Increase the diversity composition of people involved in teaching, research, operations and administrative programs to reflect the composition of the undergraduate population and continue to assess and monitor the campus cultural competency *(Academic Affairs, Research, Finance and Administration, Student Affairs, Diversity & Inclusion)*

Strategy 3.3: Track participation in the financial aid programs available for low- and middle-income families and no-cost services available for students, faculty and staff *(Academic Affairs, Research, Student Affairs, Finance and Administration, Diversity & Inclusion, University Senate)*

Strategy 3.4: Employ practices that address the accessibility needs of all community members in our campus buildings, operational procedures and teaching methodologies *(Academic Affairs, Finance and Administration, Student Affairs, Diversity & Inclusion)*

Goal 4: Community Leadership

Cultivate and strengthen community partnerships focused on the UN Global Goals and communicate UAlbany's sustainability story to recruit and engage students, faculty, and staff

Strategy 4.1: Increase the participation of our subject matter experts in sustainability-related associations and groups to advocate for and participate in activities that advance the UN Global Goals *(President's Office, Academic Affairs, Research, Finance and Administration, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Strategy 4.2: Create avenues for students to engage in coordinated sustainability-related efforts at the local, regional, national and international level *(Academic Affairs, Finance and Administration, Govt/Community Relations, Student Affairs, Diversity & Inclusion, Athletics)*

Strategy 4.3: Incorporate alumni and the Capital District community in campus sustainability activities and increase the amount of external financial support by 20% *(Finance and Administration, Govt/Community Relations, Advancement)*

Strategy 4.4: Integrate sustainability in the campus brand, marketing, and communication strategies to increase awareness of efforts and recruit students, faculty and staff *(Academic Affairs, Research, Finance and Administration, Govt/Community Relations, Student Affairs, Advancement)*

Goal 5: Carbon Neutrality and Climate Resiliency

Reduce our overall carbon emissions by 10% from fiscal year 2017-2018 levels, and develop a contingency plan for threats posed by climate change

Strategy 5.1: Reduce campus energy use by 20% *(Finance and Administration; sustainable energy practices by: President's Office, Academic Affairs, Research, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Strategy 5.2: Source 30% of our electricity from on- and off-site renewable energy systems and develop a roadmap for a non-carbon heating source for our buildings *(Finance and Administration; Research, Govt/Community Relations, Advancement)*

Strategy 5.3: Develop a contingency plan related to emergencies and operational challenges posed by climate change in the Capital Region *(Finance and Administration; Govt/Community Relations)*

Strategy 5.4: Reduce carbon emissions from the campus owned fleet and equipment by 10% *(Finance and Administration; sustainable fleet practices by: President's Office, Academic Affairs, Research, Govt/Community Relations, Student Affairs, Advancement, Athletics)*

Strategy 5.5: Reduce carbon emissions from the waste generated on campus by 10% *(Finance and Administration; sustainable waste practices by: President's Office, Academic Affairs, Research, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Strategy 5.6: Reduce carbon emissions from water use, food purchases, commuting and university related travel by 5% *(Finance and Administration; sustainable travel and water practices by: President's Office, Academic Affairs, Research, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Goal 6: Culture of Sustainability

Institutionalize administrative processes, governance practices and social networks, that will steward the planet and support well-being in campus operations and services

Strategy 6.1: Increase the number of students, faculty, and staff engaged in environmentally responsible practices and behaviors that align with the UN Global Goals by 20% *(President's Office, Academic Affairs, Research, Finance and Administration, Govt/Community Relations, Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Strategy 6.2: Establish a Sustainability Advisory Council to oversee the implementation of the Climate Action and Sustainability Plan *(President's Office, Finance and Administration; Advancement)*

Strategy 6.3: Create professional development opportunities related to sustainability *(Academic Affairs, Finance and Administration, Govt/Community Relations, and designated sustainability liaisons in: Student Affairs, Advancement, Diversity & Inclusion, Athletics)*

Strategy 6.4: Adopt investment practices that align with the University's environmental and socially responsible operations while maximizing financial gain *(Finance and Administration, Advancement, Student Affairs)*

Strategy 6.5: Incorporate strategies that promote the health and well-being of our campus community and the environment *(Finance and Administration, Academic Affairs, Student Affairs)*

Goal 1: Ecological Literacy

Aspirational Goal by 2030: All UAlbany students graduate with the skills and knowledge necessary to address the 21st century sustainability challenges in both their personal and professional lives.

Achievement by 2023: Prepare UAlbany students to address 21st century sustainability challenges by integrating ecological literacy and understanding of the UN Global Goals into the curricular and co-curricular experience.

Rationale: This supports UAlbany's Student Success priority of preparing our students to be globally engaged citizens by promoting academic achievement and personal growth enabling them to succeed in their careers and in all aspects of their lives.

Baseline:

- STARS: AC 1-8, EN 1 - 5, 7-9, 12, 13, PA 1, 13
- [GreenerU Baseline](#)
- [Peer institutions](#)

Alignment with other plans/key documents:

UAlbany Strategic Plan	<p><u>Student Success:</u> investing in academic programs that meet the demands of students and employers; cultivate practical skills; enhance student experience through innovative teaching, collaborative services and programs; integrate experiential education</p> <p><u>Internationalization:</u> ensure our curriculum prepares globally engaged citizens</p> <p><u>Engagement/Service:</u> create publicly engaged scholarship that addresses societal challenges; serve our communities; include and engage the community in the life of the university</p>
SUNY	Sustainability is one of Chancellor Johnson's pillars
City/Community: Cap Region Plan	Support green jobs training (see section E7, p. 71 of the Capital Region 2020 plan)
NYS	none
STARS	<p>AC01 (academic courses), AC02 (learning objectives), AC03 (undergraduate programs), AC04, (graduate programs), AC05 (immersive experience), AC06 (sustainability literacy assessment), AC07 (incentives for developing courses), AC08 (campus as a living, learning lab)</p> <p>EN01 (student educators program), EN 02 (student orientation), EN03 (student life), EN04 (outreach materials), EN05 (outreach campaign), EN06 (Assessing Sustainability Culture), EN07 (employees educator program), EN08 (employee orientation), EN09 (staff professional development), EN 12 (continuing education), EN13 (community service),</p> <p>PA1 (sustainability coordination), PA13 (wellness program)</p>
UN Global Goals/Framework for a More Sustainable SUNY	No Poverty, No Hunger, Good Health, Quality Education, Gender Equity, Clean Water and Sanitation, Clean Energy, Good Jobs and Economic Growth, Innovation and Infrastructure, Reduced Equities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace and Justice, Partnership for the Goals (see points 1.6, 2.4, 3.1, 3.5, 4.1, 4.2, 4.4, 4.5, 5.4, 6.5, 7.5, 8.1, 8.3, 8.4, 8.5, 9.3, 10.3, 10.4, 10.5, 12.7, 13.3, 13.4, 14.8, 15.5, 16.3, 16.6, 17.2)

Strategy 1.1: Increase the number of students who receive sustainability instruction and participating in programming by 10% annually

Metrics:

- Number of students enrolled in the minor
- Number of students graduating from a program that has sustainability related learning objectives
- Number of students who complete a sustainability/ecological literacy assessment
- Number of students enrolled in sustainability related/focused courses
- Number of students attending sustainability themed programming and events

Actions:

- 1.1.1 Document the integration of sustainability via the UN Global Goals in UAlbany's curricular and co-curricular activities in order to establish a baseline and communicate to students, faculty and staff
- 1.1.2 Create a marketing plan for the sustainability minor in order to increase the number of students participating
- 1.1.3 Review program learning outcomes in order to incorporate sustainability where feasible
- 1.1.4 Incorporate language on sustainability and/or the UN Global Goals into UAlbany's general education curriculum
- 1.1.5 Identify opportunities to incorporate sustainability throughout the student experience
- 1.1.6 Review options for assessing ecological literacy of students
- 1.1.7 Investigate opportunities for graduate students to receive a sustainability designation
- 1.1.8 Investigate the feasibility of micro credentialing
- 1.1.9 Identify workforce development opportunities related to clean energy

Tasks:

- 1.1.1.1 Review course database
- 1.1.1.2 Document courses offered in the past three years
- 1.1.1.3 Establish baseline for number of students who have taken a sustainability related/focused course
- 1.1.1.4 Document number of students who have participated in sustainability related groups in the last academic year
- 1.1.1.5 Create historical record on the number of students in the minor
- 1.1.1.6 Survey departments to ensure that all sustainability related and focused courses offered are incorporated into the database
- 1.1.1.7 Identify new courses and research opportunities to market to students
- 1.1.1.8 Explore a course attribute designation for sustainability
- 1.1.1.9 Create outreach plan
- 1.1.1.10 Improve and update websites (sustainability, and departmental websites)
- 1.1.1.11 Label sustainability related courses and internships to make them easier to find (registrar's schedule of classes)
- 1.1.1.12 Increase exposure of these courses, research opportunities, internships to students (email, tabling, social media)
- 1.1.2.1 Meet with head of sustainability minor to discuss recruitment of students to minor
- 1.1.2.2 Analyze the sustainability minor and what schools/colleges contribute to it
- 1.1.2.3 Work with schools and colleges with no listed sustainability related programming to increase offerings or better identify existing offerings
- 1.1.2.4 Identify mechanism to review and revise course offerings and minor components
- 1.1.3.1 Establish meeting schedule with department chairs to review course offerings
- 1.1.3.2 Identify programs that could enhance the sustainability content of their learning objectives
- 1.1.3.3 Collaborate with the faculty to catalog course learning objectives and assessments
- 1.1.4.1 Contact gen ed and consult with JoAnne Malatesta and Kathy Winchester regarding any opportunity to incorporate in sustainability in gen ed
- 1.1.4.2 Review and edit general education student learning objectives to include sustainability
- 1.1.4.3 Submit proposal to University Senate's UAC committee
- 1.1.4.4 Submit proposal to University Senate
- 1.1.4.5 Update bulletin

1.1.5.1 Have departments in student affairs, UAS and other departments involved in the student experience to submit descriptions

1.1.5.2 Encourage offices to offer sustainability programs throughout the month of October

1.1.5.3 Become a key factor in the first year experience via sustainability programming to new students through orientation and/or Great Dane Welcome initiatives

1.1.5.4 Add sustainability content to guidebooks, orientation survey, and orientation leaders

1.1.5.5 Incorporate tour of LEED certified buildings in orientation

1.1.5.6 Investigate feasibility of co-curricular opportunities including:

Develop sustainability programming models and trainings for offices and student groups

- Metric: Annual survey to student group officers

Host an Outdoor Pursuit program at Dippikill for a group of new freshman students prior to the start of the fall semester

- Metric: Survey of students before/after the program

Add a sustainability program during Opening Weekend

- Metric: Survey of students before/after the program

Offering grants for sustainability programs to offices and student groups

- Metric: Evaluations from those that are provided grant funding

Expand extracurricular education opportunities around local food, health, and wellness

- Metric: Number/percent of students that participate in sustainability education activities

Increase engagement in the campus garden

- Metric: Number of students participating in community garden through community service

Offer a spring farmer's market or local product market on campus (based on the Campus Crunch model in fall)

- Metric: Number of local vendors participating in the farmer's market

- Metric: Number of students, faculty, staff; and guests that attend the farmer's market

Communicate how students can participate in local farmer's market

- Metric: Number of students that take advantage of the free transportation

1.1.6.1. Set up working group to discuss and review options

1.1.6.2 Develop recommendations as to tool, implementation and reflection strategy

1.1.7.1 Research examples from peer institutions

1.1.7.2 Investigate alliance/agreement with the International Society of Sustainability Professionals (government, non-profit careers) and/or Association of Climate Change Officers (Business) for students to receive their designation

1.1.8.1 Document resources needed to establish a micro-credential

1.1.9.1 Survey faculty on ideas and resources needed for implementation

Case study/Best practices:

1.1.1 SUNY Oneonta <https://suny.oneonta.edu/sustainability/academics>

1.1.4 University of Vermont Learning Objectives for Gen Ed

<https://www.uvm.edu/generaleducation/sustainability/sustainability>

St. Lawrence University environmental literacy requirement

<https://www.stlawu.edu/new-laurentian-guide/general-education-environmental-literacy>

1.1.6 Sustainability Education Consortium questions that are options with NSSE:

<http://www.nsse.indiana.edu/html/consortia.cfm>;

http://nsse.indiana.edu/html/consortia_list.cfm?consFlag=yes&consortiayear=2018#SEC

Sustainability Literacy Test: <https://www.sulitest.org/en/index.html>

1.1.7 University at Buffalo advanced certificate in sustainability <http://www.buffalo.edu/news/releases/2019/04/039.html>

ISSP: <https://www.sustainabilityprofessionals.org/issp-mission>

ACCO: <https://climateofficers.org/>

Strategy 1.2: Establish a Faculty Learning Community with a minimum of 20 members working to incorporate the UN Global Goals into their curriculum and assessing students' ecological literacy

Metrics:

- Number of faculty participating in learning community
- Number of new sustainability-related/focus courses developed
- Number of students that complete an ecological literacy assessment
- Number of sustainability-related and sustainability focused courses offered

Actions:

- 1.2.1 Work with ITLAL to establish goals, strategies and activities of the learning community
- 1.2.2 Determine funding needed to support learning community
- 1.2.3 Determine incentives for faculty who incorporate the UN Global Goals and ecological literacy into courses
- 1.2.4 Conduct outreach to departments and current programs to recruit participants
- 1.2.5 Encourage faculty to attend workshops held by AASHE's Centers for Sustainability Across the Curriculum or SDSN's SDG Academy

Tasks:

- 1.2.1.1 Create collaboration between the Office of Sustainability and ITLAL
- 1.2.1.2 Research peer institution models
- 1.2.1.3 Develop list of workshops/trainings/panel discussions/other activities
- 1.2.1.4 Identify learning objectives that we want to achieve
- 1.2.1.5 Recruit faculty, staff, and community partners to facilitate
- 1.2.1.6 Encourage faculty who are building sustainability related service into their curriculum to send description to the Office of Sustainability
- 1.2.1.7 Recruit support for planning workshops (UUP, Senate)
- 1.2.1.8 Offer training opportunities on Global Goals
- 1.2.1.9 Develop resources for faculty such as speaker databases, professor/staff exchange, opportunities for campus applied learning and citizen science projects, conference, grants and publication opportunities
- 1.2.2.1 Research cost of training and incentives
- 1.2.3.1 Offer funding or release time
- 1.2.4.1 Encourage faculty who are supporting L-LC or teaching Freshmen Seminar and Writing and Critical Inquiry to include topics of sustainability in their courses.
- 1.2.4.2 Coordinate with L-LC Professors, Writing Critical Inquiry department, Freshman Seminar faculty
- 1.2.4.3 Review their existing courses and incorporate sustainability
- 1.2.4.4 Include in syllabi resources for sustainability
- 1.2.4.5 Encourage faculty who are building sustainability related service into their curriculum to send description to the Office of Sustainability
- 1.2.4.6 Disseminate "campus as living, learning lab" list to faculty
- 1.2.4.7 During program review process, ask departments/programs to consider how their teaching and learning of sustainability is being accomplished
- 1.2.4.8 Contact Steven Doellefeld to review how/if sustainability is included in learning outcomes or other program assessment
- 1.2.4.9 Offer examples of how programs can pursue sustainability
- 1.2.5.1 Track participation
- 1.2.5.2 Request feedback on the quality of programs
- 1.2.5.3 Research funding assistance to offset the cost of attending workshops

Case study/Best practices:

1.2.1 SUNY New Paltz Sustainability Faculty Learning Community:

<https://www.newpaltz.edu/sustainability/find-your-path/for-faculty/become-a-sustainability-faculty-fellow/> and

<https://sites.newpaltz.edu/news/2017/02/sustainability-faculty-learning-community-holds-january-retreat/>

University of Vermont Faculty Fellows program:

<https://www.uvm.edu/sustain/sustainability-at-uvm/programs/sustainability-faculty-fellows>

North Lake College SAGE Scholars (faculty division)

<https://www.northlakecollege.edu/aboutnlc/sustainability/pages/sage-scholars.aspx>

1.2.1.3 SUNY New Paltz offers funding to go to UVM program

<https://www.newpaltz.edu/sustainability/find-your-path/for-faculty/attend-a-sustainability-professional-development-p/>

AASHE Centers: <https://www.aashe.org/partners/centers-for-sustainability-across-the-curriculum/>

Emory College Piedmont Project: <http://piedmont.emory.edu/>

Finger Lakes Project: <https://www.wells.edu/academics/center-sustainability-environment/finger-lakes-project>

1.2.3 SUNY New Paltz: Seed program

<https://www.newpaltz.edu/sustainability/find-your-path/for-faculty/apply-to-the-sustainability-seed-fund/>

1.2.5 Sustainability Across the Curriculum Centers:

<https://www.aashe.org/partners/centers-for-sustainability-across-the-curriculum/>

1.2.5 SDG Academy (via SDSN): <https://sdgacademy.org/>

Free on line courses from the UN:

https://www.humanrightscareers.com/un-sustainable-development-goals-courses/?fbclid=IwAR2h69fsmfjNhddN9Gv17mwA8dXMDgpFKHm-0SH_cpT9FVbU2M_ZQMwBdWs

Challenges/Opportunities:

Getting faculty to commit, advertising program opportunities

Strategy 1.3: Expand student leadership and career development opportunities in sustainability and engage an average of 300 students annually

Metrics:

- Number of students participating in the sustainability leadership opportunities
- Number of career opportunities made available to students
- Evaluations of students participating in the program

Actions:

- 1.3.1 Investigate adding a sustainability track in the Leadership minor
- 1.3.2 Develop a co-curricular sustainability leadership development program
- 1.3.3 Convene working group to evaluate past and potential sustainability leadership opportunities
- 1.3.4 Create avenues for students to engage in national and international efforts (Clinton Climate Initiative, UN COP, Climate Reality Project, Global Citizen Project)
- 1.3.5 Coordinate and formalize support for sustainability-related careers and internships
- 1.3.6 Investigate offering professional accreditation opportunities (i.e. LEED, GPRO, ISSP)

Tasks:

- 1.3.1.1 Develop learning objectives in coordination with the School of Education
- 1.3.1.2 Develop curriculum for the sustainability track
- 1.3.1.3 Identify existing courses to include/recruit faculty to teach new courses
- 1.3.1.4 Get approval from UAC
- 1.3.1.5 Market the program to students and recruit students to add the minor to their course of study
- 1.3.2.1 Develop learning objectives for the program in coordination with the Center for Leadership
- 1.3.2.2 Work with campus partners to recruit faculty/staff to facilitate workshops
- 1.3.2.3 Identify and plan an applied learning project for students in the program
- 1.3.2.4 Recruit students to participate in the program
- 1.3.3.1 Evaluate reviving past co-curricular sustainability leadership opportunities including:
 - Student sustainability advisory council
 - Living-Learning Community for Sustainability
- 1.3.3.2 Review and refine charge from previous incarnation of council
- 1.3.3.3 Devise management structure of council
- 1.3.3.4 Recruit students to serve on the council
- 1.3.3.5 Identify necessary funding to re-establish the Sustainability L-LC
- 1.3.3.6 Recruit faculty member willing to serve as the faculty advisor and teach the corresponding course
- 1.3.3.7 Recruit students to participate in the L-LC
- 1.3.4.1 Review organizations and identify most relevant/feasible collaborations to establish connections
- 1.3.4.2 Create outreach material highlighting the opportunities
- 1.3.4.3 Encourage students to submit presentations to national and regional conferences on sustainability
- 1.3.5.1 Host workshops on sustainability career opportunities
- 1.3.5.2 Have a designated career coach that advises students on sustainability career and internship opportunities
- 1.3.5.3 Partner with local government agencies and organizations to offer sustainability internships
- 1.3.6.1 Meet with representatives from the U.S. Green Building Council to discuss opportunities to offer LEED and GPRO training
- 1.3.6.2 Meet with representatives from the International Society of Sustainability Professionals to discuss possibilities
- 1.3.6.3 Investigate feasibility of creating a LEED lab course

Case study/Best practices:

- 1.3.2 Review "The Real Dirt" example from University of New Hampshire The Sustainability Learning Community, p. 86
- 1.3.4 Opportunities from the Climate Reality project <https://www.climaterealityproject.org/>, Global Citizen Project <https://www.globalcitizen.org/en/>, Participation in UN Conference of Parties (COP), Clinton Climate Initiative

<https://www.clintonfoundation.org/get-involved>; UN Climate Change summit

<https://www.un.org/en/climatechange/un-climate-summit-2019.shtml>

Youth organizations: Sustain US, Sunrise Movement, Zero Hour, Green Faith, SDSN Youth

<https://sdsnyouth.org/join-the-team>

1.3.6.2 ISSP: <https://www.sustainabilityprofessionals.org/issp-credentials>

1.3.6.3 LEED Lab: <http://plus.usgbc.org/campus-crusaders/>

Challenges/Opportunities:

Capacity to manage/match students to resources, many opportunities, need to decide which best fit our students

Goal 2: Impactful Research

Aspirational Goal by 2030: Be recognized as a leader in innovative interdisciplinary sustainability organized research focused on the UN Global Goals.

Achievement by 2023: Enhance our current sustainability research strengths and increase the number of faculty and students participating in organized research specific to the UN Global Goals.

Rationale: Research on the UN Global Goals supports inclusive interdisciplinary solutions that address societal challenges, advance human knowledge, and drive innovation and discovery.

Baseline:

- STARS: AC 8 - 11
- [GreenerU Baseline](#)
- [Peer institutions](#)

Alignment with other plans/key documents:

	<u>Student Success:</u> integrate experiential education through student research
UAlbany Strategic Plan	<u>Research Excellence:</u> recruit faculty staff students, engaging in innovative research <u>Internationalization:</u> facilitate internationalization across research <u>Engagement:</u> create publicly engaged research that addresses societal challenges
SUNY	Sustainability is one of Chancellor Johnson's pillars
City/Community: Cap Region Plan	Alludes to working with higher education and research but no specific alignment
NYS	none
STARS	AC8 (campus as LLL), AC9 (research and scholarship), AC10 (support for research), AC11 (open access to research)
UN Global Goals/Framework for a More Sustainable SUNY	No Poverty, No Hunger, Good Health, Quality Education, Gender Equity, Clean Water and Sanitation, Clean Energy, Good Jobs and Economic Growth, Innovation and Infrastructure, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnership for the Goals (see Goals #1.5, 2.4, 3 4.4, 5.4, 6.5, 7.5, 7.6, 8.1, 9.3, 12.10, 13.5, 14.2, 14.4, 14.8, 15.5, 17.2, 17.5 plus research projects will be tagged to the UN Global Goals when completing research database for STARS AC9)

Strategy 2.1: Increase the number of faculty and departments participating in organized research related to the UN Global Goals to 20% of faculty and 75% of departments

Metrics:

- Number of faculty and departments identified as conducting research related to sustainability and the UN Global goals

Actions:

- 2.1.1 Maintain database on research related to the UN Global Goals and sustainability
- 2.1.2 Modify the tenure and promotion criteria to encourage participation in interdisciplinary research in tenure and promotion
- 2.1.3 Provide funding and administrative mechanisms to support sustainability research
- 2.1.4 Create networking opportunities around sustainability research themes

Tasks:

- 2.1.1.1 Update database as part of bi-annual STARS reporting
- 2.1.2.1 Keep informed about the process being undertaken by Provost and other offices on campus
- 2.1.3.1 Secure sustainability budget to fund research from existing budget
- 2.1.3.2 Investigate developing a green revolving fund from royalties
- 2.1.3.3 Create small grants program
- 2.1.4.1 Assess existing events
- 2.1.4.2 Survey faculty of research interests
- 2.1.4.3 Hold a Research Coffee Hour focused on UN Global Goals
- 2.1.4.4 Conduct an internal research symposium and/or other mingling event focused on the UN Global Goals
- 2.1.4.5 Encourage faculty to join and participate in research communities offered through the Sustainable Development Solutions Network and other sustainability focused professional organizations
- 2.1.4.6 Catalog opportunities for faculty development

Case Studies:

- 2.1.3.2 University of Washington Royalties Research Fund:
<https://www.washington.edu/research/or/royalty-research-fund-rrf/>
- 2.1.3.3 Binghamton Transdisciplinary Area of Excellence Seed Grant program www.binghamton.edu/tae, University of Michigan Graham Sustainability Institute Catalyst Grants <http://graham.umich.edu/emopps/catalyst>
- 2.1.4.3 SDSN network: <http://unsdsn.org/>
- 2.1.4.6 NCAR/UCAR early career faculty program
<https://ncar.ucar.edu/what-we-offer/education-outreach/early-career-opportunities>

Challenges/opportunities:

Having adequate administrative managerial support to manage the proposed programs and events

Strategy 2.2: Investigate the feasibility of establishing a sustainability research institute focused on the UN Global Goals

Metrics:

- Report documenting the Identification of the institute's focus (foci), a listing of administrative implementation steps and an accounting of costs

Actions:

- 2.2.1 Investigate sample sustainability institutes
- 2.2.2 Identify potential sustainability research hubs aligned with UN Global Goals based on existing research activity
- 2.2.3 Examine feasibility of creating endowed chair for interdisciplinary sustainability research to head institute
- 2.2.4 Determine costs involved in creating institute

Tasks:

- 2.2.1.1 Develop list of aspirational institutes
- 2.2.1.2 Research the administrative architecture of 2--3 models
- 2.2.1.3 Determine most feasible structure and funding stream
- 2.2.2.1 Review current UN Global Goal database
- 2.2.2.2 Survey faculty on their research to help identify themes
- 2.2.3.1 Establish working group to develop responsibilities of position and explore funding opportunities
- 2.2.4.1 Develop budget
- 2.2.4.2 Research opportunities for corporate/foundational support

Case studies:

- 2.2.1 University of Michigan Graham Sustainability institute <http://graham.umich.edu/>, Clarkson University Institute for Sustainable Environment, <http://www.technologyservinghumanity.com/academics/ise>, Seattle University Center for Environmental Justice and Sustainability <https://www.seattleu.edu/cejs/>
- 2.2.2.1 Snapshot available at: <https://www.albany.edu/gogreen/dash/academics.shtml>
- 2.2.4.2 Rockefeller Brothers (funded Yale 360 Strategic Planning), Surdna Foundation - intersectional issues, Clinton Foundation (funded HEAL Duke), Kresge Foundation, Waste Management, NYP2I (waste infrastructure), NSF Change Maker program, Capital Region Community Foundation grants

Challenges/opportunities:

Getting personnel to complete the feasibility study, funding required to develop an institute

Strategy 2.3: Increase the number of undergraduate and graduate students engaged in sustainability-related research and receiving externally funded scholarships, assistantships and fellowships by 10%

Metrics:

- Number of opportunities that are offered to students in an academic year
- Number of students participating in sustainability related research project (high impact practice)

Actions:

- 2.3.1 Establish a "go-to" place for undergraduate and graduate students to get information on sustainability related research projects
- 2.3.2 Examine feasibility and availability of funding streams to support research
- 2.3.3 Establish a faculty ambassador program to foster mentoring opportunities
- 2.3.4 Develop database of campus landscape/grounds/building/policy/behavioral projects that can be used for research opportunities
- 2.3.5 Catalog citizen science opportunities

Tasks:

- 2.3.1.1 Create an inventory of current research opportunities for students related to the UN Global Goals
- 2.3.1.2 Survey researchers for opportunities
- 2.3.1.3 Investigate faculty ambassador programs at peer institutions to mentor students on research related to the UN Global Goals
- 2.3.2.1 Determine feasibility for student fellowships for sustainability/UN Global Goals interdisciplinary research
- 2.3.2.2 Apply for grant for sustainable research (NSF.REV)
- 2.3.2.3 Research graduate scholars program related to research on UN Global Goals on other campuses
- 2.3.3.1 Investigate faculty ambassador programs at peer institutions to mentor students on research related to the UN Global Goals
- 2.3.4.1 Review, refine and augment existing database
- 2.3.4.2 Disseminate opportunities more broadly
- 2.3.5.1 Develop list of projects available in the Capital Region
- 2.3.5.2 Share with faculty who are interested in incorporating into their research or teaching

Case studies:

- 2.3.2 Penn State Center for Undergraduate Research & Fellowships,
<https://www.sustainability.upenn.edu/learning-sustainability/grants-and-fellowships> Loyola Carbon Fellowships
https://www.luc.edu/sustainability/research/studentfellowships/carbon_fellowships/index.shtml
- 2.3.4 Campus as living, learning lab examples from Macalester College
<https://www.macalester.edu/sustainability/education/livinglab/>(white paper available), Temple (Tiny House/garden), UW Madison (Ginger Root)

Challenges/opportunities:

Will the "go to" space be embedded in a current office's work (added responsibility) or will it be a new entity requiring financial administrative support?
Getting engaged volunteers to assist in the inventory and outreach to faculty, getting faculty to volunteer to be ambassadors

Goal 3: Equal Access

Aspirational Goal by 2030: Enable individuals to pursue learning, research, service and well-being regardless of economic, societal, or physical factors, and to value diversity of all forms and the rights, dignity, and perspectives of all.

Achievement by 2023: Support an inclusive learning environment by incorporating diversity and eliminating physical and financial barriers in our curricular and co-curricular opportunities.

Rationale:

This complements the actions of the campus diversity plan, fosters an emerging research and teaching strength and addresses equity issues embedded in our sustainability assessments.

Baseline:

- STARS: AC 11, PA 3-7, 11
- [GreenerU Baseline](#)
- [Peer institutions](#)

Alignment with other plans/key documents:

	<u>Student Success:</u> enhance student experience through collaborative services
UAlbany Strategic Plan	<u>Diversity:</u> foster an inclusive campus climate through ongoing learning opportunities, incorporating diversity into curricular and co-curricular activities delivered in an accessible, inclusive facilities <u>Engagement:</u> serve our communities by facilitating productive/mutually beneficial synergies
SUNY	Sustainability is one of Chancellor Johnson's pillars
City/Community: Cap Region Plan	Albany 2030 plan: ED-3 Strategy: Increase partnerships with higher education; expand existing and develop new outreach/mentorship programs where students from local universities visit public schools to increase awareness of opportunities for higher education in Albany; support and expand the efforts of local universities to expose public school students to the benefits of higher education through college visits, after-school programs; and outreach; investigate the potential for a collaboration that ensures admission and financial aid to all City of Albany public school students who achieve benchmarks and graduate high school (see the Syracuse University Challenge program as a model, p. 68)
NYS	Several Executive Orders past and present deal with access/equity issues, MWBE purchasing goals AC 11 (open access policy)
STARS	PA3 (participatory governance), PA4 (Diversity/Equity Coordination), PA5 (Assessing diversity/equity), PA6 (support for underrepresented groups), PA7 (affordability and access), PA11 (employee compensation)
UN Global Goals/Framework for a More Sustainable SUNY	No Poverty, No Hunger, Quality Education, Gender Equity, Good Jobs and Economic Growth, Innovation and Infrastructure, Reduced Equities, Sustainable Cities and Communities, Peace and Justice (see goals 1.2, 1.3, 1.4, 1.7, 2.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 8.2, 8.4, 8.5, 8.6, 8.7, 9.1, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 16.1, 16.2, 16.3, 16.4, 16.5)

Strategy 3.1: Advance the environmental justice collaborative and align with the UN Global Goals

Metrics:

- Number of faculty and students participating
- Number of mentoring opportunities offered to students

Actions:

- 3.1.1 Quantify the resources needed to support and organize the emerging environmental justice collaborative
- 3.1.2 Develop community partnerships/collaborations with local institutions
- 3.1.3 Establish a mentoring program for students from underrepresented groups interested in environmentally related fields
- 3.1.4 Explore the possibility of establishing a Center for Environmental Justice

Tasks:

- 3.1.1.1 Build existing strengths in environmental justice research
- 3.1.2.1 Liaison with community groups focused on environmental justice
- 3.1.2.2 Align efforts with Arbor Hill Environmental Justice Corporation, AVillage
- 3.1.2.3 Connect with national efforts such as Interfaith Power & Light, Green Faith, Energy Justice Network, We Act, Climate Justice Alliance, Green For All
- 3.1.3.1 Work with EOP and Intercultural Student Engagement to identify students interested in environmental issues
- 3.1.4.1 Research examples of centers at other institutions
- 3.1.4.2 Identify ways the center could promote alumni involvement and outreach
- 3.1.4.3 Investigate graduate fellowship opportunities in the field

Case studies:

- 3.1.3 Seattle University Center for Environmental Justice and Sustainability <https://www.seattleu.edu/cejs/>
- <http://css.umich.edu/factsheets/environmental-justice-factsheet>
- <http://environmentaljustice.colostate.edu/>
- <https://www.cclr.org/epa-accepting-applications-environmental-justice-collaborative-problem-solving-ejcps-cooperative>
- https://www.epa.gov/sites/production/files/2017-09/documents/epa_office_of_environmental_justice_factsheet.pdf
- <http://www.dscej.org/>

Challenges/opportunities:

Challenge: are there resources/appetite to create new structure?

Opportunity: builds upon work already being done, leadership in this area

Strategy 3.2: Increase the diversity composition of people involved in teaching, research, operations and administrative programs to reflect the composition of the undergraduate population and assess and monitor the campus cultural competency

Metrics:

- Campus climate survey results
- Number of people participating in cultural competence trainings and activities
- Faculty, student, and staff diversity composition
- Retention rates of underrepresented faculty, staff, and students

Actions:

- 3.2.1 Develop pipelines to recruit qualified graduate students from underrepresented backgrounds
- 3.2.2 Increase the number of PI's, faculty and staff from underrepresented groups via targeted hiring
- 3.2.3 Develop strategies to retain employees and students from underrepresented groups
- 3.2.4 Provide cultural competence trainings and activities to the campus community
- 3.2.5 Assess attitudes, perceptions and behaviors of the campus, including the experiences of underrepresented groups
- 3.2.6 Enforce existing discrimination and empowerment statutes (Title IX, discrimination compliant procedure, sexual violence initiative reporting, etc.)

Tasks:

- 3.2.1-3.2.6 Track progress from the campus Diversity and Inclusion Plan

Case study/Best practices:

- 3.2.2 <http://www.nacme.org/underrepresented-minorities>
<https://lsa.umich.edu/ncid>
<https://lsa.umich.edu/ncid/news-events/all-events/search-events/navigating-recognition-and-rejection.html>

- 3.2.4 <https://www.mtu.edu/diversity-center/programs/competency/>
<https://www.hhs.gov/programs/topic-sites/lgbt/enhanced-resources/competency-training/index.html>
<http://www.nea.org/tools/30402.htm>

Challenges/Opportunities:

Focusing on the need for diversity representation in all majors; lack of diversity in faculty, administration, and in some departments, graduate students.

Strategy 3.3: Track participation in the financial aid programs available for low and middle-income families and no-cost services available to students, faculty and staff

Metrics:

- Number of students participating in programs providing free goods/services
- Number of faculty using Open Educational Resources in their courses
- University ranking on the CollegeNET's Social Mobility Index

Actions:

3.3.1 Better understand the AASHE tracking system of measuring affordability

3.3.2 Document policies and programs in place to make our academic programs accessible and affordable to low-income students

and/or to support non-traditional students

3.3.3 Track use of no-cost resources to students such as Purple Pantry, Purple Threads, Free School Supplies, Emergency Fund, Bike Share program and Universal Bus Access

3.3.4 -Track use of Open Education Resources

3.3.5 Adopt an Open Access Policy

3.3.6- Provide opportunities for students to get access to local food at an affordable price

Tasks:

3.3.1.1 Review STARS metrics with Student Financial Services office

3.3.2.1 Meet with representative in Student Financial services to review affordability offerings

3.3.2.2 Include information on TRIO, PELL, Tuition Assistance Program, Excelsior Scholarships, federal aid and campus-based scholarship funds, targeted outreach and enhancing access programs such as EOP, CSTEP, STEP and others

3.3.3.1 Get data from Sally D'Alessandro and Luke Rumsey (Purple Pantry and Threads)

3.3.3.2 Get data from Kristen Swaney on school supplies distributed

3.3.3.3 Get data from Sally D'Alessandro for Emergency Fund data

3.3.3.4 Collect data about other Emergency Funds available on Campus

3.3.3.5 Obtain bike share data from Campus Rec

3.3.3.6 Obtain bus ridership counts from Parking and Mass Transit

3.3.4.1 Request data from Open Education Resource fellows on current use

3.3.4.2 Request the cost from Bookstore on increasing participation

3.3.4.3 Request the cost of supplies from departments

3.3.4.4 Request the list of fees from Registrar

3.3.4.5 Analyze the cost of books/supplies in specific disciplines and recommend financial assistance to assure equality of access

3.3.5.1 Continue with current University Senate pathway on adopting policy

3.3.6.1 Investigate students using free transportation to attend the Troy/Delmar/Empire State Plaza farmer's market

3.3.6.2 Offer a spring farmer's market on campus (based on the Campus Crunch model in the fall)

3.3.6.3 Research local CSAs regarding "student box/rate"

3.3.6.4 Expand community partnerships to incorporate local food in campus food pantry

Case study/Best practices:

3.3.4 <https://www2.cuny.edu/libraries/open-educational-resources/>

<https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer>

<https://www.oeconsortium.org/info-center/topic/what-are-open-educational-resources-faculty/>

<https://www.edutopia.org/open-educational-resources-guide>

Challenges/Opportunities:

Science courses are more expensive, consider offering additional books loaned by the libraries

Strategy 3.4: Employ practices that address the accessibility needs of all community members in our campus buildings, operational procedures and teaching methodologies

Metrics:

- Number of Blackboard courses compliant with the ADA requirements and that have universal access
- Number of faculty and staff members who attended ITLAL or ITS presentations regarding universal access
- Percentage of campus purchases from minority- and women-owned businesses

Actions:

- 3.4.1 Provide 7-10 trainings and support to make courses and teaching accessible for all
- 3.4.2 Continue to make progress on the ADA compliance plan
- 3.4.3 Continue MWBE preference purchasing policy and track data on percentage of purchases from MWBE vendors
- 3.4.4 Continue work on availability of gender-neutral spaces including bathrooms and housing
- 3.4.5 Maintain preferred name policy

Tasks:

- 3.4.1.1 ITS to offer courses/videos/webinars about accessibility of Blackboard materials and how to make them accessible
- 3.4.1.2 ITLAL to provide training for faculty and staff regarding best practices for accessibility of material
- 3.4.1.3 Work with DRC, ITLAL and ITS to create a working group that focuses on sharing best practices
- 3.4.1.4 Work with publishers by making content accessible (ex. Mind Tap, Math Lab, etc.)
- 3.4.2.1 -Complete a study to identify pedestrian safety and ADA/accessibility issues that impact mobility on campus, and recommend solutions
- 3.4.2.2 Provide braille on campus infrastructure labels where possible, e.g. sign, labels on waste and recycling in bins, fliers, etc.)
- 3.4.3.1 Obtain MWBE percentage from Purchasing office

Case study/Best practices:

- 3.4.1 <http://www.cynthiasays.com/>
 - <https://inside.sou.edu/dr/facstaffresources.html>
 - <http://ncdae.org/resources/cheatsheets/electronic-content.php>
 - <http://www.canton.edu/accessibility/resources.html>
 - Ally feedback indicators - https://help.blackboard.com/Ally/Ally_for_LMS/Instructor
 - Student-focused resources - https://help.blackboard.com/Ally/Ally_for_LMS/Student
- 3.4.2 Equity Drafting Table - Williams College <https://sustainability.williams.edu/initiatives/equity-drafting-table>

Challenges/Opportunities:

- Takes additional time by faculty.
- Many resources that faculty are using are dated and may not be in readable form

Goal 4: Community Leadership

Aspirational Goal by 2030: The University at Albany is regarded as the premier community partner in sustainability. -As a leader in the field, students will seek to study in our institution.

Achievement by 2023: Cultivate and strengthen community partnerships focused on the UN Global Goals and communicate UAlbany's sustainability story to recruit and engage students, faculty, and staff.

Rationale: Being an active community partner supports UAlbany's goal to serve as an integral regional, national, and international partner. - Highlighting our sustainability efforts will appeal to students looking to make a difference in the fields of environmental stewardship, climate action and social justice.

Baseline:

- STARS: EN 10 -14
- [GreenerU Baseline](#)
- [Peer institutions](#)

Alignment with other plans/key documents:

UAlbany Strategic Plan	<p><u>Student Success</u>: invest in programs that appeal to emerging demands of students, integrate experiential education through service learning</p> <p><u>Internationalization</u>: increase study abroad opportunities</p> <p><u>Engagement</u>: serve our communities via synergies; include/engage community members in campus events, projects</p>
SUNY	<p>Sustainability is one of Chancellor Johnson's pillars</p> <p>Participated in the formation of Cap Region Sustainability Plan and Albany 2030</p> <p>Cap Region plan: establish regional green alliance to promote the Sustainability Plan throughout the Capital Region, pp. E6, 29, 52-56; complete-climate vulnerability assessments and adaptation planning to assess impact of climate change, E6, 29, 53-56; expand support of green jobs training programs to include green infrastructure design and maintenance, E7, 30, 68-71; re-establish a regional food and agricultural coalition for the Capital Region to identify needs, gaps, and advocate for the agricultural sector, E8, 30, 99-103</p>
City/Community: Cap Region Plan	<p>Albany 2030 plan EMP-2: increase job opportunities for residents p. 50; EMP-3 Strategy: provide workforce training and continuing education to equip residents for jobs in the 21st century economy p. 51; EMP-4 Strategy: target regional growth industries by leveraging area intellectual capital p. 52; EMP-5 Strategy: coordinate the city's economic development and energy-/sustainability efforts to promote and incentivize "green" jobs p. 52; ED-2 Strategy: increase partnerships between institutions and the business community to expand learning opportunities for all ages (adult education, workforce training), including green job opportunities. p. 67; UF-1 Strategy: develop and implement a comprehensive urban forestry program to increase and maintain the health of Albany's urban tree canopy, partner with groups interested in neighborhood greening to increase participation in Albany's Street Tree Planting Program and develop a tree maintenance program that utilizes volunteer services in partnership with universities, Capital District Community Gardens and/or other neighborhood groups, p.124; EN-1 Strategy: develop a Residential Energy-Efficiency Program, work with partners to develop a program to provide residents with low-cost or free energy audits for residential buildings, p. 158; EN-2 Strategy: develop an education program to communicate the city's energy and sustainability goals and accomplishments to residents, businesses, and institutions, establish a community advisory committee within the Mayor's Office of Energy and Sustainability comprised of neighborhood leaders, business leaders, and institutional leaders to communicate the city's energy and sustainability goals and objectives, p. 159; foster relationships and create new partnerships among the different levels of government (i.e., local, regional, and state), surrounding municipalities, and institutions that focus on cooperative planning for growth and development, p. 179; RP-1 Strategy: work</p>

together to develop a strategy for attracting and supporting businesses and start-ups and providing job training, education; and employment, develop partnerships between higher education institutions major employers, and the Albany City School District to increase opportunities for job training and retain college graduates, p. 180; RP-3 Strategy: create and maintain open lines of communication and cooperation between and among institutions, increase coordination and partnerships between universities and the City of Albany to support the city's sustainability and revitalization strategies, p. 181; FP-5: work with institutions on climate change planning, p. 185

NYS none

STARS EN 10 (community partnerships), EN 11 (Inter campus collaborations), EN 12 (continuing education), EN 13 (community service), EN 14 (participation in public policy)

UN Global Goals/Framework for a More Sustainable SUNY No Poverty, No Hunger, Good Health, Quality Education, Gender Equity, Clean Water and Sanitation, Clean Energy, Good Jobs and Economic Growth, Innovation and Infrastructure, Reduced Equities, Sustainable Cities and Communities, Climate Action, Life Below Water, Life on Land, Peace and Justice, Partnership for the Goals (see Goals #1.5, 1.6, 2.4, 3.5, 4.5, 5.4, 6.5, 7.4, 8.1, 8.4, 8.5, 9.4, 10.2, 10.3, 10.4, 11.2, 11.3, 13.3, 13.4, 13.6, 14.1, 14.2, 14.7, 15.5, 16.1, 16.3, 16.4, 17.1, 17.2, 17.4, 17.5)

Strategy 4.1: Increase the participation of our subject matter experts involved in sustainability-related associations and groups to advocate for and participate in activities that advance the UN Global Goals

Metrics:

- Number of publicly engaged collaborations on sustainability
- Participation in regional, national and international partnerships focused on sustainability

Actions:

- 4.1.1 Strengthen the relationship between the City of Albany, County of Albany, Town of Guilderland and Capital Region in the University's sustainability efforts
- 4.1.2 Assess current sustainability-related collaborations with local organizations
- 4.1.3 Increase campus members' participation in state, country, and international efforts to address the UN Global Goals
- 4.1.4 Offer training and education for the community
- 4.1.5 Advocate for public policies that support campus sustainability or that otherwise advance sustainability at the local, state, regional, national and international level
- 4.1.6 Build a consortium of local and regional partners to provide regional options for diversion including improved recycling, composting, waste to energy, closed loop cycles, etc.

Tasks:

- 4.1.1.1 Identify areas of commonality based on Albany's Climate Action Plan and Albany 2030 and the city and county's Climate Smart community commitments, as well as NYS Climate Action Plan
- 4.1.1.2 Assist the City of Albany in fulfilling their Climate Smart Communities pledge actions
- 4.1.1.3 Have UAlbany staff serve on the City Sustainability Advisory committee and sub-committee
- 4.1.1.4 Pursue collaborative funding opportunities through the Consolidated Funding Application (NYS) process or other sponsored funded opportunities
- 4.1.2.1 Document current sustainability related collaborations
- 4.1.2.2 Utilize student and faculty projects to provide technical support for local communities and the state
- 4.1.2.3 Capitalize on existing bonds with other institutions of higher education
- 4.1.3.1 Encourage faculty and staff to participate in efforts coordinated by the UN Global Compact, HESI, SDSN, AASHE, Second Nature
- 4.1.3.2 Investigate joining the Green Sports Alliance
- 4.1.3.3 Collaborate with the NYS DEC on statewide events and citizen science opportunities
- 4.1.3.4 Collaborate with the Albany Pine Bush Discovery Center on lecture series and community service opportunities
- 4.1.3.5 Encourage faculty and staff to submit presentations to the national and regional conferences on sustainability
- 4.1.4.1 Continue to incorporate sustainability themes in our continuing education courses
- 4.1.4.2 Investigate feasibility of creating a Sustainability Academy
- 4.1.4.3 Identify other training needs that match UAlbany expertise

Case study/Best practices:

- 4.1.3 UAlbany is already active in AASHE, Second Nature, NECSC, NYCSHE (Higher Ed sustainability collaborations), SSC (SUNY Sustainability Coalition) current partners shown at: <https://www.albany.edu/gogreen/dash/community.shtml>
- 4.1.3 Sustainability Development Solutions Network (UAlbany is a member) <http://unsdsn.org/>
- IAU (International Association of Universities), of which the American Council on Education is a member (UAlbany is a member of ACE), launched a Global Higher Education Cluster <https://www.iau-hesd.net/en/contenu/189-what-higher-education-and-research-sustainable-development-hesd.html>
- 4.1.3 Green Sports Alliance includes several major league teams, large universities
- 4.1.4.2 UNH Sustainability Academy. The Sustainable Learning Community p. 246-247

Challenges/opportunities:

Tracking data, ability to maintain all the desired/potential collaborations given resources available

Strategy 4.2: Create avenues for students to engage in coordinated sustainability related efforts at the local, regional, national and international level.

Metrics:

- Number of students participating in sustainability related community engagement and service-learning activities
- Number of students enrolled in sustainability themed education abroad opportunities

Actions:

- 4.2.1 Track opportunities for students to participate in sustainability-related civic engagement and community service in the Capital Region via the Community and Public Service Program and Engage UAlbany
- 4.2.2 Develop opportunities for athletes to conduct outreach activities related to environmental stewardship
- 4.2.3 Develop and promote study abroad programs focused on the UN Global Goals
- 4.2.4 Investigate the feasibility of adding a sustainability/UN Global Goal track to the Global Distinction program
- 4.2.5 Coordinate environmentally related engagement for the living-learning communities as part of their day of service

Tasks:

- 4.2.1.1 Identify how to tag the opportunities
- 4.2.1.2 Devise a coordinated plan to promote opportunities
- 4.2.1.3 Continue Indian Pond clean up and link other sustainability related volunteer opportunities as part of the Big Event
- 4.2.2.1 Establish point person(s) in athletics to coordinate events
- 4.2.3.1 -Promote current study abroad options related to sustainability
- 4.2.3.2 Take students to Madrid (UAlbany campus) to learn about sustainability in Spain
- 4.2.3.3 Develop and promote new opportunity in the Galapagos Islands
- 4.2.4.1 -Confer with Annette Richie on Global Distinction program to see if a sustainability element can be incorporated
- 4.2.5.1 Coordinate with Linda Krzykowski and team

Case Studies/Best Practices:

- 4.2.4.1 University at Michigan Global Scholars program <https://lsa.umich.edu/globalscholars>
- SAGE Scholars, North Lake College <https://www.northlakecollege.edu/aboutnlc/sustainability/pages/sage-scholars.aspx>

Challenges/opportunities:

Other than the first year, the Sustainability L-LC struggled to recruit sufficient membership and was discontinued in 2017

Strategy 4.3: Incorporate alumni and the Capital Region community in campus sustainability activities and increase the amount of external financial support by 20%

Metrics:

- Number of alumni participating in activities
- Amount of donations to sustainability fund
- Number of corporate/foundation sponsorship opportunities developed

Actions:

- 4.3.1 Devise funding campaign to increase alumni and campus community donations to sustainability fund
- 4.3.2 Identify events/activities that could incorporate alumni participation
- 4.3.3 Create communication plan to increase alumni awareness of sustainability initiatives
- 4.3.4 Develop sustainability projects for corporate funding or an angel donor
- 4.3.5 Host sustainability signature event in which the community plays a prominent role in organizing and participating in
- 4.3.6 Host international scholars on the topic of sustainability/UN Global Goals

Tasks:

- 4.3.1.1 Create alumni/friend of sustainability database
- 4.3.1.2 Increase number of alumni subscribed to BEGREEN LISTSERV
- 4.3.1.3 Develop signature project(s)
- 4.3.1.4 Brainstorm giving challenges associated with sustainability and identify the resources needed to implement
- 4.3.1.5 Engage industries with an interest in sustainability and gauge their interest in providing support for assistantships
- 4.3.1.6 Develop collaborative platform for industry and faculty looking to engage (e.g. online portal where needs can be match up)
- 4.3.1.7 Allocate resources to manage grants
- 4.3.2.1 Meet with alumni office to brainstorm ideas
- 4.3.4.1 Develop prioritized list of potential projects
- 4.3.4.2 Identify foundations interested in work centered on the UN Global Goals/sustainability/21st century challenges
- 4.3.5.1 Review current area events
- 4.3.6.1 Add sustainability/global goals as a category of expertise

Case study/Best practices:

4.3.2 Boston University Alumni Network for Energy and Sustainability <http://www.bu.edu/sustainability/academics/alumni/>, Ohio University Alumni Network <https://www.ohio.edu/sustainability/get-involved/alumni-network>, University of Virginia Alumni Network <https://sustainability.virginia.edu/about/alumni-network.html> and Boston College BCEEAN (Energy and Environment Alumni Network) <http://bcgroups.org/bceean/>

4.3.4 Clinton Climate Foundation:

<https://stories.clintonfoundation.org/empowering-emerging-climate-energy-leaders-beyond-the-classroom-829a25e6ffe1>

Bloomberg Foundation: <https://www.bloomberg.org/program/environment/#beyond-carbon>; DICaprio Foundation:

<https://www.leonardodicaprio.org/programs/>; Gates Foundation:

<https://www.gatesfoundation.org/Careers/Gates-Fellowships-FAQ>

Rockefeller Brothers (funded Yale 360 Strategic Planning), Surdna Foundation - intersectional issues, Clinton Foundation (funded HEAL Duke), Kresge Foundation, Waste Management, NYP2I (waste infrastructure), NSF Change Maker program, Cap Region Community Foundation grants

Challenges/opportunities:

Coordinate existing resources, identify adequate administrative support; be a leader in sustainability for SUNY leadership, leverage leadership to garner alumni and corporate support and play a more prominent role in UN/international efforts

Strategy 4.4: Integrate sustainability into the campus brand, marketing and communication strategies to increase awareness of efforts and recruit students, faculty and staff

Metrics:

- Number of students recruited/retained based on sustainability initiatives
- Student engagement with sustainability marketing materials (i.e. email open rates, engagement with online content)
- Number of programs that are marketed with using the UN Global Goals through online event marketing (i.e. MyInvolvement, UAlbany GO, UAlbany Events Guide)
- Number of internal/external stories and University account social media posts on sustainability

Actions:

- 4.4.1 Inventory the forms of communication related to sustainability and the UN Global Goals
- 4.4.2 Market UAlbany as a sustainable campus to prospective students and employees
- 4.4.3 Have more visible forms of sustainability research on display
- 4.4.4 Link sustainability efforts to UAlbany's vision as an engine of opportunity

Tasks:

- 4.4.1.1 Detail the portfolio of current outreach mediums including digital displays, videos, social media, websites, passive programming (signs)
- 4.4.1.2 Identify new forms of communication to consider (i.e. podium posters, banners, table tents, campus signage - signs by water fountains, bottle filling stations)
- 4.4.1.3 Incorporate the UN Global Goals into campus websites, brochures (sustainability and departmental websites)
- 4.4.2.1 Get buy-in from VP of Student Affairs and Office of Communication and Marketing
- 4.4.2.2-Review recruitment material from other institutions
- 4.4.2.3-Examine admissions strategies for places where sustainability message can be incorporated
- 4.4.2.4 Inventory the recruitment material created by the University and departments and develop opportunities to incorporate sustainability initiatives and programs
- 4.4.2.5 Incorporate sustainability points of interest in campus tour
- 4.4.2.6 Create virtual tour highlighting sustainability offerings
- 4.4.2.7 Add sustainable message to web banner slides
- 4.4.2.8 Include sustainability in description of University when marketing positions to prospective faculty and staff
- 4.4.2.9 Examine sustainability as a factor in recruiting international students
- 4.4.3.1 Create visual mediums that highlight research being conducted around the UN Global Goals
- 4.4.3.2 Encourage publication of UN Global Goal research on the sustainability's Scholar's Archive page and make the website more prominent and easy to find
- 4.4.4.1 Quantify economic impact of sustainability related -construction projects and sustainable purchasing
- 4.4.4.2 Highlight pathways from degree to career
- 4.4.4.3 Create case studies on any sustainability related enterprises fostered by the university

Case study/Best practices:

- 4.4.1 Examples of campus ground signs from UConn <https://ecohusky.uconn.edu/hillside-environmental-education-park/#>, University of Alberta "more than just a plaque" example
- 4.4.2 How sustainability affects admissions:
<https://www.aashe.org/campus-sustainability-initiatives-affect-college-admissions/> , Sustainability Virtual Tours; Macalester College:
<https://macgis.maps.arcgis.com/apps/Shortlist/index.html?appid=99fc8e2f80c04f7399b2e72756e74827>, Williams College
<https://sustainability.williams.edu/news-events/williams-college-highlights-sustainability-with-new-interactive-map-and-audio-tour>

Challenges/opportunities:

Crafting a coordinated message;; prioritizing which initiatives to highlight;; compiling data;; who is responsible;; how to get all to participate;; cost and standards required for signage and the; reluctance to "over sign" campus, developing a way to track recruitment effects;; opportunity to be an innovator in consciously marketing and tracking recruitment based on sustainability/UN Global goals

Goal 5: Carbon Neutrality and Climate Resiliency

Aspirational Goal by 2030: Reduce carbon emissions by 40% from the University fiscal year 2017-2018 levels, source 100 percent of electricity from zero-net carbon sources and divert 100% of our food waste from the landfill.

Priority Goals: Reduce our overall carbon emissions by 10% from the University fiscal year 2017-2018 and develop a contingency plan for threats posed by climate change.

Rationale: In order to address the emergency posed by climate change and to support the well-being, safety, health and economic viability of our community as well as foster the Earth's ecological balance, the University needs to eliminate our carbon emissions (aka Greenhouse Gas, or GHG emissions), reduce the amount of waste generated, purchase sustainably produced products and support the procurement of locally sourced items as well as plan for any anticipated impacts in our area due to climate change. -All of these items support the campus goal to be an integral regional, national and international partner and anchor institution that addresses societal challenges, advances human knowledge, and drives innovation and discovery while working collectively and collaboratively to benefit our communities—and create a sustainable way of life on earth. The targets are also in line with the SUNY and NYS mandates set by Chancellor Johnson and Governor Cuomo.

Baseline:

- Scope 1, 2 and 3 Carbon (Greenhouse Gas) Emissions
- Energy use (heat, electricity, fleet, water)
- Source Energy Use Intensity
- Total annual utility expenditures
- Supporting documentation of elements of scope 3 emissions (waste, water, commuting data)
- UAlbany Climate Vulnerability Study
- STARS: OP 1-8, 11 - 22
- [GreenerU Baseline](#)
- [Peer institutions](#)

Alignment with other plans/key documents:

UAlbany Strategic Plan

Aligns with the value of creating a sustainable way of life and serving the community

SUNY

Sustainability is one of Chancellor Johnson's 4 pillars. She and the SUNY Construction Fund (SUCF) have goals and directives (1B-2) that set targets-for energy use, specifically to reduce energy consumption by 185 trillion British thermal units by 2025, -be Net Zero Carbon by 2050 (15% can come from offsets within 25 miles), achieve 40% reduction in carbon emissions from 1990 levels by 2030, have all electricity be carbon free sourced by 2040, all new SUNY facilities commencing design after 2019-will be evaluated for potential construction using net-zero carbon emission standards.

City/Community:
Cap Region Plan

Cap Region 2030 plan: Complete local climate vulnerability assessments and adaptation planning to assess impact of climate change, pp. E6, 29, 53-55; expand support of green jobs training programs to include green infrastructure design and maintenance, pp. E7, 30, 68-71; create a food hub for regional food processing, storage, and distribution of locally produced food products and establish an initiative to create/increase "local food" transactions, to encourage the Capital Region's grocery stores, restaurants, residents; and institutions to purchase local food from the Capital Region's farms, pp. E8, 30, 99--103; improve and increase composting options through a combination of backyard composting, community scale composting; and the expansion of leaf and yard waste composting facilities and adopt C&D waste reduction and recycling policies at the local level, pp. E9, 30, 130 -134; implement a bicycle and pedestrian infrastructure improvement program to create new connections and eliminate gaps between existing trails, sidewalks; and bicycle facilities, pp. E10, 30, 151-156

Albany 2030 plan: PS-6 Strategy: Enhance resiliency against natural events linked to climate change and that threaten the well-being of the community, p. 80; TR-2, VEH-3 and EN-3 Strategy: promote transportation demand management to improve transit choices to reduce vehicle miles travelled, employ transportation demand management techniques to encourage the use of bicycling, transit, car-pooling; and car sharing,; p.104, 109, 159; TR-4 Strategy: explore transit expansion options, item b.; encourage the development of additional BusPlus routes throughout the city and to regional destinations, including along Western Avenue p. 105; VEH-4 Strategy: promote hybrid/electric, alternative-fueled; and efficient; vehicles, p. 110; WW-2 Strategy: control sources of negative environmental impact, partner with parks and recreation providers (e.g., Albany Department of Recreation, golf courses, universities; and public schools) to reduce use of potentially harmful chemical fertilizers near waterways and reduce stormwater runoff into waterways p. 119; WW-6 and WS-2- Strategy: encourage water conservation, set city-wide department targets for reducing water use in public facilities and buildings and partner with public schools, universities, other institutions, and businesses to reduce water use through conservation measures, p. 122, 163; AQ-1 Strategy: provide multi-modal transportation choices to reduce automobile use, vehicle miles traveled, and emissions, p. 129; AQ-2 Strategy: enhance the urban forest to absorb CO2 and other pollutants, partner with institutions (e.g., universities, hospitals, state government) to increase the tree canopy on large, urban campuses and reduce stormwater runoff -p. 130; AQ-3 Strategy: enforce existing anti-idling policy and expand to cover all modes and sectors, work with CDTA, the Albany School District, colleges and universities; and other institutions with vehicle and bus fleets to establish an anti-idling policy for their vehicles, p. 130; OS-3 Strategy: support local food production as a means of economic development and local food security, develop a partnership between farmers markets and institutions (e.g., Albany School District, hospitals; and universities) where institutions agree to purchase local products to support regional agriculture, p. 134; NS-7 Strategy: increase access to healthy food options for all neighborhoods, encourage local institutions, stores and restaurants to use and offer fresh and locally-sourced produce, milk and meat, 153; SWM-2 Strategy: explore alternatives for solid waste reduction and disposal p. 172-173

DEC Climate Smart Communities (City and County of Albany) - Both communities have pledged specific actions, work with their implementation team to see the prioritized list of actions

City:

https://climatesmart.ny.gov/actions-certification/participating-communities/certification-report/?tx_sjcert_certification%5Bcertification%5D%5B__identity%5D=2&tx_sjcert_certification%5Baction%5D=show&tx_sjcert_certification%5Bcontroller%5D=Certification&cHash=9d69c6836c1d5a4e5cee62080b6c77ff

County:

<http://albanycounty.com/Government/TeamGreen.aspx>

https://climatesmart.ny.gov/actions-certification/participating-communities/municipality-detail/?tx_sjcert_applicant%5Bapplicant%5D%5B__identity%5D=1&tx_sjcert_applicant%5Baction%5D=show&tx_sjcert_applicant%5Bcontroller%5D=Applicant&cHash=c0a2f746cb1ab9126a99a72e9861d8c8

City of Albany Climate Action plan - Energy efficiency measures EN-4 p. 9, alternative transportation/walkable/bikeable city CHR-2, Bike Master Plan BIC-1 p. 10-11, TMD strategies TR-2, VEH- & AQ-1 p.12, promote hybrid/EV's VEH-4 p. 12, Solid waste SWM-1, SWM-2 pp. 13-14, water use WW-6, WS-3 pp. 15 - 16, Climate resiliency PS-6 p. 19, local food OS-3 p. 20, Climate Change Planning FP-5 p. 2

City of Albany 5 City Energy Plan - Energy Efficiency Initiative 1 - Green Business Program p. 24, 29; Energy Efficiency Initiative 2 - support green jobs training program p.25, 29; Transportation Initiative 2 On and Off Road Bicycling Infrastructure p. 41, 45; Transportation Initiative 4 Bike Share system p. 42, 45; Energy Distribution and Supply Initiative 2 Install solar powered generators at critical facilities p.48,52; Energy Distribution and Supply Initiative 4 Plan for Micro-grids p. 50, 52; Energy Distribution and Supply Initiative 5 Establish partnerships for grid resiliency p. 51, 52

City of Albany Vulnerability Assessment and Adaptation Plan - all but especially risks and recommendation pp. 73 -85

NYS

EO4, EO18, EO39, EO166, EO39, Climate Leadership and Community Protection Act; Net Zero Carbon by 2050 (15% can come from offsets within 25 miles), 40% reduction from 1990 levels by 2040 (for SUNY by 2030), all electricity carbon free sourced by 2040. Food Waste Recycling Law effective January 2022. Plastic Bag Ban effective March 2020.

STARS

OP1 (GHG emissions), OP2 (Outdoor Air Quality), OP3 (Building Operations and Maintenance), OP4 (Building and Construction), OP5 (Building Energy Consumption), OP6 (Clean and Renewable Energy), OP 7 (Food and Beverage Purchasing), OP8 (Sustainable Dining), OP11 (sustainable purchasing), OP12 (electronics purchasing), OP13 (cleaning/janitorial purchasing), OP 14 (paper purchasing), OP 15 (Campus Fleet), OP 16 (Student Commute Modal Split), OP 17 (Employee Commute Modal Split), OP 18 (Support for Sustainable transportation), OP19 (waste minimization), OP20 (C & D), OP 21 (Haz Waste mgmt), OP 22 (Water Use)

UN Global Goals/Framework for a More Sustainable SUNY

No Hunger, Good Health, Clean Water and Sanitation, Clean Energy, Innovation and Infrastructure, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Partnership for the Goals (see goals 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 9.1, 9.2, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.10, 13.1, 13.2, 13.7, 14.3, 14.5, 17.1, 17.4, 17.5)

Strategy 5.1: Reduce campus energy use by 20%

Metrics:

- Scope 1, 2, and 3 carbon (greenhouse gas) emissions
- Percentage of space that has received a third party sustainability certification (i.e. LEED/LEED O & M, or Living Building Challenge)
- Building energy consumption
- Amount of expenditures on utilities (electricity and heat)
- Percentage of computer equipment purchased that is EPEAT certified

Actions:

- 5.1.1 Complete implementation of approved Energy Master Plan projects
- 5.1.2 Reduce site energy use intensity to 64 kBtu/Sf/Yr or lower in buildings that are gut renovated and build all new construction to net zero energy standards
- 5.1.3. Reduce energy used by appliances, equipment and other occupant-controlled devices.
- 5.1.4 Implement continuous commissioning/advanced data analytics/energy management information system/fault detection and diagnostics platforms for proactive operations to optimize energy performance
- 5.1.5 Invest in workforce development including hiring/outsourcing and training staff to manage, operate and maintain advanced buildings and new technologies

Tasks:

- 5.1.2.1 Update high performance guidelines
- 5.1.2.2 Establish dedicated funding sources for implementation of deep energy retrofit/net zero carbon and demonstration projects
- 5.1.3.1 Adopt efficiency standards (Energy Star/EPEAT/Scientific Certification Systems) for IT equipment, appliances, and lab equipment
- 5.1.3.2 Adopt Green IT policy that includes deep dive energy conservation practices and a preference of the purchase of EPEAT certified products
- 5.1.3.3 Develop and adopt Green Lab policies and programs
- 5.1.3.4 Evaluate tools for plug load reduction

Case Studies/Best Practices:

- 5.1.2 University of Michigan Design Guidelines <https://umaec.umich.edu/for-vendors/design-guidelines/>
- 5.1.2 UC Irvine Sustainable Policies <https://policy.ucop.edu/doc/3100155/SustainablePractices>
- 5.1.6 Cornell Building Energy Dashboard
<https://sustainablecampus.cornell.edu/campus-initiatives/buildings-energy/building-energy-dashboard>
- 5.1.8 UC Irvine Smart Lab initiative <https://www.ehs.uci.edu/programs/energy/>

Challenges and Opportunities:

- 1960 infrastructure - scale of renovation vs. available funding
- Poor building envelope and high cost/disruption to normal activity to address it
- Dual duct CAV systems in most buildings
- Outdated controls
- Need to train staff on newer technologies, unionized staff- limited opportunities for growth
- Lack of funding
 - Lack of tools and reports to monitor facilities operations, occupant comfort satisfaction, O&M staff skill level and job satisfaction, etc.

Strategy 5.2: Source 30% of our annual electricity from on- and off-site renewable energy systems and develop a roadmap for a non-carbon heating source for our buildings

Metrics:

- Amount and percentage of renewable energy generated
- Amount of Renewable Energy Credits (REC's) and carbon offsets purchased
- Source energy use intensity

Actions:

5.2.1 Install minimum 2MW of roof-mounted solar PV on academic podium roof

5.2.2 Develop Large Scale Renewable Energy projects through multi-campus collaborative (NY HE LSRE) for a minimum of 30% of the current annual electricity usage

5.2.3 Develop net zero carbon campus roadmap with a 10-30 year implementation plan

5.2.4 Investigate internal carbon pricing options that can be included in life-cycle cost analysis, project prioritization, and/or to fund sustainability initiatives and offset carbon emissions

Tasks:

5.2.3.1 Develop guidelines, standards, Owner's Project Requirements and specification for high performance thermal envelope, ventilation strategies, building controls and phased migration to low temperature systems

5.2.3.2 Analyze renewable energy sources for space and domestic hot water heating, including biomass, geothermal, landfill gas, renewable fuel, etc

Case Studies/Best Practices:

5.2.3.1 Fifth generation district energy systems European case studies

https://www.icax.co.uk/Fifth_Generation_District_Heating_Networks.html

<https://www.sciencedirect.com/science/article/pii/S1364032118308608>

5.2.3.2 Bates College renewable heating fuel

<https://www.bates.edu/news/2019/01/17/campus-construction-update-jan-18-2019/>

5.2.4 Second Generation Carbon Pricing toolkit <https://secondnature.org/climate-action-guidance/carbon-pricing/>

Challenges and Opportunities:

Price needs to be cost competitive with grid purchased electricity

NYS RECs are expensive and it may make sense to monetize and arbitrage for lower cost national RECs

1960 infrastructure - scale of renovation vs. available funding

- Poor building envelope and high cost/disruption to normal activity to address it
- Lack of heat recovery in Chemistry, PE and other 100% outside air units
- High Temperature Hot Water system in good shape but inefficient
- Health impact (particulate matter) for some of the renewable fuel options

Strategy 5.3: Develop a contingency plan related to emergencies and operational challenges posed by climate change in the Capital Region

Metrics:

- Vulnerability Assessment

Actions:

- 5.3.1 Assess relevant climate change imposed risks on current infrastructure and process to address/mitigate/manage these risks
- 5.3.2 Conduct tabletop exercises to evaluate various scenarios and response in concert with various stakeholders including facilities management, University Police Department, University emergency manager, city and state officials, University community; and neighbors
- 5.3.3 Develop a draft climate contingency plan in partnership with city, county, utility providers and other relevant parties

Tasks:

- 5.3.1.1 Reach out to emergency manager and review how climate risks are currently incorporated in emergency plans
- 5.3.1.2 Review vulnerability assessment
- 5.3.2.1 Determine stakeholders
- 5.3.2.2 Link into DEC efforts
- 5.3.3.1 Consult Second Nature guidelines

Case Studies/Best Practices:

- 5.3.1 Second Nature Climate Resilience framework <https://secondnature.org/climate-resilience/>
- 5.3.3 A Climate resilient MIT <https://sustainability.mit.edu/climate-resiliency>
https://www.ideals.illinois.edu/bitstream/handle/2142/98531/Muntasir_capstone_final.pdf?sequence=2&isAllowed=y
<https://sustainablecampus.cornell.edu/our-leadership/cap/climate-resiliency>
https://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/files/media/Fellows/maley_-_lheureux_-_resilience_assessment_report_maley_lheureux.pdf
Challenges and Opportunities
1960 infrastructure - lack of adequate resiliency
CEHC support
Recently hired campus emergency manager

Strategy 5.4: Reduce carbon emissions from the campus owned fleet and equipment by 10%

Metrics:

- Gallons of gas and diesel purchased for fleet use
- Amount of expenditures on gas and diesel

Actions:

5.4.1 Hire/assign a fleet manager

5.4.2 Establish minimum efficiency standards for all new vehicle purchases

5.4.3 Convert/upgrade/lease minimum 10% of the campus owned fleet, including cars, vans, trucks, buses; and maintenance vehicles to electric or hybrid electric through new purchases or leases based on total cost of ownership analysis

5.4.4 Establish tools/framework for rightsizing the University's vehicle and equipment fleet through continual needs assessment

5.4.5 Train 100% of the vehicle operations (VOC) staff on maintenance of electric and alternative fuel vehicles

5.4.6 Provide dedicated and adequate storage and charging areas for campus owned electric vehicles

Tasks:

5.4.2.1 Form task force to establish standards and procedures

5.4.5.1 Include training needs to workforce development grant if applicable

Case Studies/Best Practices:

5.4.3 <https://docs.google.com/document/d/1VPRTkBCcpzBE6InLTcG0yccuB4cel-3j2ma3MQ-qXRE/edit>

5.4.3 NYS Office of General Services: Green Your Fleet) <https://ogs.ny.gov/greenny/green-your-fleet>

Challenges and Opportunities:

Electric vehicles (EV) costs more (3x more for buses)

Lack of trained staff to maintain EV.

Hard to get parts (long lead time) leads to longer downtime -not acceptable for buses

Lack of places to store vehicles in winter and places to charge

Any purchase/change implemented must keep in mind the original campus vision of keeping vehicles out of podium/campus interior.

Major consideration: the relationship between waste input/hauling and- transportation/fleet CO2 footprint

The sheer size of the project: 1.21m passengers between UA and CDTA/10% of regional ridership

Lack of funds to replace old vehicles- only about 10% every year is replaced

No electric golf cart type vehicles on state contract

It may be easier to standardize vehicle specs

Total cost of ownership of EV is lower than standard vehicles

Construction vendors, vehicles; and delivery trucks - can we influence that?

We may be able to lease vehicles now (class 1 & 2) was restricted-because state can't pay finance charges

Strategy 5.5: Reduce carbon emissions from the waste generated by campus by 10%

Metrics:

- Amount of waste sent to landfill
- Percentage of waste diverted from landfill
- Expenditures on waste, recycling and composting

Actions:

- 5.5.1 Hire/assign a resource manager and build partnerships and collaborations with local and regional partners to provide regional options for diversion including improved recycling, composting, waste to energy, closed loop cycles, etc.
- 5.5.2 Divert 100% of food waste from all dining venues, including Campus Center and Quad dining facilities, through pre- and post-consumer composting per NYS Food Donation and- Food Scrap Recycling Act
- 5.5.3 Eliminate the use of plastic bags in campus center operations and explore ways to reduce/eliminate single use plastic
- 5.5.4 Reduce paper purchase and waste
- 5.5.5 Reduce disposal and purchase costs and environmental impact of -construction materials and furniture, fixtures and equipment (FF&E)

Tasks:

- 5.5.2.1 Explore implementation of front-of-the-house composting in dining outlets
- 5.5.2.2 Expand existing food recovery and donation to all dining facilities and continue support of food pantry on campus
- 5.5.2.3 Evaluate composting infrastructure for residents at all dorms and apartment housing on campus
- 5.5.2.4 Pilot an opt-in composting service at the campus apartments
- 5.5.3.1 Partner with bottled product vendors to implement zero waste initiatives including hydration stations and alternatives to bottled water, juice and soda
- 5.5.3.2 Offer straws only upon request
- 5.5.3.3 Provide biodegradable napkins and coffee stirrers at all dining venues
- 5.5.3.4 Install bottle filling and hydration stations
- 5.5.3.5 Provide discounts/incentives for reusable mugs and bags
- 5.5.3.6 Create reusable bag with UAlbany design/logo
- 5.5.4.1 Set all campus computers to double sided printing
- 5.5.4.2 Switch to electronic when possible (newsletters, brochures, time cards, PMT permits, citations and appeals, meeting agendas, travel reimbursements, HRM forms, purchasing forms, meeting agenda/minutes, etc.)
- 5.5.4.3 Provide hygienic alternatives to paper towels in restrooms
- 5.5.5.1. Reinstate end of year Give-n-Go donation program and annual electronic recycling program
- 5.5.5.2 Establish contracts with vendors to recycle paint, carpet tiles, furniture; and partitions
- 5.5.5.3 Require all contracted work to divert a minimum of 75% of C&D waste from landfill through reuse, recycling and salvage
- 5.5.5.4 Educate campus on better surplus management
- 5.5.5.5 Establish sustainability standards for FF&E and construction materials

Case Studies/Best Practices:

5.5.2. Food Waste

- (Oregon State University: Composting)
<https://drive.google.com/file/d/1qVX95NyYnpHEacObhvfpVMjUy4fX7U4c/view?usp=sharing>
- (EnviroPure Comparing Food Waste Reduction Options)
https://drive.google.com/file/d/1vtm54EgXTVQbvApxdR8pLt_7Xif432CU/view?usp=sharing
- (ASC Budget Legislation Memo)
https://drive.google.com/file/d/1kOBvACD9TqB91gn52aiMcogLG3_7y_n-/view?usp=sharing
- (Seattle Public, Utilities) Food Donation
<http://www.seattle.gov/utilities/businesses-and-key-accounts/solid-waste/food-and-yard/commercial-customers/food-donation>

- Seattle Food Waste Report (PDF)
<https://drive.google.com/file/d/1abJO90QInMKymk8rwlWDDYQwIBSkdXN/view>
- (Oregon State University: Composting)
<https://drive.google.com/file/d/1qVX95NyYnpHEacObhvfVMjUy4fX7U4c/view?usp=sharing>
- (Why Are College Students Not Seeking Help? Predictors of and Barriers to Using an on-Campus Food Pantry)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6163327/>
- (On-Campus Food Pantry to be Established at Ithaca College)
<https://www.ithaca.edu/news/campus-food-pantry-be-established-ithaca-college>

5.5.3 Plastic Waste

- (Seattle Public, Utilities: Food Service Packaging Requirements)
<http://www.seattle.gov/utilities/businesses-and-key-accounts/solid-waste/food-and-yard/commercial-customers/food-packaging-requirements>
- (Seattle Public, Utilities Business Recycling & Composting Requirements)
<http://www.seattle.gov/Documents/Departments/SPU/Documents/Flyers/EnglishCompostableItemsFlyer.pdf>
- (Ordinances Prohibiting Recyclables and Compostables in Garbage)
<http://www.seattle.gov/utilities/businesses-and-key-accounts/solid-waste/food-and-yard/commercial-customers/ban-ordinance>
- (Times Union Article: UAlbany Poised to Ban Plastic Straws on Campus)
<https://m.timesunion.com/news/article/It-s-the-last-straw-at-UAlbany-13789042.php>
- UC Santa Barbara: "The Green Way Forward: Reducing Plastic Waste"
<http://www.sustainability.ucsb.edu/the-green-way-forward-reducing-plastic-waste-with-ucsb-hydration-stations/>
- Marine Debris and Plastic Source Reduction Toolkit for Colleges & Universities
<https://www.epa.gov/sites/production/files/2016-03/documents/marine-debris-toolkit-onepager-epar9-2015.pdf>

5.5.4 Paper

- (Seattle Public, Utilities: Reduce Paper Waste)
<http://www.seattle.gov/utilities/businesses-and-key-accounts/solid-waste/prevent-waste/reduce-paper-waste>
- (Andriana's Research on Hand Dryers)
https://docs.google.com/document/d/1v0lIIVDVMUiTXr_9LN-VbEMyp6Mkc7vPe_vtcVKVaE/edit
- (Andriana's Research on Certified Virgin vs. Recycled Paper)
https://docs.google.com/document/d/1wl_cXJycHfkbQxaHNokgbxxE2oDQQWitBMGBR6yUMS8/edit

5.5.5 C&D Waste

- (EPA: Construction and Demolition Debris) <https://archive.epa.gov/region9/waste/archive/web/html/casestud.html>
- (UC Davis: "Integrated Campus Recycling and Waste Management Guide") https://sustainability.ucdavis.edu/local_resources/docs/zero_waste/manual.pdf
- (Andriana's Research on Paint Recycling)
https://docs.google.com/document/d/17xGLJK6go6BUt0GrZdoq6QCnGxNaudx0fxDjQ_wu-7E/edit

5.5.5 FF&E

(Green Mountain College: Environmental Guidelines for Business Partners)

https://www.greenmtn.edu/wordpress/wp-content/uploads/Green.Mountain.College.Guidelines.for_.Business.Partners.FINAL_.8.1.2014.pdf

(Green Mountain College: Sustainable Purchasing Policy)

https://www.greenmtn.edu/wordpress/wp-content/uploads/Sustainable.PurchasingPolicy.2014.FINAL_.pdf

(University of Cincinnati) <https://www.uc.edu/af/controller/surplus.html>

(Assetworks.com) <https://www.assetworks.com/promoting-surplus/>

Challenges and Opportunities:

- Cost of composting & logistics
- We don't have a compactor (for waste and recyclables)
- The massive size of the project: There are 12-13,000 transactions a day at the Campus Center (there has been an uptick in waste pickups at the CC dock).

- Can we measure pre- and post-consumer waste on campus or per student?
- Food safety concerns with bring--your--own reusables
- On--demand success measurement (less waste but increasing \$/plate)
- No space to wash reusables at the Campus center (need dishwashing)
- Addressing disability community concerns with no straws
- Unintended consequences and fear of going down a path we will regret in future
- Students concerned with the LED red light at water fountains
- Compostable cutlery is more expensive

Distributed purchasing for paper and FF&E

Need to cater to all employees, might need to keep paper copies as not all are electronic savvy or have access to computers

What we purchase depends on what is in OGS contract

Staff resource costs, e.g. Give and Go canceled due to lack of staff help

Quick turnaround of space needs makes it hard to reuse furniture - too much inefficiency

Strategy 5.6: Reduce carbon emissions from water use, food purchases, commuting and University related travel by 5%

Metrics:

- Percentage of local, sustainable and plant-based food purchased
- Amount and type of fertilizer used
- Student and Employee commuting modes
- Amount of University-related travel in miles
- Gallons of water used
- Expenditures on water

Actions:

5.6.1 Collect data on academic and athletic travel, study abroad, and paper purchasing to fully measure and document emissions due to these activities (a.k.a. Scope 3 emissions) and implement continuous data collection processes

5.6.2 Promote alternatives to single use gas-powered vehicles used by the campus community and reduce total miles driven

5.6.3 Increase/maintain percent of local food by cost to minimum 30%;

5.6.4 Increase the percentage of food that is sustainably produced (receiving Third Party Certification, ethically sourced, ecologically sound and/or humane, Fair Trade certified), and plant based (vegan/vegetarian) purchased by cost to minimum 20%

5.6.5 Research carbon offset projects that align with the University's mission and potential carbon pricing mechanisms that can be utilized to fund the offsets

5.6.6 Reduce potable water use by 10%

Tasks:

5.6.2.1 Install minimum (5) additional dual-port EV charging stations

5.6.2.2 Continue 20% discount on registration for fuel-efficient vehicles

5.6.2.3 Increase parking fees commensurate with the facilities and environmental cost of parking infrastructure

5.6.2.4 Continue to coordinate bus routes with CDTA

5.6.2.5 Implement transportation demand management and variable routes (maybe even campus bus routes during peak hours for staff/faculty from neighboring communities to commute to/from work)

5.6.2.6 Provide and support ride-share options

5.6.2.7 Implement parking facilitation

5.6.2.8 Enforce no-idling policy through citations and fines

5.6.2.9 Continue to build partnerships and collaborations with local and regional transportation/mobility networks

5.6.2.10 Work toward Bike Friendly UniversitySM designation by expanding CDPHP bike shares on Uptown and Downtown campuses, making bike share free with SUNY ID, building more covered bike racks (especially near large parking lots, podium; and next to EV charging stations), continuing the construction of multi-modal Purple Path, and continuing to promote bike registration

5.6.3.1 Follow AASHE STARS Standards for local food which are based on mileage (250 miles for produce, 500 for meat, poultry and seafood) and revenue (\$5M/year or less for individual farms, \$50M for processed foods)

5.6.3.2 Continue to purchase seafood through Red's Best

5.6.3.3 Establish freight farm on campus

5.6.3.4 Continue to support/expand on-campus heritage garden

5.6.3.5 Consider seasonality of harvest in menu planning

5.6.3.6 Employ Individual Quick Freezing techniques to allow year round local food

5.6.3.7 Accept up to a 10% cost premium for local food

5.6.4.1 Create baseline on amount of sustainably produced and plant-based food based on AASHE STARS criteria for third party certification

5.6.4.2 Calculate the percentage of vegan/vegetarian options at each meal in each of the dining halls with a goal of 30%

5.6.4.3 Visually label all food for easy identification of non-meat/non-dairy options

5.6.4.4 Investigate the implementation of -Meatless Mondays or other meat alternative programs

5.6.4.5 Offer nutrition and healthy cooking classes

5.6.4.6 Examine the feasibility of obtaining Fair Trade campus certification

5.6.6.1 Replace all plumbing fixtures to low flow

5.6.6.2 Continue to provide 100% irrigation from Indian Pond or reclaimed stormwater

Case Studies/Best Practices:

5.6.2 Alternative Transportation

- Reducing GHG Emissions and Fuel Consumption: Sustainable approaches for Surface Transportation
<https://www.sciencedirect.com/science/article/pii/S0386111214601795>
- Commuter Behavior and Greenhouse Gas Emissions at the University of Rhode Island
https://web.uri.edu/sustainability/files/URITC-Final-Report-_revised-12-31-09_Sholly.pdf
- Ride Share Programs: <https://www.miles2share.com/>; <https://zimride.com/>; <https://www.waze.com/carpool>

5.6.2.10 Bike Friendly University

- (League of American Bicyclists' Community Colleges Leverage Resources to Boost Cycling on Campus)
<https://bikeleague.org/content/community-colleges-leverage-resources-boost-cycling-campus-and-beyond>
- (League of American Bicyclists': 5 Essential Elements of A Bicycle Friendly America)
<https://www.bikeleague.org/content/5-es>
- (League of American Bicyclists: Becoming a Bike Friendly University) <https://www.bikeleague.org/university>
- (League of American Bicyclists: List of Bike Friendly Universities)
http://bikeleague.org/sites/default/files/BFU_Award_List_2018_ALL.pdf
- (Yale Awarded Gold Bicycle Friendly University Status)
<https://to.yale.edu/news/yale-awarded-gold-bicycle-friendly-university-status>
- (University of New Mexico: Bike & Pedestrian Safety) <http://bikes.nmsu.edu/> This is a really great example of how to establish safe biking and pedestrians

5.6.3 and 5.6.4 Food

- (Farm to Institution.org: Benchmark Study of Farm to College in New England)
https://www.farmtoinstitution.org/sites/default/files/imce/uploads/FINE%20Farm%20to%20College%20Report_1.pdf
- (Sandra Streed) https://www.niu.edu/outreach/documents/sandra_streed_chapter.pdf
- (Freight Farms on Campus) <https://www.freightfarms.com/education#selection>
- Dalhousie University Sustainable and Healthy Food Framework
[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/sustainability/Sustainability%20Health%20Food%20Report%202016%20Final%20Report%20\(1\).p](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/sustainability/Sustainability%20Health%20Food%20Report%202016%20Final%20Report%20(1).p)

5.6.5 Carbon Offsets

- (An analysis of the potential positive and negative livelihood impacts of coastal carbon offset projects)
<http://web.a.ebscohost.com/ehost/detail/detail?vid=12&sid=d5800bbc-44fd-4910-afbe-9521f3e84a36%40sdc-v-se ssmgr02&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=134531669&db=eih>
- (Barriers to Achieving Additionality in Carbon Offsets: a regulatory risk perspective)
<http://web.a.ebscohost.com/ehost/detail/detail?vid=13&sid=d5800bbc-44fd-4910-afbe-9521f3e84a36%40sdc-v-se ssmgr02&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=135461276&db=eih>
- (American University Launches Innovative Carbon Offset Program in Washington DC)
<https://www.american.edu/media/news/20180418-carbon-offset-program-launched.cfm>
- Note, American University reached Carbon Neutrality in 2018 (2 years before the 'deadline')
- ASU Carbon project
<https://sustainability.asu.edu/news/archive/asu-carbon-project-launched-to-reach-neutrality-by-2025/>

Challenges and Opportunities:

How to motivate students/staff/faculty to drive less?

Cost of bike rentals (can we outsource this?)

Traffic safety (Pedestrian and biking)

How do we measure success with commuting options?

Goal 6: Culture of Sustainability

Aspirational Goal by 2030: Sustainable practices are standard operating procedures and all campus members engage in a culture that reinforces sustainability as a core University value.

Priority Goal: Institutionalize administrative processes, governance practices and social networks; that will steward the planet and support well-being in campus operations and services.

Rational: Our campus operations and administrative procedures provide us the opportunity to model for our students and community how to work collectively and collaboratively to create a sustainable way of life on earth.

Baseline:

- STARS: EN 1-2, 4-9, 15; OP 7-11, 13-14; PA 8-14
- [GreenerU Baseline](#)
- [Peer institutions](#)

UAlbany Strategic Plan

Aligns with the value of creating a sustainable way of life and serving the community

SUNY

Sustainability is one of Chancellor Johnson's pillars

Cap Region 2030 plan: Watershed assessments for stormwater management that includes inventory and assessment of existing drainage systems and identifies measures to mitigate water quality issues, pp. E-10, 30, 17-173; promote the use of green infrastructure in new construction and major retrofits, p. 56

Albany 2030 plan:- CHR-3 Strategy: Increase access to healthy food options, p. 73; WW-2 Strategy: control sources of negative environmental impact (construction runoff, illicit discharges, nonpoint source pollutants, etc.) that make the city's waterways too polluted for swimming, p. 119, 166; WW-3 Strategy: use zoning and environmental review as a tool to protect river and stream corridors, p. 119; UF-1 Strategy: develop and implement a comprehensive urban forestry program to increase and maintain the health of Albany's urban tree canopy, p. 124; UF-2 Strategy: use zoning and environmental review as a tool to protect the urban forest, p. 125; AQ-2 Strategy: enhance the urban forest to absorb CO2 and other pollutants, p.130; SW-1 Strategy: create a green infrastructure system as an alternative and complementary to "grey" (engineered) infrastructure in order to better absorb stormwater runoff and filter pollutants, p.167; RP-2 Strategy: work together to create, implement; and expand regional plans for multi-modal transportation-, open space networks; and green infrastructure, p. 181

City/Community: Cap Region Plan

DEC Climate Smart Community:

Albany County: Partner on the Albany Stormwater Coalition:

www.albanycounty.com/Government/Departments/Dept-EconomicDevelopmentConservationandPlaning/StormwaterProgramCoordinator.aspx

City of Albany Climate Action Plan: SW-1: create green infrastructure system as an alternative and complement to "grey" infrastructure in order to better absorb stormwater runoff and filter pollutants, pp. 16, 21; UF-1: develop and implement a comprehensive urban forestry program, p 17; AQ-2: enhance the urban forest to absorb CO2 and other pollutants, p. 17; NH-3 restore and maintain high quality natural habitats, p. 19

City of Albany Vulnerability Assessment and Resiliency Plan: Implement a citywide green infrastructure program and increase urban greening through a green area factor ranking system, p. 83; enact water efficient landscaping standards, p. 83

NYS	EO4 Green Purchasing
	EN1 (Student Educators Program), EN2 (Student Orientation),- EN4 (Outreach and Materials)-, EN5 (Outreach Campaign), EN6 (Assessing Culture), EN7 (Employees Educator Program), EN8 (Employee Orientation), EN9 (Staff Professional Development), EN15 (trademark licensing)
STARS	OP7 (food and beverage purchase), OP8 (Sustainable Dining), OP9 (landscape management), OP10 (biodiversity), OP11 (sustainable procurement), OP13 (janitorial/cleaning supplies), OP14 (office paper purchasing)
	PA8 (investor responsibility), PA9 (sustainable investment), PA10 (investment disclosure), PA 11 (employee compensation), PA12 (assessing employee satisfaction), PA13 (wellness program), PA14 (employee health and safety)
UN Global Goals/Framework for a More Sustainable SUNY	No Poverty, Good Health and Well-being, Clean Water and sanitation, Decent Work and Economic Growth, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land; (see Goals #1.4, 3.1, 3.2, 3.3, 3.4, 6.2, 8.2, 8.7, 8.8, 11.3, 12.1, 12.5, 12.6, 12.7, 13.7, 14.1, 14.5, 14.6, 15.1, 15.2, 15.3, 15.4, 15.6)

Strategy 6.1: Increase the number of students, faculty, and staff engaged in environmentally responsible practices and behaviors that align with the UN Global Goals by 20%

Metrics:

- Number of students participating in a peer-to-peer outreach and education program
 - Number of employees participating in a peer-to-peer outreach program
 - Number of offices that receive Green Workspace certification
 - Number of campus members participating in sustainability related campus events/engagement opportunities
- Percentage of office and janitorial paper made from recyclable material purchased
- Results of campus sustainability culture assessment

Actions:

- 6.1.1 Expand and strengthen internal networks responsible for the promotion and dissemination of sustainable behaviors and events
- 6.1.2 Provide avenues for faculty engagement
- 6.1.3 Conduct survey of campus sustainability culture focusing on sustainability values, behaviors and beliefs, and awareness of campus sustainability initiatives
- 6.1.4 Establish recurring series of campus-wide events and engagement opportunities focused on sustainability
- 6.1.5 Increase participation in the Green Workspace Challenge
- 6.1.6 Establish an education and outreach program to improve sustainable materials management and energy use

Tasks:

- 6.1.1.1 Document current level of engagement and past sustainability survey results to establish a baseline
- 6.1.1.2 Re-establish an Eco-Rep or similar student peer-to-peer sustainability outreach program for students
- 6.1.1.3 Continue the Sustainability Coordinators program to provide peer-to-peer sustainability outreach and education program for faculty and staff
- 6.1.1.4 Continue to cover sustainability topics in the new employee orientation
- 6.1.1.5 Provide sustainability programming to new students through orientation and/or Great Dane welcome
- 6.1.1.6 Develop sustainability programming models and trainings for offices and student groups
- 6.1.2.1 Provide formal University service committee opportunities and/or faculty related to sustainability
- 6.1.2.2 Engage with Senate leadership to explore how sustainability matters are addressed through governance structure
- 6.1.2.3 Meet with UUP leadership to develop opportunities for faculty engagement
- 6.1.2.5 Increase number of faculty on the THINKGREEN LISTSERVE
- 6.1.2.6 Partner with academic offices to advertise opportunities
- 6.1.2.7 Create recognition award(s) related to the UN Global Goals
- 6.1.3.1 Refine survey assessing sustainability behaviors and knowledge and establish a recurring distribution
- 6.1.4.1 Review list of current events and campaigns to develop a schedule
- 6.1.4.2 Get senior leadership and Communications and Marketing to promote events as campus-wide initiatives
- 6.1.4.3 Establish metrics to gauge participation in identified events
- 6.1.5.1 Ask senior leadership, directors and deans to encourage offices participate in program
- 6.1.5.2 Change format of certifying to an interview process
- 6.1.6.1 Develop online tools to educate the campus community about sustainable resource management including surplus management, composting, paper purchasing options, electronic documentation
- 6.1.6.2 Educate all purchasing officers and p-card holders and create online educational tools for campus community about sustainable purchasing
- 6.1.6.3 Devise communication plan regarding EO 4 mandate to purchase 100% recycled content paper and continue to track centralized purchases of office and janitorial paper and green cleaning supplies
- 6.1.6.4 Educate campus on EPEAT certified computer equipment
- 6.1.6.5 Identify EPEAT certified products on ITS recommended equipment page
- 6.1.6.6 Continue energy campaign and awareness efforts
- 6.1.6.7 Place prompts around campus to encourage the reporting of energy concerns to help identify opportunities to eliminate waste

Case study/Best practices:

6.1.1.2 Eco-Rep UVM: <https://www.uvm.edu/sustain/eco-reps/home>

Penn State: <https://ecoreps.psu.edu/our-mission/>

Energy conservation strategy list UNH The Sustainable Learning Community p. 73

Challenges/Opportunities:

Ability to manage, maintain and track outreach. Getting people to participate.

Strategy 6.2: Establish a Sustainability Advisory Council to oversee the implementation of the Climate Action and Sustainability plan

Metrics:

- Performance in sustainability rankings*

*External rankings:

- STARS rating <https://stars.aashe.org/>
- Sierra Club Cool Schools ranking <https://www.sierraclub.org/sierra/cool-schools-2018>
- Times Higher Education World University Impact Ranking
https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/0/length/25/sort_by/rank/sort_order/as/cols/undefined
- University of Indonesia's Greenmetric World University Ranking <http://greenmetric.ui.ac.id/>

Actions:

6.2.1 Establish the council's charge to oversee the implementation and monitoring of sustainability initiatives

6.2.2 Promote culture where data-driven decision making is a core goal

6.2.3 Align sustainability staffing and funding to the depth and breadth of work being done

Tasks:

6.2.1.1 Select advisory council members

6.2.1.2 Develop charge focused on continuous improvement and data based decision making

6.2.1.3 Issue formal statement in support of sustainability

6.2.1.4 Establish implementation working groups

6.2.1.5 Reconvene student advisory body

6.2.2.1 Review University standings in national/international rankings

6.2.2.2 Review the results of campus sustainability assessment

6.2.2.3 Identify other key metrics for the council to review annually

6.2.3.1 Conduct needs assessment and peer comparison to determine adequate size of sustainability staff

6.2.3.2 Offer engagement/innovation grants for sustainability programs

6.2.3.3 Develop innovative short- and long-term financing mechanisms to support sustainability initiatives

6.2.3.4 Establish a dedicated funding source for implementation of deep energy retrofit/Net Zero carbon and demonstration projects, investing in workforce development and resiliency plan, implement measures to address threats posed by climate change (flooding, prolonged heat waves, poor air quality)

Case study/Best practices:

6.2.1.2 Refer to analogy of "crash diet" for language on council charter UNH the Sustainability Learning Community p. 152 and the keys to successful action team p. 130-131

6.2.3.2 Bates Green Innovation Grants <https://www.bates.edu/sustainability/bates-green-innovation-grant/>

Challenges/Opportunities:

Willingness to make financial commitment, assigning shared responsibility for sustainability, committing the human resources

Strategy 6.3: Develop professional development opportunities related to sustainability

Metrics:

- Percentage of staff that participates annually in sustainability professional development
- Number of job descriptions modified to include sustainability
- Number of performance programs that include sustainability goals

Actions:

- 6.3.1 Offer professional development workshops focused on sustainability in the work space
- 6.3.2 Encourage supervisors to include sustainability in staff job descriptions and/or performance programs
- 6.3.3 Establish recurring meetings with key facility units to receive updates on campus sustainability data, procedures, policies and external resources available
- 6.3.4 Identify our workforce development needs with the incorporation of sustainability-related operations and new technologies
- 6.3.5 Create a small grants program to fund professional development activities
- 6.3.6 Open the sustainability coordinators' professional development opportunities (summer reading group, field trips) to entire campus

Tasks:

- 6.3.1.1 Offer training to integrate sustainability knowledge and skills into the workplace
- 6.3.1.2 Identify learning objectives for the workshops
- 6.3.1.3 Recruit support for planning workshops (EAP, HR, unions, etc.)
- 6.3.1.4 Partner with community organizations to offer sustainability accreditation and credential maintenance (e.g., LEED AP/GA)
- 6.3.2.1 Create a model defining what sustainability is
- 6.3.2.2 Engage relevant departments in discussions with regards to integrating sustainability into job descriptions/performance plans
- 6.3.2.3 Develop on-line module workshops
- 6.3.2.4 Include sustainability as topic for departmental orientations for new employees and/or department meeting presentations
- 6.3.3.1 Continue annual meeting with grounds department
- 6.3.3.2 Establish annual meeting with janitorial staff
- 6.3.3.3 Meet with purchasing to review opportunities for sustainable purchasing
- 6.3.3.4 Establish EO4 implementation team and link group to resources
- 6.3.4.1 Investigate opportunities for training
- 6.3.4.2 Research funding opportunities
- 6.3.5.1 Revive sustainability innovation grant program
- 6.3.6.1 Engage key departments in advertising professional development opportunities (EAP, HR, ITLAL, Library)
- 6.3.6.2 Examine whether to continue with NWEI program based on number of enrollees and costs of materials
- 6.3.6.3 Secure funding for transportation

Strategy 6.4: Adopt investment practices that align with the University's environmental and socially responsible operations while maximizing financial gain

Metrics:

- Percentage of direct investment in fossil fuel companies
- Percentage of investments in socially/environmentally responsible funds

Actions:

- 6.4.1 Investigate ways to diversify endowment holdings while maintaining financial performance
- 6.4.2 Confirm that social impact investment options are available as a choice in voluntary savings plans
- 6.4.3 Invest a percentage of UAS funds in socially responsible/environmentally responsible financial vehicles
- 6.4.4 Incorporate sustainable impact investing in student managed funds

Tasks:

- 6.4.1.1 Investigate establishing an advisory sub-committee on social impact or ESG investing
- 6.4.1.2 Consider eliminating direct stock investment in coal and/or fossil fuel companies
- 6.4.1.3 Review the public disclosure requirements embedded in STARS
- 6.4.1.4 Evaluate financial performance for mutual funds with positive sustainability screens
- 6.4.1.5 Calculate the amount of fossil fuel investments embedded in mutual fund holdings
- 6.4.2.1 Check in with SUNY Relationship Manager to see if TIAA-CREF and others make social impact/ESG funds available to members (i.e. TIAA-CREF Low Carbon Social Choice Fund)
- 6.4.3.1 Investigate funds that meet the social, environmental and financial targets
- 6.4.4.1 Contact student leaders and advisor
- 6.4.4.2 Gather examples from other campuses

Case study/Best practices:

- 6.4.2.1 TIAA CREF Low Carbon Social Choice Fund
 - 6.4.2 Onondaga Community College, invested in socially responsible funds equal to estimated investment in fossil fuels, contact Sean Vormwald for details
- SUNY Buffalo Committee on Responsible investing:
<http://www.buffalo.edu/sustainability/OurStrategy/governance-and-strategy/responsible-investment-committee.html>
- SUNY New Paltz:
<https://sites.newpaltz.edu/news/2017/09/suny-new-paltz-foundation-votes-to-divest-from-fossil-fuel-companies/>
- SUNY ESF: <http://dailyorange.com/2016/01/why-suny-esf-finally-decided-to-divest-after-years-of-deliberation/>

Challenges/Opportunities:

Ability to make progress on investment procedures

Strategy 6.5: Incorporate strategies that promote the health and well-being of our campus community and the environment

Metrics:

- Percentage of campus area managed under an integrated pest management program
- Percentage of expenditures on certified green cleaning supplies
- Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage

Actions:

- 6.5.1 Conduct assessment to identify environmentally sensitive areas and endangered and vulnerable species on campus managed lands
- 6.5.2 Employ green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off and treat rainwater as a resource rather than as a waste product
- 6.5.3 Eliminate harmful chemical discharge through the implementation of sustainable landscape management practices and community awareness on proper disposal purchasing policies
- 6.5.4 Develop green cleaning policy and procedure manual that meets multi-criteria sustainability standards
- 6.5.5 Gather data on employee well-being and compensation
- 6.5.6 Continue to develop safe, inclusive, healthy built environments, public spaces, campus community and neighborhoods by adopting sustainability certification programs and standards such as ECO District 6, WELL, and/or Living Building Challenge

Tasks:

- 6.5.3.1 Develop and implement an Integrated Pest Management Program
- 6.5.3.2 Implement sustainable landscape management that eliminates the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- 6.5.3.3 Educate the campus community about proper disposal of cosmetic and prescription drugs
- 6.5.5.1 Document methods that other campuses uses to measure employee satisfaction related to job satisfaction, learning and advancement opportunities, work culture and work/life balance.
- 6.5.5.2 Calculate percentage of all employees (regular full-time, regular part-time; and temporary workers) that receive a living wage (benefits excluded)
- 6.5.5.3 -Meet with unions and assess information about access to supplemental funding,-equity pay, etc.
- 6.5.5.4 Track total number of recordable workplace injuries and occupational disease cases

Case study/Best practices:

- 6.5.1 SUNY Poly Carbon Sink Forestation study
<https://hub.aashe.org/browse/publication/19635/SUNY-Polytechnic-Institute-Campus-Forest-Carbon-Inventory-Report-and-Sequestration-Estimates>
- 6.5.3 DEC Sustainable Landscaping Guides <https://www.dec.ny.gov/public/44290.html> and EO 4 specs:
<https://ogs.ny.gov/green/sustainable-landscaping>

Challenges/Opportunities:

Getting data on job satisfaction and pay