## Appendix A: ESF Sustainability Activities Organized by Middle States Standard

Included below is a chart of the Fundamental Elements of Standards 4, 5, 6, 8 and 9, and the related findings of ESF’s sustainability self-assessment through the Association for the Advancement of Sustainability in Higher Education (AASHE)’s Sustainability Tracking, Assessment & Rating System (STARS). Only those Fundamental Elements with related STARS findings are included.

|  |  |  |
| --- | --- | --- |
| Standard 4: Leadership and Governance  The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution. | | |
| **Standard 4 Fundamental Element** | **STARS Category** | **ESF Sustainability Activities** |
| Written governing documents, such as a constitution, by-laws, enabling legislation, charter or similar documents that:  Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making. | Sustainability Plan | ESF has a sustainability plan that was developed with input from faculty, staff and students.  A brief description of how multiple stakeholder groups were involved in developing the plan:  The President’s Climate Committee, a group made up of faculty, staff and students, reviewed the plan once it was created. Also, in March of 2009, the sustainability plan was presented to the public and there was a comment and review session afterward.  A brief description of the plan’s measurable goals :  The sustainability plan’s (“Sustaining the Green”) vision is that the ESF campus will have a strong identity that expresses its commitment to the vision and mission of the institution. The campus will demonstrate and promote environmental stewardship, support academic endeavors, and provide a setting in which students, faculty, staff, visitors and neighbors can come together as a community. “Sustaining the Green” has many measurable goals such as reducing energy use, using alternative energy, changing the campus layout and landscape, modeling innovative technology on campus, using native plants on the ESF grounds, retrofitting existing buildings to increase the energy efficiency, reducing the campuses GHG emissions, conserving energy, building green roofs, utilizing wasted heat from buildings, building LEED buildings, implementing energy audits, implementing storm water management technologies and eliminating pesticide use.  A brief description of how progress in meeting the plan’s goals is measured :  Progress towards meeting the plan’s goals is measured by looking at what kinds of technologies and green initiatives have been implemented since the “Sustaining the Green” document was created. ESF will track its progress by measuring GHG emissions. ESF also intends to complete the STARS Assessment at least every three years and use the STARS metrics to measure progress. Also, the College Solid Waste and Recycling Policy calls for quarterly audits of every building on campus.  The Year the plan was developed or last updated: 2009  The website URL where more information about the sustainability plan is available: <http://www.esf.edu/sustainability/ESF%20Sustainability%20Plan%2009-04-08.pdf> |
| Strategic Plan | ESF has a strategic plan document that includes the environmental dimensions of sustainability at a high level:  The strategic plan addresses the environmental dimensions of sustainability because meeting environmental challenges frames the context of ESF’s educational mission. In addition, the vision for 2020 is to have academic programs that integrate and synthesize the cultural, natural and industrial perspectives embracing all of ESF’s academic, research and service programs. The four themes for this goal are: Applied Ecology and Conservation Biology; Renewable Materials, Energy and Biotechnology; Sustainable Systems and Communities; and Environmental and Natural Resources Information Systems. Further, targets for 2020 include: incorporating renewable energy resources and energy management systems, and developing a fully automated indoor environmental control system for the campus.  ESF has a strategic plan document that includes the social dimensions of sustainability at a high level:  The strategic plan addresses the social dimensions of sustainability by having many targets that respond to the needs of society. These targets are: infuse entrepreneurship into ESF’s culture; provide continuing education and preeminent curricula and materials for K-12 science teachers to help meet the national math/science initiative; reconfigure existing programs to be most relevant to the needs of society; provide business incubation opportunities on campus; structure academic programs such that community service is a significant part of the curriculum (service learning); work with the local community to increase the diversity of our workforce and strengthen outreach efforts; further develop programs designed to assist students at risk; recruit and develop faculty members from underrepresented groups in order to create a cohort of renowned diverse environmentalists; develop family-supportive practices for our employees; and add summer eco-campus to expose underprivileged children in the Syracuse area to science/environmental education.  ESF has a strategic plan document that includes the economic dimensions of sustainability at a high level:  The strategic plan addresses the economic dimensions of sustainability by having many targets to become financially secure and independent. These targets are: strengthen and diversify the endowment and research dollar sources, create a $100 million endowment (in 2020 dollars)to include increased alumni, corporate, and foundation giving, achieve $30 million in annual research monies through diversified funding sources, establish eight endowed faculty chairs, establish faculty-specific scholarships and target unit-specific foundations and other previously untapped entities for support, develop a web-based donation program to solicit and accept gifts in support of ESF programs.  In 2000, the strategic plan was adopted.  The URL where information about the strategic plan is available is: <http://www.esf.edu/vision2020/vision2020.pdf> |
| Climate Plan | ESF has a formal plan to mitigate its greenhouse gas emissions.  The climate plan’s long-term (2015 and beyond) goals are to have an annual campus sustainability conference and awards ceremony, to have annual on and off campus sustainability action challenges, to re-lamp exit signs with LED or photo-luminescent technology, to have a student operated bicycle shop, to have a campus-wide smart grid system, to have a campus vegetable garden and to increase recycling and solid waste reduction efforts. SUNY-ESF is striving to become carbon neutral by 2015.  The climate plan’s short-term (2007-2015) goals are to conserve energy (15 initiatives, 1,100 MTCO2e/year offset), implement alternative energy projects (14 initiatives, 1,600 MTCO2e/year offset), build a green building (1 initiative, 2,700 MTCO2e/year offset), promote campus action campaigns (4 initiatives, 400 MTCO2e /year offset) and to use forest carbon sequestration (2 initiatives, 7,000 MTCO2e/year offset). SUNY-ESF is striving to have emissions 40 percent below 2007 levels by 2012.  The climate plan was adopted in 2009.  The URL where the information about the climate plan is available: <http://www.esf.edu/sustainability/ECN2015.pdf> |
| Appropriate opportunity for student input regarding decision that affect them. | Sustainability Coordination | There are three students that sit on the committee described in the box directly below. |
| A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibility, and which includes members with sufficient expertise to assure that the body’s fiduciary responsibilities can be fulfilled. | Sustainability Coordination | ESF has a sustainability committee called the Campus Climate Change Committee.  The main goals of the Campus Climate Change Committee are to: continue and increase efforts to foster awareness and involvement with sustainability and climate action projects among the campus community, publicize and expand sustainability efforts to the local community and beyond, closely monitor and adjust plans, progress, and goals as necessary, and continue growing ESF’s portfolio of sustainability efforts. The committee reviews, comments on and recommends projects, plans and policies to be implemented. These include student initiatives (examples include biodiesel production, fish/aquaculture, and composting), campus/faculty initiatives (new biomass boiler, combined heat and power project, rain gardens, porous pavement, ridesharing, car sharing, and electric campus vehicles), as well as major campus initiatives (Climate Action Plan, Recycling, purchasing and other sustainable policies).  The members of the committee are:  Charlie Hall - Professor, Environmental and Forest Biology  Cornelius Murphy - President of SUNY-ESF  David Johnson - Professor, Chemistry  David VanTress - Staff, Physical Plant  Douglas Daley – Professor, Environmental Resources Engineering  Hannah Morgan - Graduate Student, Environmental Science  Justin Heavey - Undergraduate Student, Environmental Studies; Research Assistant, Office of Renewable Energy Systems  Michael Kelleher - Director of Renewable Energy Systems  Paul Otteson - Staff, Communications  Richard Smardon - Professor, Environmental Studies  Robert Davis - Director of Forest Properties  Theodore Endreny - Professor, Environmental Resources Engineering  Tim Sweet - Director of Energy and Computing Management  Timothy Volk – Professor, Forest and Natural Resource Management  Andrea Webster-Graduate Student, Environmental Studies |
| Periodic assessment of the effectiveness of institutional leadership and governance. |  | ESF has committed to completing STARS, a sustainability self-assessment, every three years. STARS has a section that addresses institutional leadership and governance of the College’s sustainability initiatives. |

|  |  |  |
| --- | --- | --- |
| Standard 5: Administration  The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance. | | |
| **Standard 5 Fundamental Element** | **STARS Category** | **ESF Sustainability Activities** |
| Qualified staffing appropriate to the goals, type, size, and complexity of the institution. | Sustainability Coordination | There are two people employed in the sustainability office: Mike Kelleher (Director of Renewable Energy Systems) and Jim Fletcher (Assistant Director of Energy Analysis).  The Director of Renewable Energy Systems focuses on: finding and adopting technologies to help the college save energy and produce energy from sustainable and renewable sources. Mr. Kelleher seeks out funding so that ESF can implement renewable energy technologies on campus. Grants and other funding sources he has obtained so far include: $1.0 M for renewable energy and CHP projects and $500 K for additional photovoltaic and biomass projects. Mr. Kelleher also teaches courses at ESF, including Renewable Energy and Energy Markets. Other projects Mr. Kelleher has been involved in include de-lamping, installing wood boilers at a satellite campus, and developing college sustainability policies, including: the Space Churn Renovation Plan and Policy, the Reduced Mercury Light Bulb Purchasing Policy, the Low Impact Site and Green Building Exterior Management Policy, the Erosion and Sedimentation Policy, the College Sustainable Cleaning Products Purchasing Policy, and the College Solid Waste and Recycling Policy. |
| Periodic assessment of the effectiveness of administrative structures and services. |  | ESF has committed to completing the STARS assessment every three years. |

|  |  |  |
| --- | --- | --- |
| Standard 6: Integrity  In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom. | | |
| **Standard 6 Fundamental Element** | **STARS Category** | **ESF Sustainability Activities** |
| A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives. | Measuring Campus Diversity Culture | This is something ESF does not do, but could. |
| Reasonable, continuing student access to paper or electronic catalogs. | Materials Online | ESF rarely prints out hard copy materials. All course catalogs, students’ schedules, and directories are online. Students can access this information via the registrar’s website, Myslice and the ESF online directory.  <http://www.esf.edu/registrar/>  <https://myslice.syr.edu>  <http://www.esf.edu/help/> |

|  |  |  |
| --- | --- | --- |
| Standard 8: Student Admissions and Retention  The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals. | | |
| **Standard 8 Fundamental Element** | **STARS Category** | **ESF Sustainability Activities** |
| N/A |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Standard 9: Student Support Services  The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students. | | |
| **Standard 9 Fundamental Element** | **STARS Category** | **ESF Sustainability Activities** |
| A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery. | Diversity and Equity Coordination | ESF has an Office of Multicultural Affairs that employs eight staff members, one of which serves as the Director of Multicultural Affairs for the campus.  Multicultural Affairs helps promote cultural growth and understanding across campus through activities and services designed to help members of the ESF community effectively interact with others in an increasingly diverse and global society. Through an array of programs and services, Multicultural Affairs helps recruit and support underrepresented students in their endeavors at ESF. Multicultural Affairs provides material and informational resources to help members of the college community identify and connect with others who can offer support in a variety of ways, including linguistic, ethnic, ideological, or cultural aspects of life.  The duties of the Director of Multicultural Affairs include: providing academic, career, social, financial and personal services to undergraduate and graduate students in conjunction with relevant offices on campus; serving as an advocate for multicultural students; coordinating a pre-orientation program for first-year students to aid their transitions from high school to college; coordinating a tutoring program and working collaboratively with Student Life and Academic Support Services; organizing and conducting workshops for students, faculty and staff to foster a welcoming, inclusive, civil and interactive environment; serving as a resource regarding the needs and interests of multicultural students; serving as a consultant to the campus community for developing and implementing strategies to enhance campus wide community; promoting multicultural education in the curricula; assisting with College efforts to recruit students of color; establishing and maintaining connections with Syracuse University partners for the benefit of students; overseeing the Collegiate Science and Technology Entry Program (CSTEP); administering the Graduate Diversity Fellowship and the Carmen McCoy Harrison Scholarship; providing administrative support for programs such the USDA Multicultural Scholars and the NSF Undergraduate Mentoring in Environmental Sciences (UMEB); and coordinating and facilitating activities that enhance the community’s understanding of multiculturalism in the 21st Century.  <http://www.esf.edu/students/multicultural/> |
| Support Programs for Under-Represented Groups | ESF has several programs in place to support under-represented groups within the student body. Examples are listed below and at the follow websites:  <http://www.esf.edu/evolutions/mentorcourse.htm>  <http://www.esf.edu/students/counseling/>  <http://www.esf.edu/students/success/>  <http://www.esf.edu/students/multicultural/cstep/default.htm>  One program that is sponsored by ESF to support under-represented groups is called Collegiate Science & Technology Entry Program (CSTEP). This program is primarily focused on the student body, but is open to faculty and staff. CSTEP is a national award-winning program sponsored by SUNY ESF and New York State Department of Education. It is an enrichment program designed to foster students' academic success in preparing for professional licensure or careers in the scientific, technical or health-related fields. CSTEP works to increase the number of historically underrepresented, economically disadvantaged college students that complete pre-professional or professional undergraduate and graduate programs in these fields. <http://www.esf.edu/students/multicultural/cstep/default.htm>  Another program is the Language Bank. Any individual in the ESF community can contact the Language Bank for help with document translation, interpretation, tutoring or social networking.  ESF Women’s Caucus: The ESF Women's Caucus was formed by a group of ESF students, staff and faculty who wanted an opportunity to work and socialize with other women.  The first meeting convened November 17, 1994, as a brown-bag lunch discussion. The Caucus aims to raise consciousness about women's concerns, work for change to improve the climate for women at ESF and create a community that is a respectful forum for diverse ideas. The goals are to increase the number of women students and faculty at ESF, find ways for women to better communicate and coordinate or sponsor activities that benefit them, and improve services for ESF families. Any woman student (undergraduate or graduate), staff member or faculty member, including any woman that is at ESF part-time, can join the Women's Caucus. The Women’s Caucus facilitates numerous environmental lectures on the ESF campus each semester. <http://www.esf.edu/womenscaucus/Speakers.htm> |
| Support Programs for Future Faculty | ESF participates in the SUNY Graduate Diversity Fellowship: The Graduate Diversity Fellowship, sponsored by the State University of New York, is funded by a program designed to recruit, enroll, and retain outstanding students from groups that have been historically underrepresented in the graduate and professional programs of the University. The Program provides financial support, which may include full in-state tuition and a stipend, to graduate students who contribute to the diversity of the student body in their graduate programs and have overcome a disadvantage or other impediment to success in higher education. Funding is available for a maximum duration of two years for a master’s degree and three years for a doctoral degree. |
| Affordability and Access Programs | ESF’s Financial Aid Philosophy: “Financial aid at SUNY-ESF is intended to assist students with education and essential cost-of-living expenses.  Funds are awarded primarily on the basis of financial need and are coordinated to supplement parental support, student employment earnings, savings, and assistance from other sources.  Some scholarships and fellowships are awarded based on additional criteria, such as academic achievement or minority student status.  Graduate student assistantships, tuition scholarships, and fellowships are not based on financial need.”  ESF also participates in Equal Opportunity Programs, USDA and UMEB. <http://www.esf.edu/financialaid/> |
| Gender Neutral Housing | Upperclass ESF rooms can be gender neutral as long as the roommates choose each other. |
| Student Training Opportunities | ESF cultural competence trainings teach students about cultural components such as: colors, symbols, songs, sayings, documents, leaders, landmarks, adversaries, food, celebrations, codes of conduct, values, language, body language, history, behaviors, uniforms, and unspoken rules of protocol. |