

College Sustainability Action Plan



At the SUNY College of Environmental Science and Forestry (ESF) we foster an environment that empowers campus community members to take individual actions that spark necessary change, but more importantly, we prioritize creating the ability to work toward large-scale, social change. This systems change is needed so we may collectively work to ***improve our world*** to meet the needs of current and future generations.





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A Letter from ESF President Joanie Mahoney

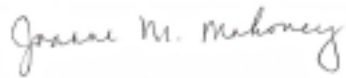
At ESF, we embrace the role of serving as SUNY's premier environmental college with pride. Our students, faculty, and staff are drawn to ESF because of our sustainability values, commitment, and penchant for action. The College works to address the Earth's most pressing problems - and they want to be part of the solution.

Institutions of higher learning serve as proving grounds for technologies and processes that then go on to influence the larger local, regional, and global context. ESF's Sustainability Action Plan will add to this body of work, provide experiential learning opportunities for our students, and welcome all faculty and staff to recognize their part in the movement.

This plan reflects the ambitions and expectations of the campus community. Many of the actions contained within will improve the built and natural environments at our campuses, whereas others will help to further build a culture of care, belonging, and comradery. Campuses exist within broader contexts and communities; this plan recognizes and celebrates this fact and commits ESF to being a collaborative community partner.

ESF's institutional mission to "Improve Our World" coupled with our Sustainability Action Plan will better enable us to practice what we teach. The College already serves as a technical expert and guide to many external organizations. This work will be elevated through the implementation of this plan, and we are committed to sharing the lessons learned with all who wish to connect.

Sincerely,



Joanie Mahoney
President





Executive Summary

Although this document represents the first formalization of a Sustainability Action Plan (SAP) at SUNY ESF, sustainability has been woven throughout college operations and guided decision-making for decades. This SAP is the culmination of a months-long effort, spanning the 2023-2024 academic year and is inclusive of all ESF campuses and properties. Interviews with over 85 campus community members guided the development of the SAP, as did AASHE STARS v3.0, NYS Executive Orders 22 and 32, the ESF Strategic Plan, SUNY requirements, and Office of Sustainability goals. Our campus engagement event, the SAP Social, drew an audience of over 150 attendees and resulted in over 4,100 tallies denoting actions that were of “value” or caused “concern” and 173 comments.

The tables beginning on page 21 of this document comprise the actionable elements of ESF’s Sustainability Action Plan. These 245 actions collectively represent a top-tier, nation-leading plan. Actions are nested within five functional areas:



As planning shifts to implementation, stakeholders may determine that an action included in the plan is not possible, or an action first thought of as a lower lift is much more nuanced and complex. Implementation will be a deeply collaborative effort and the Office of Sustainability will issue an annual update report detailing the status of each action and amending actions, as needed.

The SAP is grounded in a broadened definition of sustainability - one that includes economic and social actions, as well as environmental actions. We believe that this deliberate choice will enable campus community members to fold sustainability actions into their daily tasks and obligations in a holistic manner. Our goal in creating this SAP was to ensure that all members of the campus community would see themselves, their passions, and their professional duties reflected in the actions contained within.

Several of the actions included in this plan have already been implemented. In these instances, the word “maintain” is included at the beginning of each Action Description. Sustainability is not to be defined as achieving certain actions for a short duration of time, but instead by sustained efforts and resources, punctuated by assessment and improvement over time.

Implementing the Sustainability Action Plan in an effective and timely manner, will be a visible indication of ESF’s commitment to sustainability and an important recruitment and retention tool for students, faculty, and staff. This document and its implementation show the institution’s preference for action.

The actions contained in this Plan are meant to assist in attaining the following priorities:



Carbon: Prioritize achieving carbon-neutral operations, and ultimately achieve carbon negativity (climate positivity) through actions such as quantifying carbon offsets realized by sustainable management of forest properties.



Energy Reduction: Source 100% of annual energy consumed from renewable energy systems and achieve a reduction in site Energy Use Intensity (EUI) of 50% (2007 baseline).



Circularity: Reduce materials sent to landfill and incineration by 90% and achieve a diversion rate of 90% through prioritizing reuse in general and durable items over single-use items to the greatest extent possible.



Leadership: Serve as the flagship SUNY institution:

- 1 | embodying operational sustainability and transparently sharing progress and areas requiring growth
- 2 | offering a curriculum designed to educate future environmental leaders
- 3 | performing a diverse range of research to improve our world



Environmental and Social Justice: Recognize that diversity is a source of strength, creativity, and innovation and take deliberate actions to center environmental and social justice into operations, culture, academics, and research.

Commit to building a community based on a foundation of mutual respect, care, and belonging, that is welcoming for people of all lived experiences. Acknowledge this responsibility and accountability is shared among all members of the College and extends beyond the physical borders of ESF campuses.



Community Impact and Influence: Encourage and normalize institutional participation as a collaborative community partner focused on co-creating long-term, reciprocal, relationships and implementing sustainability and climate resiliency solutions where ESF campuses are located and beyond.



Campus Culture: Foster a thriving campus community by:

- 1 | establishing and communicating collaboratively developed College priorities
- 2 | providing appropriate resources to enable faculty and staff to engage in intentional, inclusive, and innovative program design
- 3 | implementing processes that proactively address and prioritize the wellness of our students, faculty, and staff

Through implementation of the SAP, ESF will continue to solidify itself as a nation and world leading teacher and practitioner of sustainability, through the lens of environmental, economic, and social actions.

If you do not feel your feedback was included in this plan or if you want to share your thoughts, please contact the Office of Sustainability by sending an email to sustainability@esf.edu.



Introduction

SUNY ESF is one of the nation's premier colleges focused on the study of the environment. Our mission is to educate future environmental leaders of all backgrounds, advance knowledge and skills necessary to promote scholarship and stewardship of the natural to designed environments, and to act both locally and globally to improve our world. We are consistently ranked highly for our academic programs and sustainability impact:

- In 2023, The Princeton Review named ESF the #1 Public School for Making an Impact, #2 Green Matters: Everyone Cares about Conservation, and #13 Green College.
- In its 2023 Sustainable Campus Index, AASHE recognized ESF as #1 Curriculum, #1 Sustainable Investment & Finance, #4 Public Engagement, and the overall #7 Doctoral Institution.

ESF published its Clean Energy Master Plan (CEMP) in 2021, providing a “vision and pathway for transitioning to a low-carbon campus that showcases and benefits from a mix of proven clean energy technologies and operational strategies that increase energy independence and resilience.” The CEMP is expected to decrease college greenhouse gas emissions by 15%. If these expectations are attained, ESF will have decreased its greenhouse gas emissions by 40%, as compared to 2007 levels.

The Association for the Advancement of Sustainability in Higher Education (AASHE) developed and manages the Sustainability Tracking, Assessment & Rating System (STARS) framework. STARS is a “transparent, self-reporting framework for colleges and universities to measure their sustainability performance” and is inclusive of social equity, academic, research, engagement, and operations categories.



It has grown to become the industry standard and benchmark for sustainability in higher education. The framework contains five rating levels: Reporter, Bronze, Silver, Gold, and Platinum. ESF submitted its first STARS report in 2011 via STARS v1.0 and earned a Silver rating. Since that time, ESF has submitted four additional reports, receiving two Gold ratings and two Platinum ratings. The College currently sits as the 6th highest rated institution, of 350 reporting entities.

Examples of programs and achievements highlighted in our most recent STARS report include:

- 100% of academic departments offer sustainability courses, with 55.49% of college-wide courses being sustainability courses (as defined by STARS)
- Peer-to-peer employee educators program, dubbed “Sustainability Ambassadors”
- 30% of total annual food and beverage expenditures on plant-based foods
- Reusable container program at the Trailhead Café
- 65% of students use more sustainable commuting options as their primary mode of transportation to campus
- 52.3% of materials diverted from landfill or incineration by recycling, composting, or reuse
- Campus-wide composting at the Syracuse campus
- 59% of the investment pool located in positive sustainability investments
- Cluster hiring initiative to help drive faculty diversity, increase student experiential learning, and grow the impact of institutional research

As discussed in the “Creating the Sustainability Action Plan” section below, this document leans heavily upon the STARS 3.0 framework as an inspiration and guide.

Although this document will serve as ESF’s first formalized Sustainability Action Plan, sustainability has been woven throughout college operations and guided decision making for decades. For instance, in its 2011 Middle States Commission on Higher Education (MSCHE) Self-Study, ESF opted to “undertake a full-scale evaluation of its commitment to sustainability” due to “the centrality of sustainability to the College’s mission.” This document celebrated successes and identified recommendations to address challenges.

ESF is the 6th highest-rated institution of 350 reporting entities.

STARS rating



ESF's 2023-2028 Strategic Plan lists sustainability as one of its “overarching principles,” which are “meant to pervade every goal and action included within the plan.” Sustainability is defined in the strategic plan through the lens of teaching, scholarship, research, and operational action.

True attainment of sustainability requires far more than planning. It takes a strong preference for action, and the tenacity to see complex, collaborative projects through from ideation to assessment of implementation. Actualization of this SAP will ensure that we as an institution will continue and improve our ability to “practice what we teach.”

This SAP was developed through a deeply collaborative process and implementation will require the same. As an institution, we welcome and will seek to highlight the difficult reality of implementing programs centered upon and requiring systems change. We will share our successes, transparently discuss areas where improvement

remains, and maintain a focus upon action and solutions. We will be nimble, and course correct as necessary.

Some of the actions included in this SAP require change beyond that which ESF can unilaterally make. We will serve as compassionate advocates and technical experts, working with other stakeholders, to strive for and guide change at higher levels. We welcome the campus and broader community to join in this effort. Regardless of how you define sustainability, we hope there is an action that speaks to you contained within this SAP.



Creating the SAP

The Sustainability Action Plan was internally developed throughout the 2023-2024 academic year and was guided by deep campus collaboration, industry standard best practices, New York State requirements, SUNY requirements, ESF's Strategic Plan, and Office of Sustainability goals and priorities. The "Origin of Action" column included within the action item tables (starting on page 21) denote the underlying reason or reasons a specific action has been included in the SAP.

AASHE STARS, as described earlier in this document, serves as the industry standard for assessing sustainability in higher education. The STARS framework considers sustainability through the lenses of curriculum, research, engagement, operations, wellbeing and equity. This view of sustainability as more than "just" environmental sustainability is one that we opted to mirror in our SAP for several reasons.

Attainment of the actions included in the SAP will ensure that ESF continues to earn a top tier STARS ranking, which helps to ensure high marks in various national rankings. More importantly, however, broadening our definition of sustainability to include economic and social actions creates the willingness and ability of campus community members to fold sustainability actions into their daily tasks and obligations.

Sustainability requires systems change and a willingness to be open to change. People are not able to make space for higher level, complex thoughts and discussions such as these if they are caught in an endless cycle of battling emergent problems or feel that their basic needs are not being met. In this reality, there is no capacity for strategic planning and reflection about where sustainability can be woven throughout an institution's functions.

Finally, as said eloquently by John Francis of Planetwalk, "I realized that how we treated each other was really a very important part of being an environmentalist because if we oppressed each other or exploited each other, all those things were going to manifest in the physical environment around us." This SAP seeks to be fundamentally human in its capacity to care and help ensure that ESF is an enjoyable place to work and learn, while also seeking to be doggedly conscious of the college's impact upon the surrounding communities and larger planet, working not just to reduce but to generate positive impacts.



The Office of Sustainability interviewed over 85 faculty, student, and staff stakeholders over the course of the 2023-2024 academic year to learn what they were planning to pursue over the next few years, discuss where sustainability could be included in these plans, and to learn what actions they would most like to see included in the Sustainability Action Plan. These suggestions were incorporated into the second draft of the SAP, which was then shared with stakeholders interviewed for their reflections and further suggestions.

The Office of Sustainability then held the Sustainability Action Plan Social in February 2024 to welcome feedback from the entire campus community. The draft SAP was printed and secured to a series of white boards, grouped by Functional Category. Attendees were invited to

drop in at a time that worked best for their schedules, over a three-hour period, to place tally marks by actions that they “valued” or actions that caused “concern.” Attendees were also able to leave open-ended comments and suggestions.

The Office of Sustainability had the event catered and secured support from the Office of Alumni Relations to host a happy hour during the last portion of the event. Importantly, CSEA-represented employees were granted 1.5 hours of release time to attend the event. This ensured that all members of the campus community could provide feedback on the draft SAP but also felt welcome to build relationships with other people. In total, over 150 people attended the Social, leaving 4,100+ tallies and 173 comments.

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The SAP Social was deliberately designed to be productive, without feeling like work. It was a laid back, casual event, without a formal program or presentation. Instead, the Social invited attendees to provide feedback about the SAP, while popping in and out of potentially unrelated conversations with the larger campus community.

After the Social, the Office of Sustainability provided access to the action item whiteboards to the Office of Sustainable Facilities and Operations, as many staff members were attending a conference the day of the Social. A survey was then distributed to the campus community, inviting all to digitally share their feedback about the draft SAP.

A student employee working in the Office of Sustainability then digitized all feedback received from the Social and staff ranked action items by those that were most valued and those that caused the most concern. This data can be found in the Appendix of this document.

The SAP was then updated for the third time, to incorporate stakeholder feedback, comments and prioritization from the Social, and from the survey sent to campus. The Office of Sustainability then met with the College President, Provost, Executive Operating Officer, and Executive Director for Administration to review the SAP and welcome their feedback and suggestions.

The Office of Sustainability also partnered with a team of students in EST 427 Environmental and Energy Auditing to map each action in the SAP to the United Nations Sustainable Development Goals (UN SDGs).

The Office of Communications and Marketing designed the Sustainability Action Plan and transformed a spreadsheet into the document you see before you.





Action Items

The tables included below comprise the actionable elements of ESF's SAP and are inclusive of all ESF campuses and properties. As needed, please refer to a list of selected definitions, beginning on page 72.

In developing this plan, we recognized our role within larger systems - both the SUNY system and New York State more broadly. Some actions contained within this plan will require evolution and change at levels higher than what ESF can itself control. If it is determined that such actions should move forward, this higher-level advocacy work will be done collaboratively and with great care.

Several actions within this plan have already been implemented. In these instances, the word “maintain” is included at the beginning of each Action Description. Sustainability should not be defined as achieving certain actions for a short duration of time, but instead by sustained efforts and resources, punctuated by assessment and improvement over time. Eventually, it may be determined that some actions are no longer necessary, desirable, possible, or a best practice. These decisions will be thoughtfully made and communicated through the annual update.

Action items are grouped into large Functional Categories including:

- Responsive Administration, Proactive Leadership, and Transparent Planning
- Enhancing Academic Coursework and Empowering Research and Scholarship of Tomorrow
- Thoughtful Campus and Community Engagement
- Inclusion, Diversity, Equity, Access, and Belonging
- Sustainable and Welcoming Facilities and Operations

These Functional Categories are modeled upon the AASHE STARS framework but were enhanced to reflect ESF's unique campus culture and desires. They also align with and provide a structure for the SAP priorities, shared on Page 7 of this document.



Within each Functional Category you will find Impact Areas, such as Food and Dining or Institutional Support for Sustainability.

Each of these Impact Areas contain Action Titles and Descriptions. Each Action Description is tied to

- 1 | an Implementation Timeline or “Achieve By” date,
- 2 | suggested Collaborative Partners needed during design and implementation,
- 3 | United Nations Sustainable Development Goal/s (SDGs) on Page 17, and
- 4 | Origin of Action.

Implementation Timeline

The SAP is intended to be implemented within a three-year time period; however, some actions are noted as having a Year 3+ implementation horizon. These actions represent larger, ongoing efforts. A three-year implementation timeline was selected because three years is enough time to plan and implement complex actions, but not so long that actions can be pushed to the nebulous future. It is assumed that actions requiring ongoing resources and support will be maintained into the future (ex: hiring student EcoRep peer educators in Centennial Hall and at the Ranger School).

Collaborative Partners

Collaborative Partners listed in the SAP will be engaged throughout program design and implementation. The list of Partners included in the SAP and tied to individual actions are not meant to be exhaustive but represent the most critical group of campus stakeholders. Partners beyond those listed in the SAP will be engaged as needed. The Office of Sustainability will continually refer to feedback, guidance, and suggestions from campus stakeholders received during the SAP development process.

United Nations Sustainable Development Goals

Students in EST 427 Environmental and Energy Auditing mapped individual Action Descriptions to Sustainable Development Goals as part of their final class project. The UN SDGs are an urgent call to action which “recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.”



UN Sustainable Development Goals



Origin of Action

The Origin of Action column details the underlying reason or reasons that an action is included in the SAP and may include the following categories:



- **AASHE STARS or in Support of AASHE STARS** | These actions are included as credits, or are needed to support credits, in AASHE STARS v3.0



- **Campus Community** | These actions were suggested by members of the campus community during stakeholder interviews, at the Sustainability Action Plan Social, or via the survey distributed after the Social



- **NYS CLCPA** | Action in support of the New York State Climate Leadership and Community Protection Act



- **NYS EO22** | These actions are required by New York State Executive Order 22: Leading by Example: Directing State Agencies to Adopt a Sustainability and Decarbonization Program



- **NYS EO32** | These actions are required by New York State Executive Order 32: Establishing State Agency Food Purchasing Goals for New York State Agricultural Products



- **Office of Sustainability** | These actions were added by the Office of Sustainability



- **Strategic Plan or in Support of the Strategic Plan** | These actions directly link to goals/actions contained within the Strategic Plan
















- **SUNY** | These actions are required by SUNY or are needed to support such requirements


































Enhancing Academic Coursework and Empowering Research and Scholarship of Tomorrow

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
<h1>1 Academic Support</h1>				
College Access and Academic Support Programs				
1.1.a. Maintain full enrollment in the Educational Opportunity Program (EOP) and Louis Stokes Alliance for Minority Participation (LSAMP) programs, which serve underrepresented student populations, and expand program capacity based on student need.	YEAR 1 AY24-25	Division of Student Affairs	 	Campus Community
1.1.b. Explore offering new educational opportunity programs to ESF students including but not limited to: Collegiate Science and Technology Entry Program (CSTEP) grants, TRIO Student Support Services, the Graduate Opportunity Program, and the McNair Scholars Program.	YEAR 2 AY25-26	Division of Student Affairs	 	Campus Community
1.1.c. Partner with each program serving underrepresented student populations to offer sustainability-focused experiential and/or educational programs.	YEAR 1 AY24-25	Division of Student Affairs	 	Campus Community Office of Sustainability
Textbook Access				
1.2.a. Ensure that students have free access to textbooks, course packets, and other supplemental material for all core courses via a formalized program.	YEAR 2 AY25-26	Moon Library Office of the Provost	 	Campus Community AASHE STARS
1.2.b. Ensure that students have free access to digital textbooks, where available, on campus computers for all courses offered at ESF.	YEAR 2 AY25-26	Moon Library Office of the Provost	 	Campus Community
Student Employment Opportunities				
1.3. Career Services programs include employment opportunities for students from all majors and areas of study. This will ensure that all students graduating from ESF will have access to career opportunities that fit their skill sets and interests.	YEAR 1 AY24-25	Career Services		Campus Community
<h1>2 Curriculum</h1>				
Learning Outcomes				
2.1. Adopt institution-wide sustainability-focused and sustainability-supportive learning outcomes.	YEAR 1 AY24-25	Office of the Provost Academic Governance	 	AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Learning Requirements				
2.2.a. Maintain that all undergraduate and graduate students enrolled in academic programs at ESF graduate with an understanding of sustainability in their discipline. This will be achieved through one or more of the following mechanisms: <ul style="list-style-type: none"> - Academic program requires the successful completion of a sustainability-focused course - Academic program learning outcomes include one or more sustainability-focused learning outcomes, and/or - Academic program provides students a direct pathway to a sustainability-focused job or career 	YEAR 3 AY26-27	Office of the Provost	 	AASHE STARS
2.2.b. Maintain that all new academic programs ensure students graduate with an understanding of sustainability (as described above).	YEAR 1 AY24-25	Office of the Provost	 	AASHE STARS
Sustainability Course Offerings				
2.3. Maintain that academic departments and divisions (100%) continue offering at least one sustainability-focused course.	YEAR 1 AY24-25	Office of the Provost	 	AASHE STARS
Sustainability Course List				
2.4. Maintain an online list of all sustainability related and focused courses offered at ESF.	YEAR 1 AY24-25	Office of the Provost		AASHE STARS
Diversity, Equity, Inclusion, and Social Justice General Education Course				
2.5. Explore establishing a formal procedure with the Academic Affairs Committee to assess if existing or newly developed courses meet the learning requirements for SUNY's Diversity, Equity, Inclusion, and Social Justice General Education requirement.	YEAR 2 AY25-26	Academic Governance Office of the Provost Office of Inclusion, Diversity, Equity, and Access	 	Campus Community SUNY
Sustainability Curriculum Integration Support				
2.6.a. Formalize an incentive program to support academic employees to pursue professional development and/or training to integrate sustainability into the curriculum.	YEAR 1 AY24-25	Office of the Provost	 	Campus Community AASHE STARS
2.6.b. Host a multidisciplinary community of practice to support academic employees in integrating sustainability across the curriculum at least once every 3 years.	YEAR 1 AY24-25	Office of the Provost		Campus Community AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Applied Learning for Sustainability				
2.7.a. Explore the opportunity to expand the number of sustainability-focused degree programs and certificates offered, with an emphasis on applied learning and development of skills required to address local, regional, and global sustainability challenges.	YEAR 2 AY25-26	Office of the Provost Open Academy		Campus Community
2.7.b. Gather data to determine the number of academic departments and divisions offering at least one solutions-focused applied learning opportunity (course, research project, capstone project, etc.) that addresses local, regional, and/or global sustainability challenges. Strive to attain 100% departmental/divisional offering.	YEAR 1 AY24-25	Office of the Provost Office of the Registrar		AASHE STARS
2.7.c. Create an online portal that documents completed, current, and/or prospective applied learning opportunities.	YEAR 1 AY24-25	Office of the Provost Office of the Registrar Assessment Office		AASHE STARS
2.7.d. Develop a tool or process to assess the success of applied learning opportunities.	YEAR 1 AY24-25	Office of the Provost Office of the Registrar Assessment Office		AASHE STARS
Service-Learning Opportunities				
2.8.a. Maintain and expand integration of community partnerships into the curriculum to provide students with opportunities to apply their knowledge from the classroom to support local community groups (in proximity to all ESF campuses) achieve the goals they identify. Ensure that these partnerships are long-term, frequent, and ongoing and are designed to address the needs articulated by community organizations. This item is closely related to Action 13.1.c.	YEAR 3 AY26-27	Office of the Provost Division of Student Affairs		Campus Community
2.8.b. Gather data to determine the number of academic departments and divisions that offer at least one service-learning course. Strive to attain 100% departmental/divisional offering.	YEAR 1 AY24-25	Office of the Provost Office of the Registrar Assessment Office		Campus Community
3 Recruitment and Enrollment				
Sustainability in Recruitment				
3.1. Ensure that student and staff recruitment materials are present at all ESF campuses and include descriptions of academic, research, and operational sustainability activities. Each description should include how the respective audience can participate in each.	YEAR 1 AY24-25	Office of Human Resources Office of Communication and Marketing Office of Research Programs Office of Undergraduate Admissions The Graduate School		Campus Community

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Diversity Planning for Recruitment and Retention				
3.2. Develop a formal plan to expand recruitment and ensure retention of students, faculty, and staff that identify as members of historically underrepresented gender, racial, ethnic, and education groups. This plan will explore and seek to understand current retention data and will include actions to improve the campus environment, as needed.	YEAR 2 AY25-26	Office of Inclusion, Diversity, Equity, and Access Office of Human Resources Assessment Office Office of Undergraduate Admissions The Graduate School	 	Strategic Plan
Embody Sustainability in Campus Tours				
3.3.a. The Office of Sustainability will partner with undergraduate, graduate, and Ranger School admissions teams to develop material showcasing campus sustainability highlights for prospective and accepted student tours and other related activities.	YEAR 1 AY24-25	Office of Undergraduate Admissions The Graduate School Office of Communications and Marketing		Campus Community
3.3.b. Each on campus admissions event will embody sustainability in action and serve as a representation of the ways that ESF “practices what it teaches.” When planning events, admissions staff should consult ESF’s Sustainable Event Certification Guide and consider submitting for formal certification. ESF staff will also seek to influence the degree of sustainability achievable at admissions events held at off campus locations.	YEAR 1 AY24-25	Office of Undergraduate Admissions The Graduate School	 	Campus Community SUNY
Responsive Programming				
3.4. Annually survey prospective and/or accepted, students about their sustainability interests, values, and preferences, and what types of programs they would like to see made available on campus.	YEAR 2 AY25-26	Office of Undergraduate Admissions The Graduate School Assessment Office		Campus Community
Articulation and Transfer Agreements				
3.5. Establish and adopt an articulation/transfer agreement that provides a pathway for students studying sustainability at one institution to transfer to another (to/from ESF) with minimal loss (in/of) academic standing.	YEAR 2 AY25-26	Office of the Provost	 	AASHE STARS

4 | Research

Sustainability Research

4.1.a. Maintain that all academic departments (100%) will continue performing sustainability research, as defined by AASHE STARS, with a preference for engaging in interdisciplinary sustainability research.

YEAR 1
AY24-25

Office of the Provost
Office of Research Programs



AASHE STARS

4.1.b. Formalize an incentive program (such as fellowships, funding, student mentorships, or release time) to encourage academic employees and students to perform sustainability research. The ability to perform research at ESF's regional campuses should be promoted in this program.

YEAR 2
AY25-26

Office of the Provost
Office of Research Programs
Division of Student Affairs



AASHE STARS

4.1.c. Create an annotated list or inventory of the institution's sustainability research, including publications, by department. This list should include a short description of the research being conducted, research type (ex: organized research, public services, training etc.), expenditure, funding source, and include researcher names.

YEAR 2
AY25-26

Office of Research Programs
Moon Library



Campus Community
AASHE STARS

Center for Sustainability Research

4.2. Maintain that ESF continues to house at least one sustainability-focused research center, institution, or equivalent. Research performed may be focused on sustainability and/or apply integrated research approaches to sustainability challenges.

YEAR 1
AY24-25

Office of Research Programs



AASHE STARS

Research Ethical Code of Conduct

4.3. Publish an institution-wide ethical code of conduct for research. This code of conduct should consider including a requirement that research results are made publicly available to the communities they are meant to serve.

YEAR 2
AY25-26

Office of Research Programs



AASHE STARS

Extended Impact of Research






4.4. Publish College-wide promotion and tenure policy or guidelines to formally recognize academic employees that perform multidisciplinary research, community-based research, and research with impacts or reach beyond academic journals.

YEAR 2
AY25-26

Office of the Provost
Office of Research Programs














Campus Community
AASHE STARS







	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Open Access Publishing				
4.5.a. Maintain the existing institutional repository of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet.	YEAR 1 AY24-25	Moon Library		AASHE STARS
4.5.b. Explore providing an open access article processing charge (APC) fund for employees that includes specified criteria and an application process.	YEAR 3 AY26-27	Office of Research Programs Office of the Provost Moon Library		AASHE STARS
Inter-campus Collaboration for Responsible Research and Innovation				
4.6. The Office of Research Programs and academic employees will create and/or participate in at least one ongoing inter-campus research collaborative or network to promote responsible research and innovation.	YEAR 1 AY24-25	Office of Research Programs Office of the Provost		AASHE STARS
Professional Partnerships				
4.7.a. Create an annotated list or inventory of the institution's current professional (academic/research-focused) partnerships. This list should be updated annually.	YEAR 1 AY24-25	Office of Research Programs Office of the Provost		Campus Community Strategic Plan
4.7.b. Expand formal partnerships with industry and government entities, integrating research, teaching, and knowledge exchange focusing on a “team science” approach bringing together academics, professionals, and facilitators across sectors to identify and fill gaps in knowledge, practice, and research. These partnerships should leverage and celebrate ESF's uniqueness, such as the value brought by its regional campuses.	YEAR 1 AY24-25	Office of Research Programs Office of the Provost Office of the President		Campus Community Strategic Plan

























Responsive Administration, Proactive Leadership, and Transparent Planning

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
5 College Governance				
Participatory Governance				
5.1.a. Maintain democratic participation by student, faculty, and staff representation at Academic Governance.	YEAR 1 AY24-25	Office of the President Office of the Provost		AASHE STARS
5.1.b. Ensure inclusion of and voting rights for at least one student, one faculty, and one staff member (representing non-managerial workers) as part of ESF's highest governing body.	YEAR 1 AY24-25	Office of the President Board of Trustees		AASHE STARS
Internal Sustainability Policies				
5.2 Review current sustainability-focused policies to ensure that they are up to date and implemented, as intended. Update existing policies, as needed, and continually formalize new sustainability policies to meet evolving regulatory requirements and operational goals.	YEAR 2 AY25-26	Executive Cabinet		Campus Community
Broadly Impactful Policy Development				
5.3 Participate and seek leadership roles within key SUNY (system-wide), New York State, regional, and national sustainability advisory, focus, and work groups, etc. Maintain a comprehensive list of such roles, updated at least annually.	YEAR 1 AY24-25	Office of the President Office of the Provost	  	Campus Community Strategic Plan
6 Compensation and Staffing				
Living Wage				
6.1.a. Ensure that all (100%) employees, regardless of bargaining unit, permanence, and role (including both academic and non-academic employees) make a living wage, excluding benefits. Achievement of this goal will require reform to areas beyond ESF's direct influence (ex: Civil Service Salary Schedule reform) and may necessitate associated advocacy.	YEAR 3+ Ongoing Effort	Office of the President Office of the Provost Office of Human Resources	  	AASHE STARS
6.1.b. Ensure that all significant contractors: 1 Are third party accredited living wage employers or otherwise ensure that all employees receive remuneration equivalent to the local living wage, and/or 2 All employees are covered by collective bargaining agreements, and/or 3 The contractor is a worker cooperative.	YEAR 3+ Ongoing Effort	Office of the President Office of Business Affairs	 	AASHE STARS








	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Pay Equity Assessment 6.2. Perform an internal pay equity assessment that includes both academic and non-academic employees with the explicit goal of identifying disparities that are not attributable to skills, responsibilities, or level of experience. The assessment will explicitly address pay equity by gender, racial, ethnic, and Indigenous identities. The assessment will be performed at least once every 3 years and results will be analyzed and made publicly available within 2 months of survey conclusion.	YEAR 2 AY25-26	Office of Human Resources Office of Inclusion, Diversity, Equity, and Access Assessment Office		AASHE STARS
7 Data Management Form Digitization and Standardization 7.1. All internal forms will be digitized to standardize and streamline workflow across all units.	YEAR 2 AY25-26	Office of Communications and Marketing		Campus Community
8 Health and Wellbeing Health Care Services 8.1.a. Offer convenient physical and behavioral health care services, or a referral program, for all ESF students. 8.1.b. Offer convenient physical and behavioral health care services, or a referral program, for all ESF employees.	YEAR 1 AY24-25	Division of Student Affairs		AASHE STARS
	YEAR 1 AY24-25	Office of Human Resources		AASHE STARS
Counseling Services 8.2.a. Increase availability of counseling services to all students across the institution. 8.2.b. Ensure all ESF campuses have at least one staff person trained to respond to mental health concerns and a private space available for mental health counseling. Explore avenues for additional compensation for a trained staff person/s, as necessary. Fulfillment of this action may require work with mobile crisis units that serve regional campuses.	YEAR 2 AY25-26	Division of Student Affairs		AASHE STARS
	YEAR 2 AY25-26	Division of Student Affairs Office of Human Resources University Police		Campus Community



	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Employee Assistance Program				
8.3.a. Promote the Employee Assistance Program to existing employees throughout the year.	YEAR 1 AY24-25	Employee Assistance Program		Campus Community
8.3.b. Employee Assistance Committee will host at least one employee community-building and/or self-care activity per semester, such as health challenges and lunchtime learning seminars. The same or similar programs should be made available at all ESF campuses. Suggested collaboration with Quality of Work Life Committee (Action 8.10.c.).	YEAR 1 AY24-25	Employee Assistance Program		Campus Community
Reproductive Health Care				
8.4.a. Maintain that contraception and safer sex supplies continue to be available to students for free on campus.	YEAR 1 AY24-25	Division of Student Affairs Environmental Health and Safety Services Division of Sustainable Facilities and Operations		AASHE STARS
8.4.b. Students will have access to information and referrals to providers authorized to prescribe abortion medication per NYS legislation (A1395-C/S1213-B).	YEAR 1 AY24-25	Division of Student Affairs		SUNY
Childcare				
8.5. Establish a program to offer affordable and convenient childcare to employees and students, either on campus or through a local partnership. Explore options to reflect ESF's academic and operational values and to emphasize nature-based, experiential learning and exploration.	YEAR 2 AY25-26	Office of Human Resources		Campus Community
Parental Leave				
8.6. Maintain a minimum of 12 weeks of parental leave for part-time and full-time employees, including temporary and permanent positions, regardless of gender. Achievement of this goal may require reform to areas beyond ESF's direct influence and may necessitate associated advocacy.	YEAR 1 AY24-25	Office of the President Office of Human Resources United University Professions		Campus Community AASHE STARS
Fitness and Contemplative Activities				
8.7.a. Formalize and maintain offerings of on campus contemplative activities, such as yoga and meditation, for both students and employees.	YEAR 2 AY25-26	Quality of Work Life Committee Division of Student Affairs Office of Human Resources		AASHE STARS
8.7.b. Provide free or reduced cost fitness activities to all ESF employees.	YEAR 2 AY25-26	Office of the President Office of Human Resources		AASHE STARS








	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Student Safety Committee				
8.8. Establish and maintain an institution-wide student safety committee, or network of committees, with the joint responsibility of developing and reviewing student safety and violence prevention policies and procedures with campus leadership. This work will also include safety at regional campus/field station locations. The committee will ensure equitable representation of students from vulnerable and historically underrepresented groups.	YEAR 1 AY24-25	Division of Student Affairs University Police Office of Inclusion, Diversity, Equity, and Access		AASHE STARS
Workplace Health and Safety Committee				
8.9. Reestablish and maintain an institution-wide committee, or network of committees, with the joint responsibility of developing and reviewing workplace health and safety policies and procedures with campus leadership. The committee will ensure that workers from all units, departments, and campuses are represented, including significant contractors, if present.	YEAR 1 AY24-25	Environmental Health and Safety Services University Police		AASHE STARS
Employee Community Building, Skill Sharing and Wellbeing Programs				
8.10.a. Formalize a program that facilitates community building between employees and that supports employee health and wellbeing. Managing this program will ideally be part of a paid staff position.	YEAR 2 AY25-26	Office of Human Resources Quality of Work Life Committee		Campus Community
8.10.b. Create a means for members of the campus community to self identify skills that will help build campus well being and belonging (ex: meditation, yoga, repair skills, tool sharing, etc). This action welcomes campus members to embrace themselves as whole individuals and to honor the different skills that we all bring.	YEAR 2 AY25-26	Office of Human Resources Quality of Work Life Committee Division of Student Affairs		Campus Community
8.10.c. Reactivate the Quality of Work Life Committee and provide resources, including financial, to support employee community-building. This Committee should strive to host two events each semester, based upon the needs of the campus community as determined by surveys, or other means of inviting feedback and ideas. The same or similar programs should be made available at all ESF campuses and it is recommended that each regional campus be represented by a staff member on the Committee. Suggested collaboration with the Employee Assistance Program (Action 8.3.b.).	YEAR 1 AY24-25	Quality of Work Life Committee Office of Human Resources		Campus Community

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Employee Rights				
8.11. Publish information detailing employee rights in the following areas: <ul style="list-style-type: none"> - Anti-harassment - Grievance resolution - Whistle blower protections - Freedom of association 	YEAR 1 AY24-25	Office of Inclusion, Diversity, Equity, and Access Office of Human Resources	 	AASHE STARS
Smoke-Free Campus				
8.12. Maintain campus grounds and buildings as smoke-free environments.	YEAR 1 AY24-25	Office of Human Resources		AASHE STARS
9 Investment and College Finance				
Sustainable Investment Program				
9.1. Maintain an investment program that formally incorporates environmental, social, and governance factors and/or climate risks as material issues to be considered when making investment decisions. This includes the establishment of a formal committee on sustainable investment and/or climate risk. “Social” governance factors should explicitly include issues of diversity, equity, and inclusion.	YEAR 3+ Ongoing Effort	The College Foundation	 	AASHE STARS
Sustainability Investment Allocation				
9.2.a. Establish, expand, and/or maintain, and publicly report the percentage of the College’s investment holdings that are allocated to funds explicitly focused on the following: <ul style="list-style-type: none"> - Sustainability or environmental, social, and governance (ESG) - Sustainability-focused industries or sectors (ex: renewable energy production) - Businesses selected for exemplary sustainability performance using positive screens - Community development financial institutions (CDFIs) sustainability - Place-based investments that target positive social and environmental impacts in economically divested areas. For example, affordable housing, climate resilience, and sustainable transportation projects that engage underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified. <p>Program goal should be to achieve at least 75% of the institution’s investment pool in the positive sustainability investments listed above and should use negative/positive screens, as appropriate, to support sustainability in individual stocks and mutual funds.</p>	YEAR 3+ Ongoing Effort	The College Foundation	 	AASHE STARS



	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
9.2.b. Establish, expand, maintain, and publicly report the percentage of the College's investment holdings allocated to green revolving funds. Program goal to allocate \$10,000 annually to green revolving fund and \$10,000 amount to IDEA fund.	YEAR 3+ Ongoing Effort	The College Foundation		AASHE STARS
Investor Engagement				
9.3.a. Ensure investment managers routinely engage in proxy voting in support of sustainability.	YEAR 1 AY24-25	The College Foundation		AASHE STARS
9.3.b. Ensure investment managers filed one or more stakeholder resolutions or signed one or more investor statements in support of sustainability.	YEAR 1 AY24-25	The College Foundation		AASHE STARS
9.3.c. Ensure investment managers actively participate in one or more sustainability or ESG-focused investor networks.	YEAR 1 AY24-25	The College Foundation		AASHE STARS
<h2>10 Institutional Support for Sustainability</h2> <h3>Systematic Sustainability Integration</h3>				
10.1.a. Systematically integrate sustainability into decisions and planning for academic and operational units, college-wide. Unit leaders are expected to lead by example, ensure that all employees in their units of responsibility understand how their actions influence campus sustainability, advocate for the resources and knowledge needed to incorporate sustainability into their daily activities, and seek technical assistance from the Office of Sustainability, as needed.	YEAR 3+ Ongoing Effort	Office of the President Office of the Provost Executive Cabinet		Office of Sustainability in support of the Strategic Plan
10.1.b. Include sustainability language in all Performance Programs and Evaluations. This will ensure that staff of all levels of the institution understand sustainability goals and how their roles and actions contribute to campus-wide sustainability performance.	YEAR 3+ Ongoing Effort	Office of the President Office of the Provost Office of Human Resources		Office of Sustainability in support of the Strategic Plan
10.1.c. Solidify the Office of Sustainability as a resource to the campus community and an “office of service”.	YEAR 3+ Ongoing Effort	Office of the President		Office of Sustainability in support of the Strategic Plan

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
10.1.d Embrace the fact that the college-wide budget is a statement of the institution's values. Ensure that all academic and non-academic units are empowered to incorporate sustainability and other institutional guiding principles into their operations. Unit heads should feel comfortable and welcome to review plans, budgets, and related requests with the office of Sustainability, as desired and needed.	YEAR 3+ Ongoing Effort	Office of the President Office of Business Affairs Executive Cabinet		Office of Sustainability in support of the Strategic Plan
<h2>11 Sustainability Recognition and External Validation</h2>				
Sustainability Grants				
11.1. Seek to offset the fiscal impact of sustainability programs to the greatest extent possible through applying for and receiving grant funding. The Office of Sustainability will create and maintain a comprehensive list of all potential grants.	YEAR 1 AY24-25			Office of Sustainability
Sustainability Awards				
11.2. Apply for sustainability awards, such as the DEC's Environmental Excellence Award and the Green Gown Awards, to showcase sustainability achievements. The Office of Sustainability will create and maintain and comprehensive list of all potential awards.	YEAR 2 AY25-26			Office of Sustainability
AASHE STARS				
11.3. Maintain AASHE STARS Platinum status and continue to improve the institutional score over time, with the ultimate goal being to secure ongoing success as the top ranked institution across the rating system.	YEAR 2 AY26-26		All	Office of Sustainability
THE Impact Rankings				
11.4. Participate in THE (Times Higher Education) Impact Rankings, which assess universities against the UN Sustainable Development Goals.	YEAR 3 AY26-27		All	Office of Sustainability

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Carnegie Foundation's Elective Classification for Community Engagement				
11.5. Pursue the Carnegie Foundation's Elective Classification for Community Engagement.	YEAR 3 AY26-27	Division of Student Affairs		Campus Community
Bee Campus USA				
11.6. Participate fully within the Bee Campus USA program.	YEAR 1 AY24-25	Restoration Science Center Environmental Biology		Office of Sustainability
Nature Positive Universities				
11.7. Participate fully within the Nature Positive Universities program.	YEAR 1 AY24-25	Environmental Biology Forest Properties Adirondack Ecological Center Ranger School		Office of Sustainability
Tree Campus USA				
11.8. Participate fully within the Tree Campus USA program.	YEAR 1 AY24-25	Forest Properties Environmental Health and Safety Services Division of Sustainable Facilities and Operations Sustainable Resources Management		Office of Sustainability
Green Building Standards				
11.9. Design, build, operate, maintain, and certify all new, renovated and existing major buildings through an applicable recognized multi-attribute green building standard. (More detail can be found in Actions 15.1 and 15.2.)	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations		Office of Sustainability
TRUE				
11.10. Achieve TRUE Certification and complete a TRUE for Construction Pilot Project. (More detail can be found in Action 22.10.)	YEAR 3+ Ongoing Effort	Environmental Health and Safety Services Division of Sustainable Facilities and Operations		Office of Sustainability
WELL Portfolio and Equity Rating				
11.11. Achieve WELL Portfolio and WELL Equity Rating for all ESF campuses. (More detail can be found in Action 15.3.)	YEAR 3+ Ongoing Effort	Environmental Health and Safety Services Division of Sustainable Facilities and Operations		Office of Sustainability

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Plastic Reduction Partnership				
11.12. Achieve National Wildlife Federation and Campus Race to Zero Waste Plastic Reduction Partnership Green Certification.	YEAR 2 AY25-26		12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
Campus Race to Zero Waste				
11.13. Compete in the annual Campus Race to Zero Waste competition, with the goal being to place first in the Diversion category on an ongoing basis and to be awarded recognition in the Case Study Competition at least once.	YEAR 2 AY25-26		12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
SDG Alignment				
11.14.a Align all academic programs and existing/new courses with the UN Sustainable Development Goals.	YEAR 1 AY24-25	Office of the Provost Department Chairs	4 QUALITY EDUCATION	Office of Sustainability
11.14.b. Align all research with the UN Sustainable Development Goals.	YEAR 2 AY25-26	Office of Research Programs	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Office of Sustainability
11.14.c Present Actions 11.14.a and b on a public-facing dashboard.	YEAR 2 AY25-26	Assessment Office Office of Communications and Marketing	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Office of Sustainability
Expanding Recognition				
11.15. Monitor for and act upon other sustainability recognition opportunities as they arise.	YEAR 3+ Ongoing Effort			Office of Sustainability





Thoughtful Campus and Community Engagement

12 | Campus Engagement

Sustainability, IDEA, and Civic Service in Orientations

- 12.1.** All orientations will introduce new students, faculty, and staff to ESF's sustainability, diversity, equity, inclusion, access, and civic engagement values and goals. Information will also be shared detailing progress in achieving stated goals and opportunities for campus community members to engage within each.

YEAR
1 AY24-25

Office of Inclusion, Diversity,
Equity, and Access
Division of Student Affairs
Office of Human Resources



Campus Community

Sustainability Engagement Events

- 12.2.a.** The Office of Sustainability will host or co-host at least one sustainability engagement event each academic year at the Syracuse Campus to gather feedback/input/guidance from and/or to educate the campus community about relevant sustainability programs or information.

The Office will also create semester- or year-long narrowly-focused action campaigns to encourage and assist in creating lasting change.

YEAR
1 AY24-25

Office of Communications
and Marketing



Office of Sustainability

- 12.2.b.** The Office of Sustainability will host or co-host at least one large sustainability engagement event each academic year at the northern properties (Ranger School, Newcomb, TIBS) to gather feedback/input/guidance from and/or to educate the campus community about relevant sustainability programs or information.

YEAR
1 AY24-25

Office of Communications
and Marketing
Ranger School
Adirondack Ecological Center
Thousand Islands Biological Station



Office of Sustainability

- 12.2.c.** At least 50% of campus employees (faculty and staff) will participate in sustainability activities each year. Per AASHE STARS, participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action.

YEAR
3+ Ongoing
Effort

Office of Communications
and Marketing



AASHE STARS

Strengthen Partnership with Academic Units

- 12.3.a.** The Office of Sustainability will co-teach an existing or new course with a faculty member.

YEAR
2 AY25-26

Academic Units



Office of Sustainability

- 12.3.b.** The Office of Sustainability will independently develop and teach a new course. Faculty and staff will be invited to audit or take this course.

YEAR
3 AY26-27

Office of the Provost
Academic Governance



Office of Sustainability

- 12.3.c.** Partner with faculty to develop and offer at least 5 unique class projects each academic year.

YEAR
1 AY24-25

Academic Units



Office of Sustainability










- 12.3.d.** Partner with faculty to guest lecture or lead a workshop in at least 5 unique classes each semester.








YEAR
1 AY24-25








Academic Units




















Office of Sustainability

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
<p>12.3.e. Create green labs guidance, exploring the utility of including a certification process, and offer technical assistance to lab managers to reduce the operational footprint of lab activities and enabling activities (ex: purchasing).</p>	<p>YEAR 2 AY25-26</p>	<p>Academic Units Office of Communications and Marketing</p>	 	<p>Office of Sustainability</p>
Sustainability Ambassadors				
<p>12.4.a. Achieve full non-academic unit participation in Sustainability Ambassadors program (peer-to-peer education program).</p>	<p>YEAR 2 AY25-26</p>	<p>Non-Academic Unit Leads</p>	 	<p>AASHE STARS</p>
<p>12.4.b. Develop a faculty-specific sustainability engagement program.</p>	<p>YEAR 1 AY24-25</p>	<p>Office of the Provost Academic Units</p>		<p>AASHE STARS</p>
<p>12.4.c. Achieve full academic unit participation in faculty-specific sustainability engagement program.</p>	<p>YEAR 3 AY26-27</p>	<p>Office of the Provost Academic Units</p>	 	<p>AASHE STARS</p>
Campus Sustainability Assessment and Responsive Programming				
<p>12.5. The Office of Sustainability will collaborate with relevant faculty and staff to consolidate the College's Sustainability Literacy Assessment and the Sustainability Culture Assessment into the Campus Sustainability Assessment, which will be presented to the campus community every 2 years. Results will be analyzed and publicly available within 2 months of survey conclusion.</p> <p>The intent of the assessment will be to:</p> <ol style="list-style-type: none"> 1 evaluate the success of the institution's sustainability education initiatives, 2 assess campus understanding of sustainability and the knowledge and skills required to address sustainability challenges, and 3 understand campus sustainability interests, values, and preferences. <p>Survey results will be used to ensure opportunities and campus programs are available that are reflective of current campus interests and values.</p>	<p>YEAR 2 AY25-26</p>	<p>Assessment Office Office of the Provost</p>		<p>Campus Community</p>
Student-Managed Enterprise				
<p>12.6. Establish or support the establishment of a sustainability-focused student-managed business enterprise. Students must have decision-making responsibilities for logistics and operations involved in providing goods or services. (Ex: bicycle repair hub, textbook exchange, farm or garden where students plan, grow, and market organic crops.)</p>	<p>YEAR 3 AY26-27</p>	<p>Office of Business Affairs Office of the Provost Auxiliary Services Corporation College Foundation</p>		<p>AASHE STARS</p>

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Sustainability Training				
12.7. The Office of Sustainability will maintain and expand sustainability-focused training offerings for faculty and staff, with at least one new training opportunity offered each semester.	YEAR 1 AY24-25	Office of Communications and Marketing Open Academy		Office of Sustainability AASHE STARS
Sustainability Newsletter				
12.8. Develop a quarterly sustainability newsletter, celebrating sustainability successes by students, faculty, and staff at the College, announcing new sustainability-focused programs, featuring educational content, and reporting progress in meeting sustainability goals. Newsletter to be distributed to all (100%) students, faculty, and staff.	YEAR 1 AY24-25	Office of Communications and Marketing		Office of Sustainability AASHE STARS
Educational and Interpretive Signage				
12.9. Inventory current sustainability-related interpretive signage across all campuses and properties. Update and increase signage showcasing and explaining various operational and research sustainability initiatives.	YEAR 2 AY25-26	Office of Communications and Marketing Office of Sustainable Facilities and Operations		Office of Sustainability AASHE STARS
EcoReps				
12.10.a. Maintain the peer-to-peer sustainability educators program in Centennial Hall (EcoReps).	YEAR 1 AY24-25	College Foundation		AASHE STARS
12.10.b. Expand the EcoReps program to The Ranger School.	YEAR 2 AY25-26	Ranger School		AASHE STARS
13 Public Engagement				
Professional and Community Partnerships				
13.1.a. Establish and adopt guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships.	YEAR 2 AY25-26	Office of the President Office of Inclusion, Diversity, Equity, and Access		AASHE STARS
13.1.b. Create an annotated list or inventory of the institution's current professional and community (non-academic/research-focused) partnerships. This list should be updated annually.	YEAR 1 AY24-25	Assessment Office Career Services		Strategic Plan AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
<p>13.1.c. Continue to strengthen and build partnerships with industry, non-profit organizations, community groups and government agencies etc., that allow for ESF to serve as a technical expert and guide in advancing sustainability.</p> <p>Community partnerships should explicitly aim to support underrepresented groups and/or vulnerable populations to address sustainability challenges identified by members of these groups. This item is closely related to Action 2.8.a.</p>	<p>YEAR 1 AY24-25</p>	<p>Office of the President Office of Inclusion, Diversity, Equity, and Access</p>		<p>Strategic Plan AASHE STARS</p>
Assessing Community Partnerships				
<p>13.2.a. Establish and adopt guidelines to assess the effectiveness, equity, reciprocity, and mutual benefit for all existing and newly developed community partnerships.</p>	<p>YEAR 1 AY24-25</p>	<p>Assessment Office Office of the President Office of Inclusion, Diversity, Equity, and Access</p>		<p>AASHE STARS</p>
<p>13.2.b. ESF and community partners will jointly perform annual assessments of the effectiveness, equity, reciprocity, and mutual benefit of all community partnerships. Assessment teams will be comprised of an equal number of ESF and community members.</p>	<p>YEAR 2 AY25-26</p>	<p>Assessment Office Office of the President Office of Inclusion, Diversity, Equity, and Access</p>		<p>AASHE STARS</p>
Civic Engagement				
<p>13.3.a. Establish a tracking mechanism to accurately document student engagement in civic engagement/community service and identify the current portion of students participating in civic engagement activities.</p>	<p>YEAR 2 AY25-26</p>	<p>Assessment Office Division of Student Affairs</p>		<p>Campus Community AASHE STARS</p>
<p>13.3.b. Create programs to continually increase the % of students participating in civic engagement with the goal being that 100% of students perform at least 20 hours of community service before graduation, with 50% of service activities benefiting disadvantaged communities.</p>	<p>YEAR 3+ Ongoing Effort</p>	<p>Division of Student Affairs</p>		<p>AASHE STARS</p>
<p>13.3.c. Establish a formal community service program for employees that includes flexibility for employees to participate in civic engagement activities during their typical work hours. The program developed may be an established day of service or offer more flexibility. This program must accurately track service activities and hours performed.</p>	<p>YEAR 2 AY25-26</p>	<p>Office of the President Office of Human Resources Assessment Office Office of Communications and Marketing</p>		<p>AASHE STARS</p>
<p>13.3.d. ESF will become a Certifying Organization through the President's Volunteer Service Award program to enable the institution to recognize exceptional volunteers through the program. Conduct an outreach campaign to encourage students/employees to complete enough service hours to be eligible for an annual award and/or lifetime achievement award.</p>	<p>YEAR 2 AY25-26</p>	<p>Division of Student Affairs Office of Human Resources Office of Communications and Marketing</p>		<p>Campus Community</p>

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Community Participation in College Governance				
13.4.a. Establish a democratic body through which community members and community-based organizations not affiliated with ESF can participate in institutional governance.	YEAR 3 AY26-27	Office of the President		AASHE STARS
13.4.b. At least once every three years, ESF will use an ad hoc mechanism to consult community members about College decisions, plans, and governance.	YEAR 3+ Ongoing Effort	Office of the President Assessment Office		AASHE STARS
Opening Our Doors				
13.5.a. Maintain public access to meeting and event spaces on campus, Moon Library, and outdoor recreational spaces at Heiberg Memorial Forest, Newcomb, Dubuar Forest, Pack Demonstration Forest, Cranberry Lake, and Wanakena Campus. Access to public areas should require check in or sign in procedures (conveyed through appropriate signage), to track space use and to ensure safety for members of the campus community.	YEAR 1 AY24-25	University Police Office of the President		AASHE STARS
13.5.b. Increase promotion of public access to meeting and event spaces on campus, Moon Library, and outdoor recreational spaces at Heiberg Memorial Forest, Cranberry Lake, and Wanakena Campus.	YEAR 1 AY24-25	Office of Communications and Marketing		Campus Community
ESF K-12 STEM				
13.6.a. Maintain and expand ESF's K-12 STEM engagement program in Syracuse and surrounding communities.	YEAR 2 AY25-26	Open Academy Office of the Provost Office of Communications and Marketing		Campus Community
13.6.b. Expand reach of K-12 STEM program in metropolitan areas across NYS (e.g., Buffalo, Albany, etc.).	YEAR 3 AY26-27	Open Academy Office of the Provost Office of Communications and Marketing		Campus Community
ESF in the High School				
13.7. Maintain and expand ESF in the High School program to high school students throughout NYS and beyond.	YEAR 3+ Ongoing Effort	Open Academy		Campus Community

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Alumni-Student Community Building				
13.8. Establish and maintain opportunities for all students to engage with and learn from ESF alumni each semester, including but not limited to: an alumni mentoring program, campus speakers, and job shadowing opportunities. Tailor opportunities to meet the needs of a diverse student body and leverage the specific expertise and lived experiences of alumni.	YEAR 2 AY25-26	Office of Alumni Relations Division of Student Affairs Career Services		Campus Community
Inter-campus Collaboration for Sustainability				
13.9.a. Continue to participate in at least one sustainability-focused network for educational institutions.	YEAR 1 AY24-25			AASHE STARS
13.9.b. Continue to formally share sustainability experiences/lessons learned with other institutions of higher education and seek opportunities to learn from them. Maintain a list of these activities.	YEAR 1 AY24-25			AASHE STARS
13.9.c. At least one employee will continue to mentor a colleague with sustainability responsibilities at another higher education institution.	YEAR 3 AY26-27			AASHE STARS
13.9.d. At least one employee will continue to serve in a leadership role for an inter-campus sustainability network, conference, or community of practice.	YEAR 1 AY24-25			AASHE STARS
13.9.e. Continue to serve as a peer reviewer for another higher education institution's STARS report.	YEAR 2 AY25-26			AASHE STARS
Support for Sustainable Public Policy Advancement				
13.10. Maintain institutional engagement in public policy advocacy for policies that address sustainability challenges and policies that advance sustainability.	YEAR 1 AY24-25	Office of the President	  	AASHE STARS
Continuing Education				
13.11. Maintain a sustainability-focused continuing education course or program that engages community members not enrolled as students at ESF.	YEAR 1 AY24-25	Open Academy		AASHE STARS

Ways To Reduce Waste

ECOREPS

1. Reduce

Refuse
Single use products when you can

2. Reuse

Not all "single use" products are single use. Reuse as long as you can!

3. Repair

Try to mend old items before throwing out. This saves \$\$\$ too!

4. Rot

Compost whatever you can. Food, unprinted cardboard, hair, yard trimmings

Properly sort your waste

Zero Waste Month



Upcycling Event

April 29th
@ 5:30 in MPR

★ Come make a planter!

Ways to be Zero Waste in Campus?

1. Compost
2. Buy second hand
→ from ESF Storage Solutions group, Facebook
3. Use reusable
Tirehead Containers
4. Zero waste swaps
Water: water bottles
Washed soap → the soap








Sustainable and Welcoming Facilities and Operations









14 | Biodiversity and Campus Grounds











Ecologically Managed Landscaping








- 14.1.a.** Adopt an integrated pest management (IPM) plan that follows a four-tier approach of: setting action thresholds, monitoring and identifying pests, preventing or removing conditions that attract pests, and control. This IPM plan will be accompanied by an invasive species rapid response plan.
- 14.1.b.** At a minimum, manage all ESF landscaped areas following the principles of integrated pest management. To the greatest extent practicable, maintain all ESF landscapes organically/ in the most ecologically sound manner, without the use of synthetic fertilizers, pesticides, fungicides, and herbicides. Require tracking to determine the extent of each management type.
- 14.1.c.** Maintain a comprehensive annual inventory of synthetic fertilizers and pesticides used on each campus (denoting specific location of use), including fungicides and herbicides. Make every effort to identify organic/least impactful alternatives to traditionally used pesticides.

Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
YEAR 1 AY24-25	Environmental Health and Safety Services Office of Sustainable Facilities and Operations Forest Properties		AASHE STARS NYS EO22
YEAR 2 AY25-26	Environmental Health and Safety Services Office of Sustainable Facilities and Operations Forest Properties		AASHE STARS NYS EO22
YEAR 1 AY24-25	Environmental Health and Safety Services Office of Sustainable Facilities and Operations Forest Properties		AASHE STARS
Baseline Biodiversity Assessment			
YEAR 1 AY24-25	Restoration Science Center Environmental Biology Division of Sustainable Facilities and Operations Environmental Health and Safety Services		AASHE STARS Office of Sustainability
YEAR 2 AY25-26	See 14.2.d.		AASHE STARS Office of Sustainability
YEAR 2 AY25-26	Division of Sustainable Facilities and Operations		AASHE STARS Office of Sustainability
YEAR 3 AY26-27	Restoration Science Center Environmental Biology		AASHE STARS Office of Sustainability NYS EO22
YEAR 1 AY24-25	Division of Sustainable Facilities and Operations Environmental Health and Safety Services Forest Properties		AASHE STARS Office of Sustainability NYS EO22
YEAR 3+ Ongoing Effort	Adirondack Ecological Center		Office of Sustainability

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Landscape Restoration				
14.3.a. Reduce maintained turf grass areas and increase prevalence of meadows and other ecologically restorative landscape types. Collaborate with stakeholders, as needed, to design landscapes that align with sustainability values, both operational and pedagogical.	YEAR 1 AY24-25	Restoration Science Center Environmental Biology Division of Sustainable Facilities and Operations		Office of Sustainability NYS EO22
14.3.b. Create a comprehensive inventory of all campus landscaped areas, including species composition and location. This information will be used to generate a metric showing the ratio of ecologically restorative landscapes to more traditionally planted landscapes.	YEAR 2 AY25-26	Environmental Health and Safety Services Forest Properties Adirondack Ecological Center		Office of Sustainability
Foster Operational Staff Expertise				
14.4. Offer ongoing, hands-on training opportunities and resources to grounds staff, and other interested operational staff, related to goals in this section of the Sustainability Action Plan. Training will be required for managers/supervisors of units directly responsible for implementing the goals of this section.	YEAR 1 AY24-25	Environmental Health and Safety Services Division of Sustainable Facilities and Operations		Office of Sustainability
15 Buildings				
Sustainable Design and Construction				
15.1. All newly constructed major buildings and major renovations, on all campuses, will be designed, constructed and certified to LEED Gold or Platinum standards, or to another comprehensive third party certified standard that addresses energy, indoor environmental quality, waste, transportation, water, and ecological site aspects. The Office of Sustainability will work collaboratively with the Office of Sustainable Facilities and Operations to define “major buildings and renovations” during SAP implementation. Special considerations for historical buildings, etc., will be taken into account as appropriate.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations	 	Campus Community AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Sustainable Operations and Maintenance				
<p>15.2. All major buildings, on all campuses, will individually be operated, maintained and certified to LEED Gold or Platinum standards, or to another comprehensive third party certified standard that addresses energy, indoor environmental quality, waste, transportation, water, and ecological site aspects.</p> <p>The Office of Sustainability will work collaboratively with the Office of Sustainable Facilities and Operations to define “major buildings” during SAP implementation. Special considerations for historical buildings, etc., will be taken into account as appropriate.</p>	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Environmental Health and Safety Services	 	Campus Community AASHE STARS
WELL Portfolio				
<p>15.3.a. The Syracuse campus will achieve and maintain WELL Portfolio Certification at the Gold or Platinum level as well as/in addition to the WELL Equity Rating.</p>	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Office of Inclusion, Diversity, Equity, and Access	 	Office of Sustainability
<p>15.3.b. ESF's Regional Campuses will achieve and maintain WELL Portfolio Certification at the Gold or Platinum level as well as/in addition to the WELL Equity Rating.</p>	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Office of Inclusion, Diversity, Equity, and Access Ranger School Adirondack Ecological Center	 	Office of Sustainability
Build Environment Data Tracking and Analysis				
<p>15.4. All building related data, including operational and construction/renovation-related data, required for AASHE STARS, Executive Order 22, GreenNY, and other reporting efforts will be compiled, analyzed, and centrally located. A staff member in the Office of Sustainability and/or the Division of Sustainable Facilities and Operations will be assigned to build and manage this dataset.</p>	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations Office of Business Affairs Environmental Health and Safety Services		Office of Sustainability
16 Carbon and Climate				
Carbon and Climate Goals and Targets				
<p>16.1 Reduce operational greenhouse gas emissions 85% below 2007 levels (ESF baseline) by 2035, with the goal being to achieve operational carbon negativity (climate positivity).</p>	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations		Office of Sustainability in support of NYS EO22 and NYS CLCPA

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Refrigerant Management				
16.2 Track and maintain an inventory of refrigerant used on campus, with the goal being to purchase the most environmentally friendly option to the greatest extent practicable. Publish the inventory on an annual basis.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations Environmental Health and Safety Services	 	Office of Sustainability NYS EO22
Greenhouse Gas Emissions				
16.3.a. Annually, complete a greenhouse gas inventory quantifying Scope 1, Scope 2, and Scope 3 emissions: - Scope 1 must include emissions from stationary combustion, mobile combustion, process emissions, fugitive emissions, and biogenic emissions. - Scope 2 must include emissions from off-site sources of heating and cooling - Scope 3 must include, at a minimum a full (preferred) or partial accounting of: purchased goods and services, capital goods, fuel and energy-related activities not included in Scopes 1 and 2, upstream transportation and distribution, waste generated in operations, business travel, and commuting. Publicly state Scope 1-3 emissions analyzed to calculate GHG emissions, and strive to be comprehensive in assessment (Scope 3 in particular).	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations Office of Business Affairs		AASHE STARS
16.3.b. Develop a Carbon Neutrality Plan to define and implement strategies to reduce Scope 1 and 2 greenhouse gas emissions to zero, explore the feasibility of doing the same for Scope 3 emissions, and to attain overall net positivity.	YEAR 3 AY26-27	Division of Sustainable Facilities and Operations		Office of Sustainability
Sustainable Forest Management and Carbon Sink Reporting				
16.4.a. Develop a Sustainable Forest Management Plan for Heiberg Memorial Forest that supports College goals for teaching, research, and demonstration.	YEAR 2 AY25-26	Forest Properties Sustainable Resources Management Office of the President	 	Campus Community
16.4.b. Continue to implement forest management plans for Huntington Wildlife Forest, Pack Demonstration Forest, and Dubuar Memorial Forest in a way that supports the College goals for teaching, research, and demonstration.	YEAR 1 AY24-25	Forest Properties	 	Campus Community
16.4.c. Every 3 years, quantify institution-catalyzed carbon offsets (sinks) through certification/ third-party verification, or via an institution-led effort that addresses the full suite of accounting requirements defined by AASHE STARS.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations Forest Properties Ranger School Adirondack Ecological Center		AASHE STARS
Community Solar				
16.5. Enroll ESF in a community solar program.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations		Office of Sustainability NYS EO22

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Climate Risk Incorporation				
16.6.a. Conduct a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations Office of the Provost Ranger School Adirondack Ecological Center	 	AASHE STARS NYS EO22
16.6.b. Participate in or lead an ongoing campus-community task force focused on climate resilience.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations	  	AASHE STARS NYS EO22
16.6.c. Incorporate climate resilience strategies and goals into one or more published plans and in all Owner's Project Requirements for applicable construction activities.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations	 	AASHE STARS NYS EO22

17 | Energy

Renewable Energy

- 17.1.** Source 100% of annual energy consumption of the Syracuse Campus from on-site renewable energy systems, certified off-site renewable energy sources, or certified, unbundled, energy attribute certificates (EACs).

This includes increased use of biomass in the Combined Heat and Power plant, with an emphasis on ESF grown willow or willow planted with local farmers using support from the ESF Willow project.

YEAR 3+ | Ongoing Effort

Division of Sustainable Facilities and Operations
Office of the President



Office of Sustainability
NYS EO22

Energy Consumption

- 17.2.** Maintain annual energy consumption, per gross square meter of floor area, less than or equal to a benchmark set by AASHE STARS for ESF's institutional peer group:
123 kWh per square meter of floor area, and
2,830 kWh per full-time equivalent students and employees

YEAR 3+ | Ongoing Effort

Division of Sustainable Facilities and Operations



AASHE STARS

Clean Energy Master Plan

- 17.3.** Implement ESF's Clean Energy Master Plan.

YEAR 3+ | Ongoing Effort

Division of Sustainable Facilities and Operations



Office of Sustainability

18 | Food and Dining

Nutritional and Climate Information

- 18.1.** Calculate and provide the carbon footprint and nutritional information for standard menu items served at campus cafes and dining halls (including regional campuses).

YEAR
2 | AY25-26

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



Office of Sustainability

Food Expenditures

- 18.2.a.** Establish and implement a tracking mechanism to accurately record expenditure on sustainable, ethically sourced, and plant-based food and beverage, as defined by AASHE STARS and on the purchase of New York State Food Products, as defined by NYS Executive Order 32. This data will be reported on an annual basis, for every applicable ESF campus.

YEAR
1 | AY24-25

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



AASHE STARS
NYS EO32

- 18.2.b.** To the greatest extent possible, food and beverage expenditures will support at least 10% sustainably or ethically-produced products, at least 35% support plant-based products, and at least 15% support NYS Food Products.

YEAR
1 | AY24-25

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



AASHE STARS
NYS EO32

- 18.2.c.** To the greatest extent possible, food and beverage expenditures will support at least 25% sustainably or ethically-produced products, at least 50% support plant-based products, and at least 20% support NYS Food Products.

YEAR
3 | AY26-27

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



AASHE STARS
NYS EO32

- 18.2.d.** To the greatest extent possible, food and beverage expenditures will support at least 50% sustainably or ethically-produced products, at least 75% support plant-based products, and at least 25% support NYS Food Products.

YEAR
3+ | Ongoing Effort

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



AASHE STARS
NYS EO32

- 18.2.e.** To the greatest extent possible, at least 10% of food and beverage expenditures will support social impact suppliers.

YEAR
2 | AY25-26

Auxiliary Services Corporation
Ranger School
Adirondack Ecological Center



AASHE STARS

Food Recovery Program

- 18.3.a.** Each campus will annually track and assess food/organic materials management efforts (source reduction, and/or recovery) to inform continual improvement efforts.

YEAR
1 | AY24-25

Ranger School
Adirondack Ecological Center
Division of Sustainable Facilities
and Operations
Environmental Health and
Safety Services



AASHE STARS

- 18.3.b.** Each campus will explore options to establish an ongoing, formal food donation/redistribution program that features at least one active food donation event each month while dining services are operational. Options deemed feasible should be implemented.

YEAR
1 | AY24-25

Ranger School
Adirondack Ecological Center
Auxiliary Services Corporation



AASHE STARS

- 18.3.c.** Dining service establishments at each campus will explore options to divert pre- and post-consumer food waste from the landfill for animal feed, compost, and/or biofuel. Options deemed feasible should be implemented.

YEAR
2 | AY25-26

Ranger School
Adirondack Ecological Center
Auxiliary Services Corporation



AASHE STARS

Farmers' Market

- 18.4.** Host a Farmers' Market on campus at least once per year.

Implementation
Timeline
(Achieve By)

Collaborative
Partners

UN Sustainable
Development Goal
(SDG) Alignment
(Page 17)

Origin of
Action

YEAR
1 AY24-25

Division of Student Affairs



Campus Community

19 | Procurement

Supplier Code of Conduct

- 19.1.** Establish a supplier code of conduct that includes expectations to exceed the minimum regulatory standards in regard to:
- 1 | environmental impact,
 - 2 | treatment of workers,
 - 3 | governance and ethical business practices,
 - 4 | advancement of sustainability in the supply chain, and
 - 5 | monitoring and review.

YEAR
2 AY25-26

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

Sustainability in Bid Solicitations

- 19.2.a.** Establish a policy or guidelines that require all (100%) procurement bid solicitations to identify product sustainability specifications and supplier sustainability considerations that are relevant and applicable to the goods/services being sought in support of ESF's teaching, research, operational, and demonstration efforts.

Where applicable, product specifications must comply with the GreenNY standards.

YEAR
2 AY25-26

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

- 19.2.b.** Establish a policy or guideline that requires relevant product and supplier sustainability considerations be assigned at least 10% weight (each) in the bid appraisal process.

YEAR
2 AY25-26

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

Social Impact Suppliers

- 19.3.a.** Analyze all formal contracts held by the institution to determine the baseline percentage of contract spend with social impact suppliers.

YEAR
1 AY24-25

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

- 19.3.b.** Achieve and maintain a minimum of 5% of the College's total annual contract spend with social impact suppliers.

YEAR
2 AY25-26

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

- 19.3.c.** Achieve and maintain a minimum of 10% of the College's annual total contract spend with social impact suppliers.

YEAR
3+ Ongoing
Effort

Office of Business Affairs
Division of Sustainable Facilities
and Operations



AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Purchased Goods				
19.4.a. Establish a tracking mechanism to accurately report annual aggregated and disaggregated institution-wide expenditures on products/services that meet, as well as those that fail to meet, all applicable NYS green procurement mandates and ESF policies.	YEAR 2 AY25-26	Office of Business Affairs Division of Sustainable Facilities and Operations	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability NYS EO22
19.4.b. Launch an e-procurement system that enables efficient and easy green product and service procurement. Ideally, collaborating with vendors to self-identify products that meet applicable NYS requirements and to create punch out catalogs of all green products. Achievement of this goal may require collaboration with other state agencies and may necessitate associated advocacy.	YEAR 3+ Ongoing Effort	Office of Business Affairs	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
19.4.c. Achieve 100% institution-wide compliance with GreenNY purchasing standards, meaning that 100% of purchased products and services with an associated GreenNY specification meet the intent of the specification.	YEAR 3+ Ongoing Effort	Office of Business Affairs Division of Sustainable Facilities and Operations Office of the President	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
19.4.d. Advocate to end the practice of printing procurement card (Purchase, Travel, NET) packets for reconciliation and instead transition to a digital process. This will require collaboration with SUNY System Administration.	YEAR 1 AY24-25	Division of Student Affairs Office of the President	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Campus Community
Training and Collaboration				
19.5.a. Green purchasing and associated tracking will be included as a key component of required onboarding for new p-card users (prior to being assigned a p-card).	YEAR 1 AY24-25	Office of Business Affairs	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
19.5.b. All members of the campus community who make, or specify, purchases on behalf of the institution will attend annual green procurement training.	YEAR 1 AY24-25	Office of Business Affairs Office of the President	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Office of Sustainability
19.5.c. Annually, the Office of Business Affairs and the Office of Sustainability will meet to review and discuss the state of green procurement, including tracking, across campus. Staff members will produce a short report highlighting key metrics (ex: compliance with EO22 and proper sub object code entry), which will be shared with the campus community.	YEAR 1 AY24-25	Office of Business Affairs	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 16 CLIMATE ACTION	Office of Sustainability

20 | Transportation

Electric Vehicle Fleet

- 20.1.** Implement the Zero Emission Vehicles (ZEV) transition plan submitted to SUNY as part of the institution's EO22 compliance requirements. This transition plan includes a phased replacement approach for light duty vehicles, with a stated goal of a full conversion of the institution's light duty fleet to ZEV by 2035.

Implementation
Timeline
(Achieve By)

YEAR
3+ Ongoing
Effort

Collaborative
Partners

Division of Sustainable Facilities
and Operations

UN Sustainable
Development Goal
(SDG) Alignment
(Page 17)



Origin of
Action

AASHE STARS
NYS EO22

Electric Vehicle Charging Infrastructure

- 20.2.** Actively monitor the number of electric vehicle drivers on all campuses and expand the charging network, as necessary, leveraging external funding to the greatest extent possible.

YEAR
3+ Ongoing
Effort

Division of Sustainable Facilities
and Operations



Office of Sustainability

Commute Modal Split

- 20.3.a.** Every 3 years, assess the means of transportation by which faculty, students, and staff commute to campus. Results will be analyzed and publicly posted within 2 months of survey conclusion.

YEAR
1 AY24-25



AASHE STARS

- 20.3.b.** Create and implement programs to enable at least 75% of students to use sustainable commuting options as their primary mode of transportation to and from campus. Examples of programs include, but are not limited to: increased bicycle storage infrastructure, free bicycle giveaways, improve understanding of and expand opportunities for public transportation, etc.

YEAR
3+ Ongoing
Effort

Division of Sustainable Facilities
and Operations



Office of Sustainability in
support of AASHE STARS

- 20.3.c.** Create and implement programs to enable at least 50% of faculty and staff to use sustainable commuting options as their primary mode of transportation to and from campus. Examples of programs include, but are not limited to: reducing the cost of EV charging on campus, partnering with dealerships to offer discounts on ZEVs, improving understanding of and expanding opportunities for public transportation, etc.

YEAR
3+ Ongoing
Effort

Division of Sustainable Facilities
and Operations
Office of the President



Office of Sustainability in
support of AASHE STARS

Air Travel










- 20.4.a.** Annually, disclose air travel related to institutional business, including miles traveled, greenhouse gas impact, and other related metrics.

YEAR
1 AY24-25











Office of Business Affairs



Office of Sustainability



	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
20.4.b. Set a baseline year and associated air travel reduction and mitigation targets.	YEAR 2 AY25-26	Office of the President Office of the Provost Office of Research Programs		Office of Sustainability
20.4.c. Establish incentive to encourage employees to reduce their air travel.	YEAR 2 AY25-26			AASHE STARS
20.4.d. Establish and enforce air travel carbon budgets for every office and department at all campuses and properties and establish an air travel mitigation fund to offset impact of flights.	YEAR 3+ Ongoing Effort			AASHE STARS
20.4.e. Discourage, and explore the possibility of banning, short-haul flights for faculty, staff, and students.	YEAR 3+ Ongoing Effort			AASHE STARS
E-Bike Infrastructure				
20.5. Add storage and charging stations for electric bicycles (e-bikes) on the Syracuse Campus.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations		Campus Community
<h2>21 Water</h2>				
Water Use Assessment				
21.1.a. Perform a detailed analysis of campus water use and produce a report documenting the largest water using systems on campus.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations		AASHE STARS
21.1.b. Develop a reduction plan based upon the report referenced in 21.1.a.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations		AASHE STARS
Potable Water Quality				
21.2. Provide direct link to the City of Syracuse’s Annual Drinking Water Quality Report via QR Code, or another similar means, on all drinking fountains and water bottle refilling stations at the Syracuse campus. Links to applicable water quality reports should be made similarly available at Regional Campuses.	YEAR 1 AY24-25	Environmental Health and Safety Services		Campus Community Office of Sustainability
Potable Water Use				
21.3.a. Maintain annual water consumption, per person and per square meter, less than or equal to a benchmark set by AASHE STARS for ESF’s institutional peer group: 4,135 liters per person, and 362 liters per square meter	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations		AASHE STARS





















	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
21.3.b. To the greatest extent possible, any newly installed appliances and water infrastructure will be WaterSense certified (where applicable) or will be designed to use at least 20% less water than standard options, without compromising performance.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations		Office of Sustainability
Green Infrastructure and Water Recovery				
21.4.a. Maintain and expand rainwater/greywater recovery and storage infrastructure for use on campus or mediated return to surface and groundwater systems, via green infrastructure.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Landscape Architecture Environmental Biology	 	AASHE STARS
21.4.b. Maximize the creation of green infrastructure in all instances where campus grounds are disturbed (ex: building construction or renovation).	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Landscape Architecture Environmental Biology	 	AASHE STARS
21.4.c. Develop an estimate to determine the volume of water collected and returned to surface water or ground water through on-site green infrastructure.	YEAR 2 AY25-26	Division of Sustainable Facilities and Operations Landscape Architecture Environmental Biology	 	AASHE STARS
21.4.d. Achieve water recovery or return on-site that is equal to or greater than the volume of water withdrawn for campus use.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations	 	AASHE STARS
Irrigation Avoidance				
21.5. Avoid irrigation at all campuses, to the greatest extent possible, except for during periods of establishment. Vegetation should be selected for planting with this goal in mind.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations Environmental Health and Safety Services Ranger School Adirondack Ecological Center		Office of Sustainability





22 | Zero Waste and Circularity

Reduction and Diversion Goals

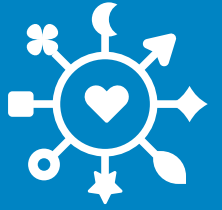
22.1.a. Achieve and maintain a college-wide diversion rate of at least 90% and more importantly, reduce the amount of material sent to landfill/incineration by at least 90% (2018 baseline) by 2026.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Environmental Health and Safety Services Office of Business Affairs		Office of Sustainability
22.1.b. Achieve and maintain a college-wide diversion rate of at least 90% for all materials generated through construction and demolition activities by 2026. Every construction and/or renovation project, regardless of size, must complete the Construction and Renovation Material Plan and Tracking Log.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Environmental Health and Safety Services Office of Business Affairs		Office of Sustainability

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
22.1.c. Maintain annual non-hazardous waste generation per full-time equivalent of students and employees equal to or below a benchmark set by AASHE STARS for ESF's institutional peer group: - 24 kg per person, and - 1.4 kg per square meter	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Environmental Health and Safety Services Office of Business Affairs		Office of Sustainability
Surplus Property				
22.2.a. Modernize surplus property process, by partnering with an external organization to create and implement a virtual asset exchange marketplace, to replace the current, antiquated email-based system used to share surplus property available for campus reuse with the campus community. If this project proves successful, explore opportunities to scale to other SUNY campuses and state agencies.	YEAR 1 AY24-25	Office of Business Affairs	 	Office of Sustainability
22.2.b. Support the movement to modernize and expedite the statewide surplus property process. Including, but not limited to updating relevant laws and policies, generating greater awareness of public auctions, and supporting campus property control staff in overcoming difficulties such as lack of staffing and storage space.	YEAR 1 AY24-25	Office of the President		Office of Sustainability
22.2.c. Maintain and improve student move out donation program, including expansion to Ranger School campus. Ensure that 100% of students living in residence halls are aware of the program, capacity exists to properly manage (divert) the volume of material generated through the program and explore means of quantifying program impact (diversion rate and weight).	YEAR 1 AY24-25	Ranger School College Foundation Division of Student Affairs		Office of Sustainability AASHE STARS
22.2.d. Create a virtual or physical marketplace to facilitate reuse of student and faculty/staff owned items (non-state assets).	YEAR 2 AY25-26	College Foundation		AASHE STARS
Single-Use Plastic Elimination				
22.3. Continue outreach campaign, deep engagement with impacted stakeholders, and implement associated programs, to eliminate single-use plastics included in SUNY's Elimination of Single Use Plastics and Preference for Durable and Reusable Alternatives Policy and Procedure.	YEAR 3+ Ongoing Effort	Auxiliary Services Corporation Office of Business Affairs Division of Student Affairs	  	Office of Sustainability SUNY

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Preference for Durable Materials				
<p>22.4. Continue education and outreach campaign, and implement associated programs, focused on the message that ESF has a strong preference for durable, reusable materials over single-use materials, even if those single-use materials are compostable or recyclable. This campaign includes providing cost sharing and funding to the campus community to assist in this transition.</p> <p>An example of an associated program includes the development of a zero-waste market that offers bulk food/dry goods for sale. This market would offer a convenient and affordable means for members of the campus community to bring and refill their own containers.</p>	<p>YEAR 3+ Ongoing Effort</p>	Auxiliary Services Corporation	 	Office of Sustainability
Compost Availability				
<p>22.5. Ensure that compost bins are provided and ubiquitous across all campuses (that have the means to compost materials), co-located with trash and recycling bins (corridors and events), and that collection occurs predictably and regularly.</p> <p>Explore feasibility of expanding compost programs to all campuses and properties.</p>	<p>YEAR 2 AY25-26</p>	<p>Ranger School</p> <p>Adirondack Ecological Center</p> <p>Division of Sustainable Facilities and Operations</p> <p>Environmental Health and Safety Services</p>		Office of Sustainability
Bin and Signage Standardization				
<p>22.6. Ensure that all materials collection (trash, recycling, compost) bins are standardized across all campuses, including educational signage.</p>	<p>YEAR 3 AY26-27</p>	<p>Ranger School</p> <p>Adirondack Ecological Center</p> <p>Division of Sustainable Facilities and Operations</p> <p>Environmental Health and Safety Services</p> <p>Office of Communications and Marketing</p>	 	Office of Sustainability
Difficult to Recycle Materials				
<p>22.7. Continue to research and identify markets to recycle items that do not belong in the municipal recycling system (ex: hard cover books, electronics, construction and demolition material). This information will be tracked via a spreadsheet and made available to the general public, upon request.</p>	<p>YEAR 1 AY24-25</p>		 	AASHE STARS NYS EO 22
Electronic Materials Recycling				
<p>22.8.a. Maintain electronic materials (e-waste) recycling program for state assets. Ensure that recycler is certified to one of the standards deemed acceptable by AASHE STARS.</p>	<p>YEAR 1 AY24-25</p>	Environmental Health and Safety Services		AASHE STARS NYS EO 22
<p>22.8.b. Expand e-waste recycling program to collect materials from students, faculty, and staff - either on an ongoing basis or at distinct drop-off events offered at least once a semester.</p>	<p>YEAR 1 AY24-25</p>	Environmental Health and Safety Services		AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Hazardous Waste				
22.9. Continue implementation of hazardous waste management programs and associated reporting explaining types of waste generated and how each is disposed, recycled, and/or prepared for reuse.	YEAR 1 AY24-25	Environmental Health and Safety Services		AASHE STARS NYS EO 22
TRUE Certification				
22.10.a. Achieve TRUE Certification separately for Centennial Hall, the Syracuse campus, the Ranger School, Cranberry Lake, and the Newcomb campus.	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations Environmental Health and Safety Services		Office of Sustainability
22.10.b. Complete a TRUE for Construction Pilot project	YEAR 3+ Ongoing Effort	Division of Sustainable Facilities and Operations		Office of Sustainability
Zero Waste Action Plan				
22.11. Develop a Zero Waste Action Plan to meet reduction and diversion goals noted in Action 22.1.	YEAR 1 AY24-25	Division of Sustainable Facilities and Operations Environmental Health and Safety Services		Office of Sustainability





Inclusion, Diversity, Equity, Access, and Belonging

23 | Access and Affordability

Equitable Student Success

23.1.a. Analyze current completion rates for the student groups referenced in Action 23.1.b. to establish a baseline.

YEAR 1 | AY24-25

Division of Student Affairs
Office of Inclusion, Diversity,
Equity, and Access



Office of Sustainability

23.1.b. Achieve and maintain an equitable graduation rate for the following students (each sub bullet separately):

- Low-income
- Marginalized gender identities
- Marginalized racial, ethnic, and/or Indigenous groups

An equitable completion rate is defined as a completion rate ratio for the sub-bulleted student populations to the entire student body of 0.9.

Implementation timeline depends upon results of baseline assessment performed in 23.1.a.

Division of Student Affairs
Office of Inclusion, Diversity,
Equity, and Access



AASHE STARS

Student Compensation and Affordability

23.2.a. Publicly report the number of work hours needed for students to meet the average net price of attendance for low-income students.

YEAR 1 | AY24-25

Office of Financial Aid



AASHE STARS

23.2.b. Implement a compensation structure ensuring that low-income students can fully pay the attendance price for an academic year by working 500 or fewer paid-work hours.

Implementation timeline depends upon 23.2.a.

Office of the President
Office of Inclusion, Diversity,
Equity, and Access



AASHE STARS

Legacy and Donor Admission

23.3. Maintain that an applicant's relationship to alumni or donors is not positively factored into the College's admissions decisions.

YEAR 1 | AY24-25

College Foundation
Admissions



AASHE STARS

24 | Accessibility

Building and Grounds Accessibility

- 24.1.a.** To the greatest extent possible, all buildings on the Syracuse Campus will be renovated and/or constructed to ensure convenient and equitable accessible entryways and internal navigation. Students, employees, and visitors with mobility limitations will be able to navigate the Syracuse campus grounds safely and equitably through the creation of sidewalks, ramps, and elevators where necessary.

Special considerations for historical buildings, etc., will be taken into account as appropriate.

YEAR
3+ | Ongoing
Effort

Division of Sustainable Facilities
and Operations
Office of Inclusion, Diversity,
Equity, and Access



Campus Community

- 24.1.b.** To the greatest extent possible, all buildings and grounds on the Regional Campuses and Properties will be renovated and/or constructed to ensure convenient accessible entryways and internal navigation. Students, employees, and visitors with mobility limitations will be able to navigate the regional campus grounds safely and equitably through the creation of sidewalks, ramps, and elevators where necessary.

Special considerations for historical buildings, etc., will be taken into account as appropriate.

YEAR
3+ | Ongoing
Effort

Division of Sustainable Facilities
and Operations
Office of Inclusion, Diversity,
Equity, and Access
Ranger School
Adirondack Ecological Center



Campus Community

Learning and Communication Accessibility

- 24.2.a.** Learning and communication tools, technologies, and resources will be made easily and readily available to all students, employees, and visitors as necessary.

YEAR
1 | AY24-25

Office of Communications
and Marketing



Campus Community

- 24.2.b.** Where possible, college-wide events will be made accessible to the entire college community through the use of virtual attendance options.

YEAR
1 | AY24-25

Office of the President



Campus Community

25 | Belonging and Support

Lived Name Policy





- 25.1.** Maintain Lived Name Policy and ensure that it is included in orientation material for all students and employees.






YEAR
1 | AY24-25

Office of Human Resources
Office of Inclusions, Diversity,
Equity, and Access
Division of Student Affairs



Campus Community

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
Support for Students and Employees from Underrepresented Groups 25.2. Maintain, expand and/or implement support programs, initiatives, and/or networks designed to individually address the specific needs of students, faculty, and staff who: <ul style="list-style-type: none"> - Identify as members of historically underrepresented gender, racial, ethnic, income groups, and education groups, including low income and first generation students - Have disabilities - Identify as members of the LGBTQ+ community - Are refugees, asylum seekers, internally-displaced, and undocumented students - Are from one or more additional underrepresented groups including, but not limited to: women and survivors of sexual assault, domestic violence, and stalking 	<div>YEAR 2</div> <div>AY25-26</div>	Office of Human Resources Office of Inclusions, Diversity, Equity, and Access Division of Student Affairs		AASHE STARS
Emergency Financial Assistance 25.3. Establish an emergency assistance fund that provides grants or interest-free loans to students, faculty, and staff who are experiencing financial difficulty. Explore avenues for funding that include institutional and donation-based funding. Develop eligibility guidelines and application/review processes.	<div>YEAR 2</div> <div>AY25-26</div>	Office of Human Resources Division of Student Affairs Office of the President		Campus Community AASHE STARS
Institutional Climate Assessment 25.4. Conduct an institutional climate assessment at least once every three years to identify areas of improvement and understand the state of campus inclusion, diversity, equity, and access. Results of the Institutional Climate Assessment will be analyzed and publicly available within 2 months of survey conclusion.	<div>YEAR 1</div> <div>AY24-25</div>	Office of Inclusion, Diversity, Equity, and Access		AASHE STARS
<h2>26 Education and Training</h2>				
IDEA Training Toolbox 26.1.a. Require all students, faculty, and staff to attend yearly cultural competence, anti-oppression, anti-racism, anti-bias, and social inclusion training. Subsequent training modules will build on previous sessions to expand student and employee knowledge. Material will be made available virtually or by other means that enable staff at all ESF campuses to participate. Training materials and recordings will be available online to ensure continued access to information.	<div>YEAR 1</div> <div>AY24-25</div>	Office of the President Office of Inclusion, Diversity, Equity, and Access Division of Student Affairs		Campus Community AASHE STARS

	Implementation Timeline (Achieve By)	Collaborative Partners	UN Sustainable Development Goal (SDG) Alignment (Page 17)	Origin of Action
<p>26.1.b. Require all students, faculty, and staff to attend yearly trainings that build skills to support one's mental health and teach students and employees about the health and safety resources available to them both on and off campus. Material will be made available virtually or by other means that enable staff at all ESF campuses to participate.</p> <p>Training materials and recordings will be available online to ensure continued access to information.</p>	<p>YEAR 2 AY25-26</p>	<p>Office of the President Office of Inclusion, Diversity, Equity, and Access Division of Student Affairs</p>		<p>Campus Community</p>
<p>Space for Difficult and Open Conversations</p> <p>26.2. Create, maintain, and expand opportunities for difficult and open conversations about intersectionality, privilege, inequality, inequity, and injustice on campus.</p>	<p>YEAR 1 AY24-25</p>	<p>Office of Inclusion, Diversity, Equity, and Access</p>		<p>Campus Community</p>
<h2>27 Representation</h2> <h3>Ethnic Diversity Index</h3>				
<p>27.1.a. Assess and report the campus Ethnic Diversity Index using a racial and ethnic diversity worksheet (available via AASHE STARS). This assessment should include students, faculty, and staff and be performed at least once every three years. Results should be analyzed and made publicly available within 2 months of worksheet conclusion.</p>	<p>YEAR 1 AY24-25</p>	<p>Office of Inclusion, Diversity, Equity, and Access</p>		<p>AASHE STARS</p>
<p>27.1.b. Obtain and maintain an ethnic diversity index of at least 0.75 for</p> <ul style="list-style-type: none"> - Students - Academic staff (faculty) - Non-academic staff - Executive staff - Board of Trustees <p>An index of 0.75 indicates the probability that two individuals, from each group listed above, will have different racial, ethnic, or Indigenous identities (e.g. 75% chance two individuals have different racial, ethnic, or Indigenous identities).</p>	<p>Implementation timeline depends upon results of assessment performed in 27.1.b.</p>	<p>Office of Inclusion, Diversity, Equity, and Access</p>		<p>AASHE STARS</p>
<h3>Gender Parity</h3>				
<p>27.2. Determine and publicly report the gender parity of all campuses. Namely report the percentage of students and employees that identify with a historically marginalized gender identity (e.g., women, non-binary, trans, and other gender non-confirming identities). Data should be updated at least every two years.</p>	<p>YEAR 2 AY25-26</p>	<p>Office of the President Office of Inclusion, Diversity, Equity, and Access Division of Student Affairs</p>		<p>AASHE STARS</p>



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Definitions

Full enrollment

The number of slots available for students to participate in the program has been maintained year-to-year, and all slots are filled or if fewer, all students that would like to participate in the program are.

Expand enrollment

Increase the number of slots available in a program to meet student need while maintaining the quality of the program.

Applied learning

An educational approach whereby students learn by engaging in direct application of skills, theories and models. In applied learning, students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. [Adapted from the definition used by the National Society for Experiential Education and the State University of New York (SUNY).]

Service-Learning opportunities

Service-learning is an experiential learning pedagogy integrating academically relevant service activities that address human and community needs into a course. Students connect knowledge and theory to practice by combining service with reflection in a structured learning environment.

Sustainability research

Research activities and scholarly work that explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

Integrated research approaches/research

Categories of research that address complex problems by involving integrated multiple disciplines. Examples include multidisciplinary, interdisciplinary, and transdisciplinary research.



Sustainability challenge

An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the targets embedded in the Sustainable Development Goals (SDGs), the principles outlined in the Earth Charter, and/or the Doughnut of social and planetary boundaries.

Community-based research

An approach to applied community projects in which researchers and community members collaborate as equals in the research process. This approach validates local and Indigenous knowledge and requires, at minimum, that community members define the problems to be addressed and serve in an advisory capacity over the entire project. Community-based research is inclusive of collaborative inquiry, community-engaged scholarship, feminist participatory research, Indigenous research, and participatory action research. [Adapted from the Oxford Research Encyclopedias.]

Responsible research and innovation

An approach that anticipates and assesses potential implications and societal expectations with regard to research and innovation, with the aim to foster the design of inclusive and sustainable research and innovation. The five key themes of RRI are gender equality, open access, citizen engagement, science education, and ethics. [Adapted from the work of the European Commission.]

Living wage

The remuneration received for a standard workweek by a worker in a particular place sufficient to afford a decent standard of living for the worker and their family. Elements of a decent standard of living include food, water, housing, education, health care, transport, clothing, and other essential needs, including provision for unexpected events. [Adapted from the definition used by the Global Living Wage Network.]

Significant contractor

An entity that provides regular services that are foundational to the operations of the institution, e.g., functions that were once performed by direct employees and subsequently contracted out or that direct employees would be required to perform in the absence of a contractor. Examples include contracted providers of regular on-site dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional/technical, transportation, and retail services. Construction and renovation firms and other contractors that perform highly specialized services on a limited or irregular basis may be excluded, as may sole proprietors, independent contractors, and any contracts with an aggregate value of \$50,000 (USD) or less per year or an aggregate duration of one month or less.

Living wage employer

An organization that has obtained third party accreditation based on its provision of a living wage.

Major renovation

A project that includes major HVAC improvements, significant building envelope.

Sustainable or ethically sourced food and beverage items

Food and beverage production methods that are consistent with:

- The Principles of Organic Agriculture (IFOAM Organics International)
- The FAO Code of Conduct for Responsible Fisheries (Food and Agriculture Organization of the United Nations)
- The 10 Principles of Fair Trade (World Fair Trade Organization), and/or
- The Five Freedoms of Animal Welfare (World Organization for Animal Health)

Plant-based food and beverage

Foods and beverages that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. [Adapted from the definitions used by the PAS 224: 100% Plant-Based Foods Standard, the SCS-109 Plant-Based Standard, and the Plant Based Foods Association.]

Social impact supplier

Social impact purchasing is defined as purchasing that is directed toward improving societal health and well-being and catalyzing prosperity for all, particularly those impacted by a legacy of divestment and discrimination. Social impact suppliers therefore include:

Enterprises owned by people from marginalized groups,
Employee owned enterprises,
Social enterprises, and
Certified B Corporations

Supplier code of conduct

A formal policy or document created to guide suppliers on the institution's social and environmental expectations for them.

Bid solicitation

A method for procurement offices to select a supplier for a contract. It includes how the office chooses to announce, request, and receive responses from potential suppliers. Bid solicitations may include requests for proposal (RFPs), requests for bids (RFBs), requests for tenders (RFTs), or the equivalent.

Supplier sustainability considerations

Social and environmental criteria that address the enterprise-level sustainability impacts of prospective suppliers and are used to inform contract awarding in the procurement process. The criteria may include, but are not limited to, international standards, third party certifications, and supplier sustainability ratings that address:

- Governance, ethical business practices, and anti-corruption measures
- Reduction of negative environmental impacts
- Commitment to science-based greenhouse gas emissions targets
- Treatment of workers (e.g., human rights, labor rights, wages, and working conditions)
- Positive social and environmental impacts
- Engagement on sustainability issues in the supply chain
- Sustainability performance disclosure

Short haul flights

Flights that meet one or more of the following criteria:

- Flight durations of 2 hours or less;
- Travel that could be accomplished by a 6 hr train or bus ride or less; and/or
- Travel that could be accomplished by a 5 hr car ride or less

Learning and communication tools, technologies, and resources for accessibility

Learning and communication tools, technologies, and resources for accessibility include but not limited to materials being made available in braille and/or audio descriptions, ADA compliant documents, sign language interpreters, and other resources necessary to facilitate accessible and equitable learning opportunities and communication methods for students, employees and visitors.



Ethnic diversity index

The probability that two random individuals drawn from a population will have different racial, ethnic, or Indigenous identities. An ethnic diversity index is calculated as follows:

1. Calculate the probability that two randomly chosen individuals from the population being assessed identify as members of the same racial, ethnic, or Indigenous group, e.g.: $PR = (A^2 + B^2 + C^2 + D^2)$, where A, B, C, and D are the proportions in the population of each of four racial, ethnic, and/or Indigenous groups.
2. Subtract that figure from 1 to yield the probability that the two randomly chosen individuals identify as members of different racial, ethnic, or Indigenous groups. Thus the ethnic diversity index is defined as: $1 - PR$

[Adapted from the US News and World Report Campus Ethnic Diversity Methodology, “The USA Today Index of Ethnic Diversity” (Philip Meyer and Shawn McIntosh, International Journal of Public Opinion Research Vol. 4 No. 1, 1992), and “Fractionalization” (Alberto Alesina et al., Journal of Economic Growth 8, 2003).]

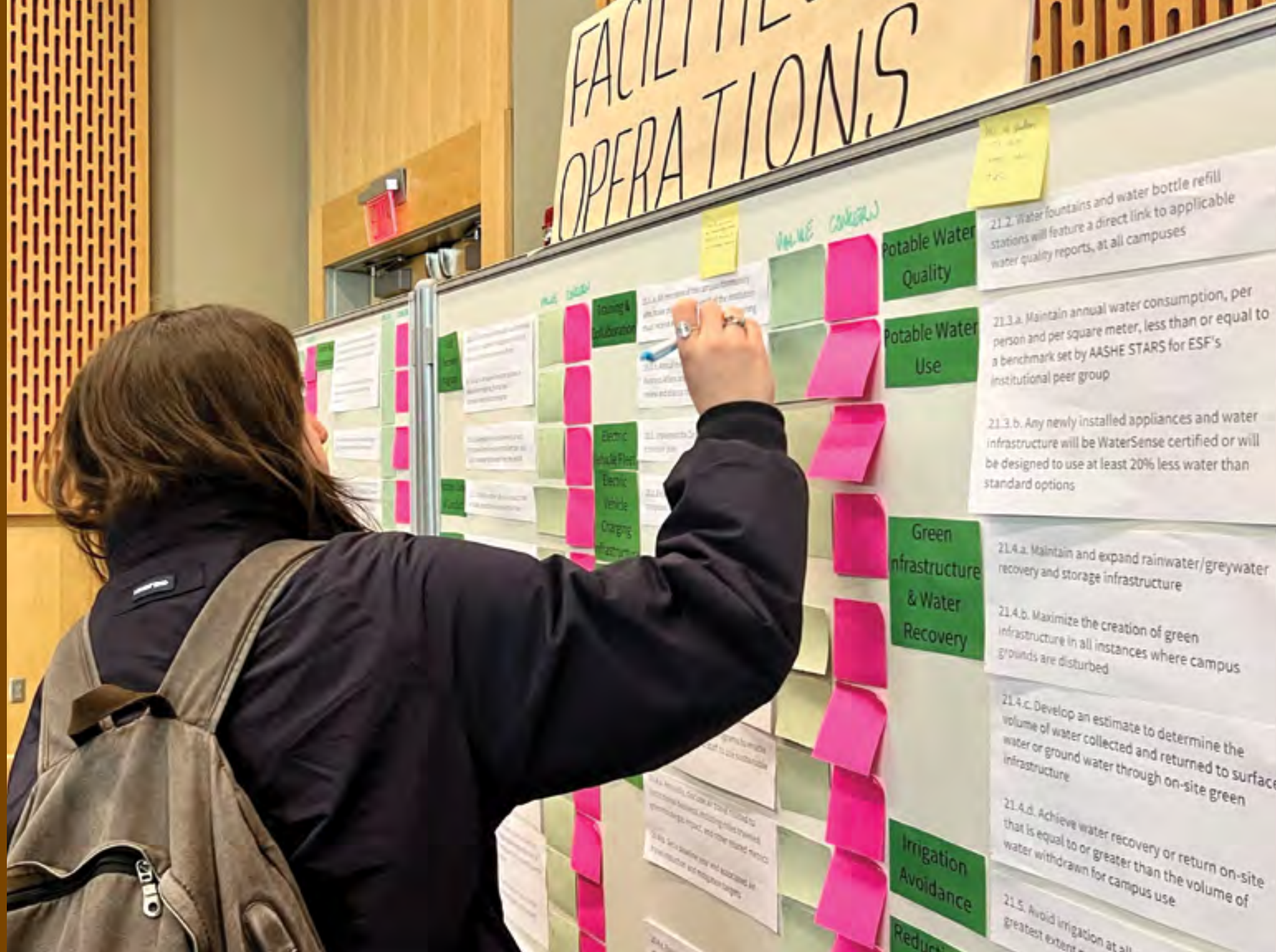
President’s Volunteer Service Award Program (13.3.d)

In 2003, the President’s Council on Service and Civic Participation founded the President’s Volunteer Service Award to recognize the important role of volunteers in America’s strength and national identity. This award honors individuals whose service positively impacts communities in every corner of the nation and inspires those around them to take action, too.

Led by the AmeriCorps and managed in partnership with Points of Light, this program allows Certifying Organizations to recognize their most exceptional volunteers.

<https://presidentalserviceawards.gov/about>





Sustainability Action Plan Social | Campus Feedback Analysis

Top 10 Actions: “Most Valued” and “Concerns Me”

Top 10: “I Value This




Top 10: “Implementation Concerns Me”

24.1.a. Building and Grounds Accessibility (Syracuse)	← 1 →	24.1.b. Building and Grounds Accessibility (Regional)
23.1. Equitable Student Success	← 2 →	6.1. Standardized Employee Orientation
1.2.b. Textbook Access (Online)	← 3 →	24.1.a. Building and Grounds Accessibility (Syracuse)
22.3. Single-Use Plastic Elimination	← 4 →	23.2.b. Student Compensation and Affordability
1.2.a. Textbook Access	← 5 →	8.7.b. Fitness and Contemplative Activities
26.1.a. IDEA Training Toolbox	← 6 →	14.3.a. Landscape Restoration
24.1.b. Building and Grounds Accessibility (Regional)	← 7 →	27.1.b. Ethnic Diversity Index
26.2. Space for Difficult and Open Conversations	← 8 →	10.1.b. Systematic Sustainability Integration
23.2.b. Student Compensation and Affordability	← 9 →	25.3. Emergency Financial Assistance
22.8.b. Electronic Materials Recycling	← 10 →	20.2. Electric Vehicle Charging Infrastructure



Action item numbers listed above correspond with action items included in the Sustainability Action Plan

Sustainability Action Plan Social | Campus Feedback Analysis

Top 3 Actions: By Function Area

	ACADEMICS AND RESEARCH		
	1 1.2.b. Textbook Access	2 1.3. Job Opportunities	3 3.3 a. and 3.3 b. Embody Sustainability in Campus Tours
	ADMINISTRATION, LEADERSHIP AND PLANNING		
	1 6.4. Pay Equity Assessment	2 6.3.a. Living Wage	3 8.5. Childcare
	ENGAGEMENT		
	1 13.10. Increase ESF's Visibility Across Scales	2 13.7.a. ESF K-12 STEM	3 13.9. Alumni-Student Community Building



FACILITIES AND OPERATIONS			
	1	2	3
	22.3. Single-Use Plastic Elimination	22.8a. and 22.8b. Electronic Materials Recycling	22.5. and 22.6. Compost Availability Bin/Sign Standardization
IDEA			
	1	2	3
	24.1.a. Building and Grounds Accessibility (Syracuse)	23.1. Equitable Student Success	26.1.a. IDEA Training Toolbox

Action item numbers listed above correspond with action items included in the Sustainability Action Plan



SUSTAINABILITY ACTION PLAN