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University at Albany STARS Report

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Recommended Citation

University at Albany
STARS REPORT

Date Submitted: Jan. 15, 2016

Rating: Gold

Score: 68.58

Online Report: University at Albany

STARS Version: 2.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

STARS 1.0, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

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Summary of Results

Score 68.58

Rating: Gold

Institutional Characteristics

Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	21.89 / 40.00
Research	14.95 / 18.00

Engagement

Campus Engagement	19.00 / 20.00
Public Engagement	14.23 / 16.00

Operations

Air & Climate	6.33 / 11.00
Buildings	4.69 / 8.00
Dining Services	2.62 / 7.00
Energy	3.20 / 10.00
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Transportation	3.76 / 7.00
Waste	4.37 / 10.00
Water	3.02 / 5.00

Planning & Administration

Coordination, Planning & Governance	6.33 / 8.00
Diversity & Affordability	8.76 / 10.00
Health, Wellbeing & Work	4.58 / 7.00
Investment	0.00 / 7.00

Innovation

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

Institutional Characteristics

Institutional Characteristics

Points Claimed	0.00
Points Available	0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This won't display

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

We do not have an agricultural school

Reason for excluding medical school:

We do not have a medical school

Reason for excluding pharmacy school:

We do not have a pharmacy school

Reason for excluding public health school:

Reason for excluding veterinary school:

We do not have a veterinary school

Reason for excluding satellite campus:

We do not have a satellite campus

Reason for excluding hospital:

We do not have a hospital affiliated with the campus

Reason for excluding farm:

We do not have a farm

Reason for excluding agricultural experiment station:

We do not have agricultural experimentation stations

Narrative:

The STARS report consists of operational information for our uptown and downtown campus as we follow the operational control protocol under the ACUPCC. The data for the remaining areas (academics, research, planning, engagement) will also include our school of public health.

Operational Characteristics

Score	Responsible Party
0.00 /	

Total adjusted for non-applicable credits

Criteria

n/a

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

Endowment size:

49,522,321 *US/Canadian $*

Total campus area:

535 *Acres*

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

5,806,849 *Gross Square Feet*

Conditioned floor area:

5,357,508 *Square Feet*

Floor area of laboratory space:

561,325 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

1,984,331 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0.50
Coal	4
Geothermal	0
Hydro	18
Natural gas	36
Nuclear	33
Solar photovoltaic	1.50
Wind	6
Other (please specify and explain below)	1

A brief description of other sources of electricity not specified above:

Oil is 1%
Diesel is used to test the generators in the life science building, science library and data center and if needed for emergency purposes.
This accounts for less than 1% of our electricity needs.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0

Electricity	0
Fuel oil	0
Geothermal	0
Natural gas	99
Other (please specify and explain below)	1

A brief description of other sources of building heating not specified above:

Propane is 1%
Diesel is used to test the generators in the life science building, science library and data center and if needed for emergency purposes.
This accounts for less than 1% of our heating needs.

Academics and Demographics

Score	Responsible Party
0.00 /	

Total adjusted for non-applicable credits

Close

Criteria

n/a

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

43

Full-time equivalent enrollment:

15,858

Full-time equivalent of employees:

4,075

Full-time equivalent of distance education students:

1,081

Total number of undergraduate students:

12,822

Total number of graduate students:

4,516

Number of degree-seeking students:

16,824

Number of non-credit students:

514

Number of employees:

4,764

Number of residential students:

7,500

Number of residential employees:

43

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed   21.89

Points Available   40.00

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

Credit	Points
Academic Courses	9.41 / 14.00
Learning Outcomes	0.48 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
	Mary Ellen Mallia
9.41 / 14.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	1,275	946
Number of sustainability courses offered	74	41
Number of courses offered that include sustainability	53	36

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

37

Total number of academic departments (or the equivalent) that offer courses (at any level):

43

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

STARS undergraduate and graduate courses_1.xlsx

An inventory of the institution's course offerings with sustainability content (and course descriptions):

see attached sheet above

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://www.albany.edu/gogreen/7.courses.shtml

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

The definition of sustainability and the types of issues that would be involved in each of the three pillars was determined by a committee consisting of 3 faculty members, the director of sustainability and a graduate student. The subsequent database, working off of these guidelines, was completed by UAlbany's sustainability fellow under the direction and review of the Director of Sustainability. This involved taking an inventory of the undergraduate and graduate bulletin. Based on its title and description, it was recorded whether a course was sustainability focused or related. We defined a sustainability focused course as a course that incorporates all three aspects of

sustainability: environment, equity and economy. We defined a sustainability related course as a course that incorporates two of the three aspects of sustainability. These definitions were determined with recommendations presented at the AASHE conference.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

If a course had multiple offerings or cross-listed in different departments, we only counted that course once.

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

255

Total number of graduates from degree programs:

4,237

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

UAlbany learning objectives.pdf

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

-Master of Science in Biodiversity, Conservation and Policy

-Bachelor of Science in Interdisciplinary Studies with a Concentration in Environmental Science

-Bachelor of Arts in Geography

-Master of Science in Environmental Health Sciences - Environmental Chemistry

-Master of Science in Environmental Health Sciences - Environmental and Occupational Health

-Master of Public Health - Environmental Health Sciences

--Master of Public Health - Public Health Biology

-Master of Public Health - Environmental Health Sciences Concentration Competencies

-Doctor of Public Health - Environmental and Occupational Health

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

see link below

The website URL where information about the institution's sustainability learning outcomes is available:

http://www.albany.edu/gogreen/files/documents/Sustainability%20Learning%20Outcomes2015.pdf

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

• Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

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

Interdisciplinary Studies with a concentration in Environmental Science

A brief description of the undergraduate degree program (1st program):

The Department of Atmospheric and Environmental Sciences offers a Bachelor of Science in Interdisciplinary Studies with a concentration in Environmental Science. Graduates with this concentration will be well qualified for a broad range of employment within the highly interdisciplinary field of environmental science. There are four distinct specializations within this major concentration: Ecosystems, Climate Change, Geography, and Sustainability Science and Policy

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

http://www.albany.edu/atmos/bachleors-program-environmental-sciences.php

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

Geography

A brief description of the undergraduate degree program (2nd program):

Geography majors have the opportunity to study the characteristics of space, location and place in the broader context of how people interact with both physical and human environments. Geography can be classified as both a natural science and a social science as it examines people and their environment and serves as a bridge between the physical and cultural worlds. Planning is a discipline and professional practice that deals with the form, organization, and orderly development of cities, suburbs, and rural areas.

The website URL for the undergraduate degree program (2nd program):

http://www.albany.edu/gp/geography_major.php

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

Globalization Studies

A brief description of the undergraduate degree program (3rd program):

The Globalization Studies major enables students to take a variety of courses focusing on the comprehensive and multidisciplinary analysis of globalization processes. It prepares students to 'think globally' by providing them with an undergraduate education that responds effectively to today's global interconnectedness and fosters a thorough knowledge and a critical understanding of the social, economic, cultural, political, and environmental forces that are reshaping the lives of peoples and nations around the world. At the same time, the major demonstrates that globalization is always implicated and embedded in the cultural and historical context of the 'local', which emphasizes the importance of a specific place, a community, or even an individual household.

The website URL for the undergraduate degree program (3rd program):

http://www.albany.edu/globalization/

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

Atmospheric and Environmental Science:

http://www.albany.edu/atmos/index.php

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Sustainability

A brief description of the undergraduate minor, concentration or certificate (1st program):

The minor in sustainability creates a curriculum that will help students understand what sustainability is and how it is perceived within various disciplines. Students will take courses that specifically address the environmental, geopolitical or social aspects of sustainability.

The website URL for the undergraduate minor, concentration or certificate (1st program):

http://www.albany.edu/gogreen/7.minor.shtml

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Globalization Studies

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The Globalization Studies minor enables students to take a variety of courses focusing on the comprehensive and multidisciplinary analysis of globalization processes. It looks at today's global interconnectedness and fosters a thorough knowledge and a critical understanding of the social, economic, cultural, political, and environmental forces that are reshaping the lives of peoples and nations around the world.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

http://www.albany.edu/undergraduate_bulletin/minors.html

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

Certificate in GIS

A brief description of the undergraduate minor, concentration or certificate (3rd program):

This certificate program provides undergraduates with professional and technical training in geographic information systems (GIS) and associated techniques of spatial analysis. Geographic information systems are computer-based systems for storage, analysis, and display of spatial data. The disciplines of cartography, remote sensing and computer graphics are closely linked to the study of GIS. In conjunction with GIS, methods of spatial analysis may be used to study a wide range of problems, including resource management, land management for agriculture and forestry, urban planning, land use mapping, market area analysis, urban social analysis and a host of other applications.

The website URL for the undergraduate minor, concentration or certificate (3rd program):

http://www.albany.edu/gp/gis_certificate_undergrad.php

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Score	Responsible Party
	Mary Ellen Mallia
3.00 / 3.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

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

Biodiversity, Conservation and Policy

A brief description of the graduate degree program (1st program):

Students learn the basic concepts in conservation biology, politics, policy and planning and how these fields interact in the real world. Biologists with a basic understanding of how policy relates to the goals of preservation and conservation are essential to conservation efforts. The program, with its multidisciplinary approach, allows students to examine decision-making processes as both scientists and policy analysts.

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

http://www.albany.edu/graduatebulletin/biodiversity_conservation_policy_ms_degree.htm

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

Regional Planning

A brief description of the graduate degree program (2nd program):

The mission of the Masters Program (MRP) in Urban and Regional Planning is to provide education for professional planning practice, to research and publish on planning-related issues, and to apply planning methods to improve the quality of life in communities and regions. The Program is interdisciplinary, student-centered and participative, integrating scholarship and practice. It emphasizes the importance of creativity, public involvement, social justice, professional ethics, and environmental sustainability.

The website URL for the graduate degree program (2nd program):

http://www.albany.edu/gp/masters_regional_planning.php

The name of the sustainability-focused, graduate-level degree program (3rd program):

Geography

A brief description of the graduate degree program (3rd program):

The unifying idea of modern geography is the study of spatial patterns in the cultural and physical features of the earth's surface. The program includes an interdisciplinary combination of classes in urban, social, cultural and economic geography; climate and environmental systems; geographic information systems, remote sensing, cartography, computer applications and spatial analysis.

The website URL for the graduate degree program (3rd program):

http://www.albany.edu/gp/masters_geography_and_planning.php

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

Atmospheric Science:

http://www.albany.edu/atmos/atmospheric-environmental-sciences-graduate-programs.php

Environmental Health Sciences:

http://www.albany.edu/graduatebulletin/environmental_health_sciences_ms_degree.htm

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

Geographic Information Systems and Spatial Analysis Certificate

A brief description of the graduate minor, concentration or certificate (1st program):

The purpose of the graduate certificate program is to provide graduate students in various disciplines, and continuing students working in government and private agencies, with professional and technical training in Geographic Information Systems and in associated techniques of spatial analysis. Various quantitative techniques of spatial analysis are used in bringing GIS products to bear on a wide range of problems, which include analysis of satellite imagery for applications in resource management, agriculture, forestry, and urban planning; land use mapping; computer map analysis and graphics; market area analysis; display of socio-economic data; and a host of other applications ranging from archeology to the analysis of acid rain.

The website URL for the graduate minor, concentration or certificate (1st program):

http://www.albany.edu/graduatebulletin/geographic_information_systems_graduate_certificate.htm

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

Global Health Studies

A brief description of the graduate minor, concentration or certificate (2nd program):

The Certificate is designed to equip graduate students, doctors, and other public health professionals with an in-depth understanding of the complexities and realities of global health. Participants of the program will enhance their capacity to design, manage, support and evaluate global health interventions. Global health involves the most fundamental values of society: social justice and health equity; collaboration and partnerships; capacity building; and ethical reasoning. Students of global health will acquire competencies that can be applied in both international and domestic settings, including project management, strategic analysis, and social, cultural, and political awareness. Students in this program are required to take EHS 607 Global Environmental Health Policy

The website URL for the graduate minor, concentration or certificate (2nd program):

http://www.albany.edu/globalhealth/certificate.php

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Score	Responsible Party
	Mary Ellen Mallia
2.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

    And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

The World of Environmental Health and Sustainability Living and Learning Community is a chance for incoming freshmen to live in a residential building with other students interested in the environment and sustainability, to take specific courses as an academic introduction to sustainability, and work closely with environmental organizations and student groups on campus. A total of three classes are taken together as a group supplemented by weekly luncheons with faculty mentors and weekly meetings with the community graduate assistant.

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

http://www.albany.edu/student_engagement/living_learning_communities.php

Sustainability Literacy Assessment

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0.00

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

We used the Sustainability Literacy Assessment Test affliated with the UN's Higher Education Sustainability Initiative. The test randomly selects 50 multiple choice questions that are designed to assess the student's knowledge related to sustainable development. A description of the test can be found at

http://www.sustainabilitytest.org/

According to

, "2/3 [of the questions] are related to Supra/International level (ie. global warming) and 1/3 [of the questions are] linked to national/regional level (i.e. local regulations and laws, culture and practices)."

A brief description of how the assessment(s) were developed:

From the Sustainability Test website: "[The questions] were based on the founding principles of sustainable development including basic definitions (e.g. sustainable development, corporate social responsibility, socially responsible investment, social entrepreneurship, etc....); trends and key figures of global issues covering environmental, social and economic dimensions. (e.g. demographic, biodiversity extinction, etc.; sources in international texts (e.g. international reports, UN conventions, etc.); and from reports and surveys from specialized national agencies. Some are structured by core subjects addressed in ISO 26000, the international standard for social responsibility of Organisations (7 core subjects and 37 core issues)."

A brief description of how the assessment(s) were administered:

The test was administered as part of an Environmental Economics class. 45 students completed a pre-test given online at the start of the semester. The same students then completed the same test at the end of the semester.

A brief summary of results from the assessment(s):

The literacy test showed a statistically significant improvement in student test scores. The overall average of correct answers pre and post test is listed below with the difference showing a statistically significance under a comparison of the means test.
Pre-Test Post-Test
Total 51.83 58.186
The areas where the greatest improvements in scores were in environmental and economic trends. This was not surprising, given the nature of the course. Currently a freshman seminar course entitled "Visual Images of Sustainability" is completing the same assessment to see if the course yields similar results.

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

http://www.sustainabilitytest.org/en/substainability_home

Incentives for Developing Courses

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
No

A brief description of the program(s), including positive outcomes during the previous three years:

A brief description of the incentives that faculty members who participate in the program(s) receive:

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

Campus as a Living Laboratory

Score	Responsible Party
	Mary Ellen Mallia
4.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

	Yes or No
Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No
Public Engagement	Yes
Other	Yes

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Our energy officer has formed a collaboration with our Department of Atmospheric and Environmental Science and she often speaks in their class, discussing various initiatives we have undertaken. Last year, she gave seminars followed by a tour for Professor Lazaer's, Keessee's and Tang's classes. The seminar covers a wide variety of topics including including alternative transportation, stormwater management, energy efficiency of the geothermal system and lighting system, water efficiency, use of non-potable water for irrigation, materials used –regional, recycled content and low VOC and Indoor Environmental Quality. The seminar is usually followed by a tour of one of our LEED certified buildings, usually Liberty Terrace or the new School of Business. Note: this example also applies to the

Energy category as this projects includes both elements.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

Five of UAlbany's new buildings have achieved LEED certification. We often host tours of buildings, especially Liberty Terrace and the Massry School of Business building. For example, our energy officer hosted approximately (58) students from the Department of Atmospheric and Environmental Sciences on April 2, 2014. The students participated in a presentation followed by a tour of the building as part of their course on Sustainable Development: Energy and Resources. The class was an excellent way for the University to integrate its building operations with curriculum.

In addition, the Academic Librarians Association Conference's attendees and the School of Social Welfare and Renaissance Corporation took a tour of the Liberty Terrace building on June 9 and July 9 respectively. The various energy efficiency and sustainability features of the building were highlighted during these tours.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Students in a freshman seminar class works closely with dining services to increase awareness and procurement of local foods in the dining hall. Their first outcome was successfully lobbying to get signage included next to dishes that are made with local products. In the following year, they partnered to put on a Local Food version of Iron Chef. Currently, the class is documenting the local farms we purchase from in order to make educational signage and poster that will be put in the dining hall.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Our energy officer has formed a collaboration with our Department of Atmospheric and Environmental Science and she often speaks in their class, discussing various initiatives we have undertaken. Last year, she gave seminars followed by a tour for Professor Lazaer's, Keessee's and Tang's classes. The seminar covers a wide variety of topics including including alternative transportation, stormwater management, energy efficiency of the geothermal system and lighting system, water efficiency, use of non-potable water for irrigation, materials used –regional, recycled content and low VOC and Indoor Environmental Quality. The seminar is usually followed by a tour of one of our LEED certified buildings, usually Liberty Terrace or the new School of Business. Note: this example also applies to the Air & Climate category as the project includes both elements.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

In the fall of 2013, students undertook a project to create a heritage garden on campus. In spring 2014, two classes were involved in the research needed to create the proposal for the garden. These included Professor Gary Kleppel's biology class who researched potential site locations and soil quality and Professor Mitch Aso's history class who research potential crops that would align with the vision of heirloom crops that represented various time periods in Albany's agricultural history. The proposal was submitted and approved. In the fall of 2014, the garden was constructed in the location recommended by the biology class. In the spring of 2015, the crops planted were aligned with the list created by the history class and first harvest occurred in fall 2015.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A student in Professor Lawson's transportation course (GOG502) completed a white paper that analyzed data from the campus commuting patterns and behavior survey and provided an analysis and recommendations for the Office of Sustainability and Parking and Mass Transit. She completed a Chi Square analysis of the survey data and found that the university can improve transportation efficiencies by re-examining our bus routes and establishing a carpooling database.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

Students in a freshman seminar class collaborated with the Office of Sustainability, Dining services and Chartwells to weigh the food waste that came out of one dining hall for two weeks. This was in order to get a baseline idea of food waste in order to implement a composting pilot. The information from this project was used in crafting a bid for a organic food waste hauling service. The pilot was initiated in spring of 2013 at one quad's dining hall. This service has since expanded to all of the quad dining halls.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Our newest residential area, Liberty Terrace, has served as the site for lessons in stormwater management, highlighting its raingardens, green roof and location next to Indian Pond, our retention basin that provides water to irrigate our fields and lawns. Classes have been brought to Liberty Terrace for tours on this topic. Most recently the incoming Educational Opportunities Program (EOP) class participated in an interactive lesson on green building and water management this past summer. Liberty Terrace has also served as a stop on the Capital Region Green Infrastructure tour.In addition, during our energy campaign, the housing managers at our apartment complexes host a "green your space" event at the beginning of the year. Water conservation, by doing full loads in the dishwasher and laundry are highlighted.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A group of students in the Urban Planning Master's Program conducted research for a project that created a bike-friendly campus at the University at Albany. The project was presented to Campus Planning who shared the idea with the Offices of Parking and Mass Transit Services, Environmental Sustainability, Residential Life and the University Police Department. Over the last 3 years, the Bikeable UAlbany initiative has been in effect, from planning to construction. Now students have a path around the entire campus that provides recreation, safety, and leisure to UAlbany students and the broader community.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

As part of the freshman seminar for the World of Environmental Sustainability, students complete in public engagement activities centered around sustainable food production. This included visiting area farms and taking photos of the land, crops, and the farmers. The students are working with our University Auxiliary Services to have these photographs and their written descriptors put up in the dining halls. The students also participated in gleanings and activities surrounding our campus garden as part of their curriculum.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

Taya Owens, a doctoral student in the Education Administration and Studies Program, used the STARS data from UAlbany and a variety of other institutions and analyzed these for trends for a graduate research paper in her Introduction to Research Methods as part of her program. Her work entitled "Growth or Decline? The Form and Function of the Sustainability Agenda in Higher Education." was awarded the 2014 AASHE Student Research on Campus Sustainability Award. In it she models the relationship between green campus form (academic or operational) and function (growth or decline strategy).

The website URL where information about the institution's campus as a living laboratory program or projects is available:

http://www.albany.edu/gogreen

Research

Points Claimed   14.95

Points Available   18.00

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

Credit	Points
Academic Research	11.95 / 12.00
Support for Research	3.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

	Score	Responsible Party
	11.95 / 12.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

191

Total number of the institution's faculty and/or staff engaged in research:

1,025

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

32

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

STARS research database_1.xlsx

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

See the above inventory

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

The Office of Sustainability reviewed each faculty web page and CV for research interest and publications and matched them against our university definition of sustainability. We designated research as sustainability related or sustainability focused. If research touched upon 2 of the pillars of sustainability, they were considered sustainability related. If it touched upon all three, it was considered sustainability focused. We included the work that supported or attempted to solve a major sustainability challenge in line with the principles outlined in the Earth Charter and UN's SDGs. Our sustainability definition is: Sustainability entails recognizing one's membership in the broader social and ecological community, exhibiting appreciation of and respect for others and the natural world, and acting justly to preserve the integrity, stability and beauty of human communities and natural systems.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

There have been numerous accomplishments over the last three years in a variety of disciplines. Below are two notable research projects being undertaken by our faculty:
The most advanced weather observation system in the nation is under construction in New York State, led by the University at Albany and its partners, the National Weather Service (NWS) and the New York State Division of Homeland Security and Emergency Services. The NYS Mesonet is a network of 125 state-of-the-art weather stations designed to support better planning for extreme and dangerous weather events.
University at Albany atmospheric scientists are tackling critical climate and weather issues across the globe. Thanks to the NYSUNY 2020 program, research is being conducted on West African monsoons, hurricanes, shrinking glaciers, and forecasting models.

The website URL where information about sustainability research is available:

http://www.albany.edu/gogreen/7.research_projects.shtml

Support for Research

Score	Responsible Party
	Mary Ellen Mallia
3.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

UAlbany strives to be a world class research university. As such, there are several programs to encourage graduate level research. In addition, a special focus on providing avenues for undergraduate research has taken hold in the last few years. The Vice President for Research's office provides a warehouse of support resources for students.

http://www.albany.edu/research/research-students.php

. Additionally, the University at Albany's Foundation runs a research program specific to undergraduate students.

http://www.albany.edu/giving/Undergraduate-Student-Research-Program-Brochure.pdf

These programs do not focus specifically on sustainability but are described here in order to show the campus-wide commitment to

supporting student research. The Office of Sustainability has built upon these resources to develop programs which provide encouragement for research centered on sustainability. These include a providing small grants and a recognition program with regards to research on sustainability. The Sustainability Innovation Grants program awards small grants for academically related activities. Student can apply for these grants to provide for research expenses or to attend conferences which might aid in their research. This grant program is also open to faculty for research or activities that augment their classes. The second way sustainability research is encouraged is via our poster session that occurs in conjunction with our Earth and Wellness Day event. An open call goes out in early spring for students to participate in the poster session. Students submit their sustainability related research project and the Office of Sustainability funds the cost of printing their poster, organizes the poster session and advertises it to the campus community. The students are given the opportunity to display and discuss their research during the event which usually attracts approximately 300 campus members.

The Office of Sustainability also offers credit bearing opportunities for students to conduct sustainability research via our university wide internship program (UNI390) or community service program (RSSW credit). These opportunities are based on individual interest. One such example is a UNI390 Internship undertaken by a student who developed a new beverage made from the Chaga mushroom. He explored the possibility of bringing his product to market as his research project.

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

http://www.albany.edu/gogreen/5.sigp.shtml

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

Yes

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

SUNY and the Research Foundation for SUNY (RF) have created the SUNY/RF Networks of Excellence to facilitate system-wide collaboration. The networks bring together professors and harness institutional expertise from across campuses to solve some of the world's most pressing problems. Each network assembles scientists and scholars from varied campuses to engage in a joint program of research on a specific topic. By bringing together the varied expertise distributed across campuses into a collective network, SUNY can better position itself to become a national and international scientific leader, compete for research grants, and educate the next-generation workforce.

The vision of the Network of Excellence in Energy, Environment, Education and Economics (SUNY 4E) is to identify and bring together faculty and facilities across SUNY in partnership with key academic institutions, the private sector and national labs, in unparalleled trans-disciplinary teams that lead the nation and the world in key transformative research areas that have a broad, positive and lasting impact on society. The 4E Network of Excellence will focus on research areas related to energy and the environment with associated economic considerations and the enhancement of educational opportunities across the SUNY system and beyond.

http://sunynetworksofexcellence.org/suny-4e

UAlbany has received several of these grants, a list of which is below.
1. From NY to the Amazon: Exploring fish nutrients as modifiers of health effects
PI: Beth J. Feingold, University at Albany (UAlbany)
Co-PIs: Roxanne Karimi, Stony Brook University (SBU); David O. Carpenter, UAlbany; Jaymie Meliker, SBU
2. Investigation of Multiscale Water Cycle Processes in the Hudson River Watershed in Support of DOE Energy-Water Nexus Initiative
PI: Qilong Min, University at Albany (UAlbany)

Co-PIs: Everette Joseph, UAlbany; Minghua Zhang, Stony Brook University; Martin Schoonen, Brookhaven National Laboratory (BNL); Yangang Liu, BNL

3. Aphid-Like Biosensors for Ecosystem Studies: NANAPHID Proof of Concept

PI: Andrei Lapenas, University at Albany

Co-PIs: George Robinson, University at Albany; Ruth Yanai, Syracuse University; James Castracane, University at Albany; Mohamed Trebak, University at Albany; Natalya Tokranova, University at Albany; Maurizio Mencuccini, University of Edinburgh; Adam Wild, Syracuse University

4. Climate Change and Extreme Weather in NY State and its Impact on Inland and Coastal Flooding

PI: Christopher Thorncroft, University at Albany

Co-PIs: Lance Bosart, University at Albany; Aiguo Dai, University at Albany; Henry Bokuniewicz, Stony Brook University; Brian Colle, Stony Brook University; Minghua Zhang, Stony Brook University

5. Joint Theoretical-Experimental Quest for Novel Carbon-Based Materials for Energy-Related Applications

PI: Marina Petrukhina, University at Albany

Co-PIs: Artem Oganov, Stony Brook University; Roxana Margine, Binghamton University

6. I-SEES-Institute for Smart Energy & Environmental Sustainability

PI: Omowunmi Sadik, Binghamton University

Co-PI: Catherine Lawson, University at Albany

7. Homeland Security Outside the Beltway

PI: James Fossett, University at Albany

Co-PIs: Kathryn Bryk Friedman, University at Buffalo; Christopher Thorncroft, University at Albany; Richard Perez, University at Albany

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

https://www.suny.edu/noe/4e/summary-of-research-projects/

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:
Yes

A brief description of the institution's library support for sustainability research and learning:

There are numerous databases that cover topics related to sustainability. A few of the most important databases related to sustainability include:

Environment Complete, EBSCO Academic Complete, Sociological Abstracts, ScienceDirect, Social Sciences Full Text, Energy and

Power Source and the Energy Citations Database.GreenFILE is a bibliographic database containing nearly 300,000 records covering information about environmental concerns.

The University has prepared several LibGuides on environmental topics including the following links:

http://library.albany.edu/dewey/blog/2014/11/resources-renewable-energy

http://library.albany.edu/subject/atsci.htm

http://libguides.library.albany.edu/content.php?pid=113139&sid=852563

http://libguides.library.albany.edu/content.php?pid=151374&sid=1348053

http://libguides.library.albany.edu/content.php?pid=128599&sid=1193642

http://libguides.library.albany.edu/content.php?pid=151373&sid=1287085

http://libguides.library.albany.edu/content.php?pid=148181&sid=1259072

Special Collections has a number of primary resources, for example:

-

http://library.albany.edu/speccoll/findaids/eresources/findingaids/apap197.html

-

http://library.albany.edu/speccoll/findaids/apap130.htm

-

http://library.albany.edu/speccoll/findaids/apap197.htm

-

http://library.albany.edu/speccoll/findaids/apap192.htm

Mike Knee and Sue Kaczor are the subject specialists in the Sciences and Mary Van Ullen is the Associate Director for Collections. They help oversee and maintain the library resources.
The Libraries have undertaken a Pinterest board: Go Green, Danes!

https://www.pinterest.com/ualibraries/go-green-danes/

to encourage sustainability literacy awareness.

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

225

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

The University does not have an open access policy but has developed a Scholars Archive, which is an institutional repository that collects, preserves, and provides online access to scholarly research and resources created by University at Albany faculty, staff and students. The goals of this open access repository are to increase discoverability and ensure long-term, reliable access to the University's scholarly output. The University also participates in the SUNY digital commons.

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

http://suny.researchcommons.org/

A brief description of how the institution's library(ies) support open access to research:

The university has developed a Scholars Archive and participates in a research commons developed by the SUNY system to provide an open access research portal that makes it possible to explore the breadth of scholarship across participating SUNY campuses.

The website URL where information about open access to the institution's research is available:

http://library.albany.edu/dewey/blog/2015/08/scholars-archive-makes-your-research-available

Engagement

Campus Engagement

Points Claimed 19.00

Points Available 20.00

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

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

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
	Mary Ellen Mallia
4.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

14,296

Name of the student educators program (1st program):

UAlbany Student Sustainability Council

Number of students served (i.e. directly targeted) by the program (1st program):

14,296

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

The Student Sustainability Council serves as the advisory board for the Office of Environmental Sustainability on all student initiatives. The Student Sustainability Council is comprised of chairs (ranging from 12-16 in number, depending on student interest), Res Life representatives, and delegates from the Student Association, the Graduate Student Association, and environmental student groups. Chairs positions are filled base on students' interests and education. The Chairs assume the responsibility for creating programs and educating the Student Sustainability Council, who in turn educate the campus.

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

Student educators on the Student Sustainability Council must apply for "chair" positions, and are appointed by the Office of Environmental Sustainability based on their experience and interests.

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

The Administrative Chair has the responsibility of training individuals who wish to apply for a chair position or sit on the council. Students learn about the key aspects of sustainability and sustainable programs, initiatives and operations at University at Albany. A training handbook has been compiled by the Office of Environmental Sustainability and is used in the training of student educators.

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

Student educators are provided with a $250 stipend at the end of each semester. A student educator may receive a reduced stipend or no stipend at all if their work, dedication, and achievements are not sufficient.

Name of the student educators program (2nd program):

Res Life Sustainability Committees

Number of students served (i.e. directly targeted) by the program (2nd program):

7,500

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

The campus is divided into 5 quads and 3 apartment complexes. Each living area has developed a sustainability committee of resident assistants (RA) and housing managers (HM). This group is responsible for developing large scale sustainability events each semester, as well as bringing the residents to sustainability-themed campus events.

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

The committees are comprised of resident assistants that are selected by res life professional staff members based on their interest in sustainability.

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

The Office of Sustainability conducts a session on sustainability as part of the RA mandatory training prior to the start of the academic year.

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

The Office of Sustainability offers coordination support for the committee events. In addition, the university has internal grants available to help fund programs.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Student Orientation

Score	Responsible Party
	Mary Alexis Leciejewski
2.00 / 2.00	Program Assistant
	Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

There are multiple ways in which sustainability is highlighted in new student orientation. The primary way it is highlighted is during Summer Orientation, when all students receive a packet which includes a guide to sustainability on campus. The Office of Environmental Sustainability has a table during the informational section of orientation that provides information about sustainable practices on campus and also about student involvement in sustainability and programs targeted towards students. The Orientation Assistants receive a briefing on sustainability practices and initiatives which they can communicate to new students. Also, when new residents move in, they are provided with either a reusable canvas bag, water bottle, coffee mug or other sustainable item from our University Auxiliary Services as a welcoming gift. CFL light bulbs are also available to all students through the Office of Environmental Sustainability's move in program. The Office of Environmental Sustainability also attends a transfer student and graduate student orientation at the beginning of each semester. These students are also provided with essential guides to sustainable practices, programs and student involvement on campus.

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

http://www.albany.edu/gogreen/8.fliers.shtml

Student Life

Score	Responsible Party
2.00 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

UAlbany Students for Sustainability - The purpose of this group is to serve the campus and community by initiating, coordinating and maintaining student driven sustainability projects on a campus and local level. The organization focuses on educating the community about sustainability and its meaning, it organizes student projects related to sustainability, holds fundraisers to engage specific projects, and tends to work in concert with other organizations on campus.

UAlbany Graduate Students for Sustainability - The purpose of this student group is to support graduate student's research and expertise in the sustainability field. This group allows them to continue their education by bringing in outside speakers, and funding students to attend conferences. They also work very closely with the Office of Environmental Sustainability and the undergraduate student group for sustainability.

Grow Green - UAlbany Grow Green is a group of dedicated students and faculty that are working hard to create and maintain a Heritage Garden on campus. The garden will serve as a living-learning lab for UAlbany students as well as the Albany community as a whole. By tying the garden to academics we can help bring students outside of the classroom to learn more about sustainable living. We hope to provide a living, beautiful example of New York heritage right on campus that will help promote a sustainable lifestyle in the UAlbany community.

Net Impact - Net Impact is an international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. NIUA, having adopted the mission statement of Net Impact, is committed furthering the practices of environmental sustainability and corporate social responsibility through business.

Student Sustainability Council - The Student Sustainability Council serves as the advisory board for the Office of Environmental Sustainability on all student initiatives. The council is comprised of student chairs (ranging from 12-16 in number, Res Life representatives, and delegates from the Student Association, the Graduate Student Association, and environmental student groups.

The website URL where information about student groups is available:

http://www.albany.edu/gogreen/5.students.shtml

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

Heritage Garden - The garden demonstrates the ecological, social, and economic benefits of increasing biodiversity and incorporating native species in urban landscapes,
promotes local and organic food production by producing food in a sustainable manner, without the use of pesticides, chemical fertilizers, or genetically modified organisms
provides the campus community with an engaged learning community to apply classroom knowledge within a living laboratory, promotes discussions on access to local and healthy food choices within the region, the presence of food deserts in our community, and the health impacts of food choices and encourages civic involvement and social interaction as means of establishing strong, resilient communities.

Urban Agriculture - Each year, students attend workshops on campus and at the Radix Ecological Center in downtown Albany, which promotes sustainable agriculture in an urban environment. Students learn the essential tools to start a garden either on their window sill or in a larger, urban environment. The Radix Urban Ecological Center also offers internship and community service opportunities to learn these skills.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://www.albany.edu/gogreen/garden/index.shtml

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Office of Environmental Sustainability and the UAlbany Graduate Students for Sustainability sponsored a Sustainability Roundtable monthly. Speakers included faculty members and outside professionals. Students, faculty and staff were invited to these presentations and discussions. There isn't a website for this series but rather individual fliers. A link to the Spring 2013 schedule is provided as an example. The 2015 version of the roundtable is a film series and was mostly posted/promoted via Facebook, not a web site.

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

http://www.albany.edu/gogreen/files/documents/Sustainability%20Roundtable%202013.pdf

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The website URL where information about the cultural arts event(s) is available:

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

UAlbany Outdoors - We are a student-run group that strongly encourages getting off campus and out of Albany and into the outdoors. Activities include hiking, backpacking, camping, snowshoeing, sledding/tubing. This group allows students to understand the importance of outdoors , and that they can enjoy the aesthetic and recreational benefits of the wilderness, as long as they do not leave a trace.

The website URL where information about the wilderness or outdoors program(s) is available:

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

First Year Experience - The World of Environmental Health and Sustainability Living and Learning Community is a chance for incoming freshmen to live in a residential building with other students interested in the environment and sustainability, to take specific courses as an academic introduction to sustainability, and work closely with environmental organizations and student groups on campus. A total of three classes are taken together as a group supplemented by weekly luncheons with faculty mentors and weekly meetings with the community graduate assistant.

Themed Semesters -
Fall: In the fall semester, we promote the Energy Campaign, which is a campus-wide competition to reduce energy usage. Throughout the semester, we host programs and educate students, faculty and staff how to save energy in a campus, dorm and apartment setting.
Spring: In the spring semester, we promote RecycleMania and Trashion Fashion. Throughout the semester, we host various programs and educate students, faculty and staff how to recycle and reduce waste, and the benefits of recycling, reusing and reducing.

http://www.albany.edu/gogreen/11.recycling_on_campus.shtml

The website URL where information about the theme is available:

http://www.albany.edu/gogreen/4.energy.shtml

A brief description of program(s) through which students can learn sustainable life skills:

Each fall, the apartments host a "Green Your Dorm" program. Appliances in the kitchen, living room, bedroom and bathroom are tagged with a sustainable tip that explains or suggests ways to make your living space greener. Students are also taught how to make effective green cleaning supplies.

There is also a " Model Green Dorm Room" that incoming freshmen and transfer students are shown on their orientation and tours of the campus. The fully furnished dorm room is tagged with sustainable tips and suggestions for students to make their dorm room greener.

The website URL where information about the sustainable life skills program(s) is available:

http://www.albany.edu/gogreen/files/documents/student%20conservation%20tips.pdf

A brief description of sustainability-focused student employment opportunities:

The Office of Environmental Sustainability offers numerous employment opportunities for students. There is at least one Student Assistant position open per semester. The job responsibilities include maintaining the bike share program and data, energy audits for apartments on campus, recycling and waste data for recycling campaign, and maintain the composting office program.

The Office of Environmental Sustainability also has the Sustainability Council, student advisory committee. Students hold chair positions and assume a leadership role in a specific aspect of sustainability on campus, such as alternative transportation, energy, recycling, etc. Students apply for these positions at the end of the spring semester and are appointed for the following year.

Internships and community service positions are also available in the Office of Environmental Sustainability. Although the students may not be paid, they are able to earn Community and Public Service credits and gain valuable experience in the sustainability field.

The website URL where information about the student employment opportuntities is available:

http://www.albany.edu/gogreen/5.students.shtml

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The Office of Sustainability partnered with the Educational Opportunities Program (EOP) experiential learning initiative in which selected EOP students participated in sessions related to environmental sustainability during the summer orientation experience. The group completed three rotations including one at our heritage garden, one about alternative transportation and bike maintenance and a final one at our LEED Gold Res hall and adjoining campus pond. These helped to introduce the students to the campus, its sustainability programs and groups they could become involved with after they arrive on campus.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

	Score		Responsible Party

Score

2.00 / 2.00

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

In the summer of 2011, the Office of Environmental Sustainability finished their web page. The new website is more visually appealing and contains more information about the office, events and programs, student opportunities and sustainable practices and regulations on campus. The website is regularly updated with new information.

The website URL for the central sustainability website:

http://www.albany.edu/gogreen/index.shtml

A brief description of the sustainability newsletter:

The Office of Environmental Sustainability releases a Sustainability Bulletin on a monthly basis during the academic year and once during the summer. The Bulletins contain information about programs and events that occurred in the recent month and information about the Office's and student groups' planned activities in the near future. The bulletin also includes information about the University's progress on its sustainability goals and answer commonly asked questions about sustainable practices on campus.

The website URL for the sustainability newsletter:

http://www.albany.edu/gogreen/6.bulletin.shtml

A brief description of the social media platforms that focus specifically on campus sustainability:

The Office of Environmental Sustainability regularly posts news and information on their Facebook, Twitter, Instagram and Tumblr pages. The social media platforms are kept up-to-date and actively followed by the student community, student organizations, Residential Life, Student Involvement and other offices on campus. The URLs are

http://facebook.com/ualbanygreenscene

;

https://twitter.com/ualbanygreenscn

;

http://instagram.com/ualbanygreenscn

;

The website URL of the primary social media platform that focuses on sustainability:

https://www.facebook.com/ualbanygreenscene

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

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

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

Signage in the Library - There are signs in the library that encourage students to print double-sided and to bring reusable water bottles and refill them at various water stations in the library.

Signage in the Buildings - There are signs in the buildings next to the elevators that encourage students, faculty and staff to save energy and take the stairs instead of the elevators.

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

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

In our dining halls, we have signage with information about our local food campaigns. All locally grown foods, vegetarian, vegan, and grass-fed beef are appropriately labeled. Starting in the 2014-2015 year, the dining halls feature a "food of the month", which promotes crops that are native to New York. The students and dining staff are educated about the importance of locally-grown food and learn various dishes to implement it in their diet. In the campus center, local foods are labeled.

https://ualbanydining.com/planet/index.html

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

https://www.ualbanydining.com/images/Local%20Farms%20Poster_22x28_tcm108-3306.pdf

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

Rather than creating a separate tour, the university has incorporated sustainability talking points into our regular tour given to all potential students. In addition, the model dorm room that is shown on the campus tour has been outfitted with green products and tips on more sustainable choices. We also meet with the tour guides in the beginning of the semester and provide them a training on sustainability programs and new initiatives.

The website URL of the sustainability walking map or tour:

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

We have created a brochure that contains all of the alternative transportation options available on campus. There is information about carpooling, mass transit, bicycle sharing, car sharing and emissions caused by transportation. They also contain information about driving green by using our hybrid buses and our newly installed Electric Vehicle charging stations. These brochures are available at various locations on campus such as at the Parking and Mass Transportation Office, The Student Association Office, Graduate Student Association Office and the Commuter Lounge. We have recently developed a new initiative for the UAlbany Bus Fleet, which contains a GPS. Students are able to view where their bus is compared to the scheduled arrival time on monitors throughout campus and on a UAlbany App on their smart phones.

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

http://www.albany.edu/gogreen/4.transportation.shtml

A brief description of the navigation and educational tools for bicyclists and pedestrians:

We have an alternative transportation brochure that provides information on this

The website URL for navigation and educational tools for bicyclists and pedestrians:

http://www.albany.edu/gogreen/4.bikeable.shtml

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

We have two brochures, Freshmen's and Transfers' Guides to Sustainability at UAlbany, that cover this issue for incoming students. We have materials such as brochures and fliers with conservation tips for on-campus living, how to "Green Your Space" and more generic "Green Living Wheels" with tips and ideas for sustainable living both on and off campus. We also have brochures that discuss best practices for recycling and conserving energy on campus.

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

http://www.albany.edu/gogreen/files/flyers/freshman%20orientation%20brochure%202015.pdf

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

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

A brief description of another sustainability publication or outreach material not covered above (1st material):

The website URL for this material (1st material):

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

A brief description of this material (2nd material):

The website URL for this material (2nd material):

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

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

A brief description of this material (4th material):

The website URL for this material (4th material):

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

A brief description of this material (5th material):

The website URL for this material (5th material):

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

A brief description of this material (6th material):

The website URL for this material (6th material):

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

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Score	Responsible Party
	Mary Ellen Mallia
4.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

• Increased awareness
• Additional members of a mailing list or group

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

The name of the campaign (1st campaign):
Fall Energy Campaign

A brief description of the campaign (1st campaign):

The Fall Energy Campaign is a competition between the dormitories and apartments on campus and the academic buildings and offices to see who can reduce the most amount of electricity compared to a historical baseline. As part of this campaign, students are provided with CFL light bulbs to replace existing incandescent bulbs and a portion of the monetary savings from energy conservation is returned to the dorms. The faculty and staff are also tested to see who can save the most energy in their offices/buildings. Students walk through buildings and classrooms on "Power Down Fridays" to turn off lights, computers, etc and leave "Energy Tickets" to let the faculty and staff know that they did not power down before they left for the weekend.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

Students learn how to practice sustainable methods in the dorm room. The competitive edge allows them to be more conscious of their actions, and to inspire and educate other peers of how to live in a sustainable manner. This program also teaches faculty and staff to be more aware of their actions and influence others to live in a sustainably. As a result of the Fall 2013 Energy Campaign, the campus saw a 15% reduction in electricity usage in the living area, 4% in the academic buildings and an 8% campus total.

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

http://www.albany.edu/gogreen/4.energycampaign.shtml

The name of the campaign (2nd campaign):

RecycleMania

A brief description of the campaign (2nd campaign):

RecycleMania is a nation-wide, friendly competition between colleges and universities to promote waste reduction activities in the campus community. The goal of this program is to motivate students, faculty and staff to increase recycling efforts and reduce waste generation, and generate support for campus recycling programs.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

Students receive a hands-on approach to recycling efforts and waste reduction practices. Each week is dedicated to a specific recyclable material and students are educated with the tools on how to recycle various materials. In the Spring 2014 competition, the campus saw a recycling rate of 15.7%.

The website URL where information about the campaign is available (2nd campaign):

http://www.albany.edu/gogreen/4.recyclemania.shtml

A brief description of other outreach campaigns, including measured positive impacts:

Trashion Fashion - In April 2014, University at Albany hosted its first annual Trashion Fashion show, featuring diverse array of student organizations, residential life, quads, and campus offices. The challenge is to create a wearable work of art using recyclable or reusable materials. This program brings attention to environmental sustainability. The second annual Trashion Fashion Show was held in spring 2015, and the third is planned for April 7, 2016.

Clothing Exchange - Each year, on Earth and Wellness Day (on or around Earth Day), the Office of Environmental Sustainability hosts a clothing exchange for students, faculty and staff. The office collects like-new used clothing items each spring in the dorms, quad offices, campus center, and various academic offices and buildings. The campus community is given the chance to browse for like-new clothes for free, and learn the positive impacts of donating and recycling/reusing clothes!

Employee Educators Program

Score	Responsible Party
	Mary Ellen Mallia
3.00 / 3.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

4,764

Name of the employee educators program (1st program) :

Sustainability Coordinators

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

4,764

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

The Sustainability Coordinators are faculty and staff who are interested sustainability and help to communicate and implement initiatives and policies. Coordinators are selected in two ways:

1. self selection

2. nominated by their peer/supervisor to represent their office.

A solicitation for nominations are sent out by the Office of Environmental Sustainability.

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

Coordinators attend an initial training on the sustainability programs and procedures of the university. A refresher course is held at the beginning of each academic year during the first meeting of the fall semester.

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

The sustainability coordinators program is overseen by the office of sustainability. Two staff people in the office focus their efforts on providing regular updates to the members, holding training sessions and conducting professional development opportunities as part of their duties.

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

http://www.albany.edu/gogreen/5.sustainability_coordinators.shtml

Name of the employee educators program (2nd program):

Number of employees served by the program (2nd program):

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

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

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

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

Staff Professional Development

Score	Responsible Party
	Mary Ellen Mallia
2.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

• Specialized training for a small group of staff

• The opportunity to participate in an institutional sustainability committee or group

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Any member of campus can become a sustainability coordinator. This program provides for specialized training in sustainability and sustainable practices of the university. The Sustainability Coordinators are given a training session at the inception of their role and required to complete a refresher training session every two years. In addition, a Northwest Earth Institute discussion course on climate change was offered to all coordinators to participate in with in intention of training them to hold recurring discussion courses in the future with other staff and faculty. Our first discussion course was held this fall. We are now positioned to conduct these discussion courses for any individual that wishes to participate. Our facilities staff was provided the opportunity to obtain the GPRO fundamentals certification and the advanced operations and maintenance or construction management certification. The training was held in October of 2014.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

1

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

http://www.greenupstateny.org/event-1766428

Public Engagement

Points Claimed 14.23

Points Available 16.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	Not Applicable
Community Service	3.23 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

	Score	Responsible Party

<div align="center">

Score

3.00 / 3.00

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business

</div>

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	*Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change *Commitment:* Institution provides faculty/staff and financial or material support *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:

Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

The Office of Sustainability has a partnership with the Upstate NY Chapter of the US Green Building Council. This partnership includes hosting the monthly Sustainability Speakers continuing education program as well as special events such as GPRO training. The office also promotes their Green Drinks series.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

The Department of Geography and Planning routinely works with a community partner as part of their spring Planning Studio class. An example of the kind of work they do is exemplified by the Spring of 2014 project when the department collaborated with the hamlet of Palenville, town of Catskill and Green County Economic Development to create a plan to develop nature trails, open space and eco-tourism for the area.The students listened to various stakeholders voice their ideas and opinions about what they would like to see

happen in their community. Students were broken up into groups and each group was mentored by at least one community member who was able to provide the opportunities and challenges the about the community. The planning studio completed their first technical memo covered the existing conditions of the community. A second technical memo discussed the opportunities and challenges. Students met with committee members in the middle of March 2014 to get feedback and finalize details for a public meeting to be held at the end of month. This meeting allowed for further interactions to take place between the planning studio students and community members. Attendees were encouraged to talk to the students working on the respective topic areas and mark up maps that were displayed with comments, questions, and suggestions. The studio then gave a presentation about why they identified the chosen topics areas and where they were headed with their proposed ideas. Following the public meeting, the planning studio took all the comments, questions and suggestions that were made and applied them to the draft final plan for Palenville which was submitted at the end of April 2014. The document went through several revisions and edit stages based on community feedback and a final plan was rendered at the end of the semester. The final report can be found at:

http://www.albany.edu/gp/files/2014_Spring_Palenville_Studio.pdf

This adheres to the criteria of collaborative in that the UAlbany faculty member that is teaching the studio and the students taking the course work closely with the appropriate community partner on a selected sustainability program or project development. The community partner plays an active role in setting the parameters of the study, providing feedback on the advance of the study and implementation of recommended actions.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

The Albany Promise was launched to improve educational outcomes for Albany's K-12 students and is co-led by Dr. Nancy Zimpher, SUNY Chancellor, the Albany School District Superintendent and a member of the Albany Common Council. Albany Promise is made up of education, community, business, civic and philanthropic leaders. Partners have jointly developed a cradle to career education vision, mission, and goals for the Albany community and meet frequently. Action teams have been developed to focus on three key areas: Early Childhood, Fourth Grade success and High School success in order to gauge progress. Since Dr. Robert Jones came to UAlbany as its President in January 2013, he has embraced The Albany Promise and its potential to have a positive impact on students and the City of Albany. UAlbany has taken the lead on the evaluation piece of the program and compiled the first Albany Promise report card in 2014.

http://www.albany.edu/news/files/ReportCard_2014-2.pdf

This fulfills the definition of a transformative partnership as it is a multi-year commitment devoted to improving the educational outcomes of students living in the Albany area for which the university and other entities are providing significant staff time and resources to make a success. The partnership involves a wide range of active stakeholders which play a role in setting the agenda, conducting program implementation and reviewing progress to inform future decision making.

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The University has several programs that focus on international issues. One such program that focuses on sustainability related concerns is our Center for Global Health. This serves as the School of Public Health's focal point for public health related international collaborations, research and programs. The Center offers opportunities to faculty for exchanges and research collaborations with partners throughout the world on a range of health-related topics and offers students opportunities for study abroad, short and semester-long exchanges, and international internships. Existing collaborations with universities and public health agencies include those in Mexico, Costa Rica, the Dominican Republic, Colombia, Sweden, the Netherlands, Estonia, the Republic of Georgia, Turkey, Russia, Romania, China, Vietnam, and India. The Center offers a Global Health Seminar series which focuses on preparing students to live and work in other cultures.

The website URL where information about sustainability partnerships is available:

http://www.albany.edu/outreach/index.php

Inter-Campus Collaboration

Score	Responsible Party
	Mary Ellen Mallia
2.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

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

Yes

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

Representatives from the Office of Sustainability have presented at the following conferences: AASHE, SUNY Sustainability Conference, Northeast Campuses Sustainability Consortium(NECSC), NY Association for Reduce, Reuse and Recycle (NYSAR3), Farm to Institution New England and Farm to Institution NYS.

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

In addition to AASHE, we are members of the New York Coalition for Sustainability in Higher Education (NYCSHE), NYSAR3 College Council, SUNY Sustainability committee, the NECSC, the Capital Region Clean Cities Coalition and the Environmental Consortium of Colleges and Universities

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

UAlbany partnered with Union College and several non-profit/municipal groups to create a climate change conference focused on resiliency. This conference was held in January of 2014. Preparation is currently underway for a second conference to be held in May of 2016.

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

http://www.union.edu/news/stories/2013/12/union-to-host-conference-on-climate-change.php

Continuing Education

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer continuing education or community education programs.

Community Service

Score	Responsible Party
3.23 / 5.00	**Dan Butterworth** Program Director Community Engagement

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

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

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

Submission Note:
The University was named to the President's Higher Education Community Service Honor Roll

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

Number of students engaged in community service:

7,126

Total number of students :

17,338

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

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

766,917

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

The University does not offer an official notification of community service on transcripts at this time. Students can obtain a co-curricular transcript through a self-reported system. Course codes will document experiential and engaged learning opportunities beginning in Spring 2016.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

The University has established an awards program honoring those that have engaged in exemplary community service and research. Faculty and staff report their community service hours via the end of year Faculty Research reports and self reporting system for staff.

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

http://www.albany.edu/outreach

Community Stakeholder Engagement

Score	**Responsible Party**
	Dan Butterworth
2.00 / 2.00	Program Director
	Community Engagement

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The senior leadership organizations that guide the planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community at the President's Executive Committee, the University Council, the University at Albany Foundation and two student organizations, the Student Association and Graduate Student Association.

http://www.albany.edu/administration/

Both the University Council and the University at Albany Foundation consist mainly of community members.

University council. Each state-operated campus of the SUNY system has an oversight Council, appointed by the Governor. These councils function subject to the general management, supervision and control of and in accordance with rules established by the State University Trustees. Nine of the ten members of the Council are appointed by the Governor for seven year terms. The tenth member is a student, who is elected for a one-year term by and from the students enrolled at the institution. The Council chair is appointed by the Governor. At UAlbany, council members consist of community members from various industries and organizations including the business, education and legal sectors.

University at Albany Foundation board: The mission of The University at Albany Foundation is to support and promote the activities and programs of the University at Albany, State University of New York by providing support, advice and counsel regarding fund raising, gift and grant management; developing and managing real property; and providing a strong base of private-sector support through the efforts of Foundation Directors. The directors are selected for their distinguished achievement in business, industry, and the professions along with their commitment to the advancement of the University at Albany.

http://www.albany.edu/uafoundation/uaf_about_us.shtml

There also exist several other entities throughout the university where community members can serve on advisory or decision making boards. Some of these include:
Alumni Board of Directors:

http://www.alumni.albany.edu/s/1642/02-alumni/index.aspx?sid=1642&gid=2&pgid=438

School of Business:

http://www.albany.edu/business/school-of-business-deans-advisory-board.php

Rockefeller College:

http://www.albany.edu/rockefeller/advisory_board.shtml

School of Public Health:

http://www.albany.edu/sph/30486.php

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

Participants on the boards mentioned above represent a diverse group both in professional background and personal demographics. In addition, the University participates in two key collaborations with the community which are the Albany Promise and the Capital South Campus Center.
The Albany Promise is a Cradle-to-Career Partnership that brings together community partners to improve the academic outcomes of

students from the neighborhoods of West Hill, Arbor Hill, and the South End. The objective of Albany Promise is to use a collaborative and evidence-based approach to ensure that all Albany students have the opportunity to succeed in school and beyond. The evaluation component of the program is headed by UAlbany's Center for Human Services Research.

The Capital South Campus Center is an innovative partnership formed of Trinity Alliance, Albany Housing Authority, the University at Albany and other local institutions of higher education to bring learning opportunities into the heart of Albany's South End.

The University hired a special advisor to identify, coordinate and assist the Center's staff in delivering quality programs for residents of the neighborhood.

http://www.albany.edu/news/60071.php

List of identified community stakeholders:

Those serving on the advisory boards listed above will come from a variety of community organizations including: SEFCU, Albany Medical Center, and various law, accounting and business firms. Stakeholders involved in the Albany Promise and the Capital South Campus Center include the Albany City School District, Albany Family Education Alliance, Albany City Common Council, SUNY System Administration, Trinity Alliance and the Albany Housing Authority

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The Albany Promise report summarizes the projects launched in 2014 in four key areas: Early Childhood Success, Third Grade Literacy and Fourth Grade Math Success, and College and Career Success. The report also documents the evolution of the partnership's goals, shared measurement structure, and process.

The 2014 Report Card outlines:

•The first-ever district-wide assessment of incoming kindergartners with a literacy-based tool, enabling the partnership to measure increases in kindergarten readiness

•Over 55 providers from 22 programs attended monthly professional development opportunities aimed at increasing the quality of early childhood programming in the City.

•After-school providers are being trained in the behavior management system used during school hours to improve consistency for students and allow for more learning time to be added to the students' day.

• In partnership with Albany High School, the Albany Promise implemented the first-ever universal, in-school administration of the SAT on October 15, 2014, raising the participation level from 53 percent to 82 percent. Black and Hispanic student participation rose from 46 percent to 61 percent.

http://www.albany.edu/news/57977.php

and

http://www.albany.edu/news/files/ReportCard_2014-2.pdf

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

http://www.albany.edu/outreach

Participation in Public Policy

Score	Responsible Party
	Mary Ellen Mallia
2.00 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

The university participated in the formation of the Capital Region Sustainability Plan as part of the Cleaner, Greener Communities program in 2012 with our Energy Office Indu, serving on the Executive Committee and other staff members serving on the waste, land use and food technical committees. See page 2 of the report for a list of participants.

http://www.nyserda.ny.gov/All-Programs/Programs/Cleaner-Greener-Communities/Regional-Sustainabi

lity-Plans/Capital-Region

Since then, the City of Albany has formed a Sustainability Advisory Committee and Director of Sustainability Mary Ellen Mallia and Biology Professor are members of the urban agriculture sub-committee.
Currently, the Director of Sustainability Mary Ellen Mallia is on the Farm to Institution NYS leadership team which advocates on behalf of local food procurement and policies to support NYS agriculture.

http://finys.hudsonvalleyfarmlandfinder.org/about

Additionally, Dr. Mallia served on the Albany County Solid Waste Commission which is in the process of finishing up recommendations for the Albany County Executive on waste reduction.

A brief description of other political positions the institution has taken during the previous three years:

As a public institution, we are discouraged from taking political stances. However, there are some issues in which the campus community rallies and provides a united stance. One such example is the recent defunding of Perkins Loan program. Our controller's office, Office of Student Financial Services, EOP and Student Association collaborated in several actions to encourage the federal government to refund the program. These actions included letters to Senators, a campus rally (see link), petitions, testifying in Washington (Maria Livolsi, Director of the Student Loan Center and President of COHEAO, Coalition of Higher Education Assistance Organizations) and hosting a press conference by Senator Chuck Schumer.

http://www.albany.edu/news/65181.php

A brief description of political donations the institution made during the previous three years (if applicable):

We are prohibited from making political donations.

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

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Submission Note:

Fair Trade website:

http://www.fairlabor.org/affiliates/colleges-universities?page=9

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

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

Yes

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

Yes

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

http://workersrights.org/about/as.asp

Hospital Network

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

Points Claimed 6.33

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	5.33 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
5.33 / 10.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	Yes
Purchased goods and services	Yes
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The university uses the most current version of the Clean Air Cool Planet calculator. We determine GHG via operational control, that is those buildings that are under direct ownership and maintenance of the university.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	28,416 *Metric Tons of CO2 Equivalent*	27,218 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,118 *Metric Tons of CO2 Equivalent*	973 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	17,311 *Metric Tons of CO2 Equivalent*	31,824 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	734 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

Not applicable

A brief description of the carbon sequestration program and reporting protocol used:

Not applicable

A brief description of the composting and carbon storage program:

Facilities Management's grounds department composts yard waste on campus. The food waste in the dining halls is brought to a regional windrow composting facility

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

The University purchased Green-e Energy certified clean source and American wind RECS for University Hall, Business Building, Service Building A and Liberty Terrace from Renewable Choice. In FY 14-15, we purchased 2-years' worth of RECS for the Business Building, SBA, Mohawk Tower and Liberty Terrace. In FY 13-14, we purchased 3-years worth of REC's for University Hall.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,671	7,056
Number of residential employees	43	43
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,868	15,040
Full-time equivalent of employees	4,764	3,649
Full-time equivalent of distance education students	1,081	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the GHG emissions baseline was adopted:

The baseline is representative of the year prior to any sustainability/energy efficiency/carbon reduction activities on campus. It also aligns with the baseline year set in the Copenhagen Accord.

Gross floor area of building space, performance year:

5,806,849 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	561,325 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	10,799 *Metric Tons of CO2 Equivalent*
Purchased goods and services	146 *Metric Tons of CO2 Equivalent*
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	1,712 *Metric Tons of CO2 Equivalent*
Waste generated in operations	6,417 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	106 *Metric Tons of CO2 Equivalent*

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Other represents the carbon emissions associated with water use on campus

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://reporting.secondnature.org/ghg/3484/

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Score	Responsible Party
	Lisa Donohue
1.00 / 1.00	Director of Environmental Health and Safety
	EHS

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

University at Albany complies with GNYCRR 248: Use of Ultra Low Sulfur Diesel Fuel and Best Available Retrofit Technology for Heavy Duty Vehicles (HDV).

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

University at Albany used EPA published emission factors (AP-42) and fuel consumption of the individual stationary sources.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	21.75 *Tons*
Sulfur oxides (SOx)	0.14 *Tons*
Carbon monoxide (CO)	18.64 *Tons*
Particulate matter (PM)	1.68 *Tons*
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The university works with a consultant who helps to monitor the emissions from our power plant and fill any relevant reports to the EPA. The university has been pursuing several strategies to reduce our footprint and emissions from the power plant including green building strategies and LEED certifications.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

Points Claimed   4.69

Points Available   8.00

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

Credit	Points
Building Operations and Maintenance	1.50 / 4.00
Building Design and Construction	2.19 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
1.50 / 4.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

Total floor area of eligible building space (operations and maintenance):

5,806,849 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

5,806,849 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

UA-MinEESustainabilityGoals-Final.doc

The date the guidelines or policies were formally adopted:

July 12, 2010

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

A high performance building guideline was developed by Facilities Management under the direction of their Associate VP and Energy Officer. This document was approved by the President and was updated in November 2010. In addition the university developed sustainability guidelines in 2009. These are available at:

http://www.albany.edu/gogreen/1.guiding_principles.shtml

There are several policies associated with operations and maintenance including a green cleaning, heating and cooling temperatures, intersession operations and indoor air quality. Links to formal policies:
Heating and Cooling temperature set
points:http://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/TempSetPointPolicy.pdf
Intersession operation:http://www.albany.edu/facilities/intersessionenergy/
Indoor air quality:

http://www.albany.edu/gogreen/files/documents/IAQ%20Plan.pdf

Green Cleaning:http://www.albany.edu/facilities/uaGreenCleaning.html
Green Guard certification info:

http://www.albany.edu/facilities/awards.html

http://www.albany.edu/facilities/documents/awards/suny_albany_HHPC.pdf

A copy of the internal recycling guidelines for staff (not available on the web) can be provided upon review.

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The Energy Office oversees the major building construction and renovation projects and aligns them with the building guidelines. In addition the energy officer is in charge of overseeing building operation in terms of heating, water and electricity usage and ensuring sustainable practices. Grounds and Janitorial services work in conjunction to implement our waste and recycling processes. A guideline document has been made for this staff. The head janitor conducts training and the office of sustainability has made presentations to grounds staff to discuss recycling and waste procedures and concerns. Janitorial services also sought out and received a Green Guard certification which not only ensures the purchase of green cleaners and supplies (such as microfiber cloths) but also requires a training and educational program.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

http://www.albany.edu/gogreen/4.buildings.shtml

Building Design and Construction

Score	Responsible Party
2.19 / 3.00	**Indu Lnu** Energy Officer Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

LEED Rating System
NC v2.1 Husted Building Rehabilitation - Silver certification, 44,336 SF
NC v2.2 SUNY Albany Liberty Terrace - Gold certification, 191,468 SF
NC v2.2 UAlbany New School of Business Building - Gold certification, 105,449 SF
NC v2.2 University Data Center - Gold certification, 42,742 SF
NC v2009 SUNY Albany Service Building A/Annex - Silver certification, 22,400 SF
NC v2009 SUNY University at Albany Mohawk Tower, awaiting Gold, 102,760 SF
NC v 2.2 SUNY RNA Institute Life Science building - Silver Certification, 12,908 SF

Total floor area of eligible building space (design and construction):

522,063 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	79,644 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	442,419 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	---

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

	Certified Floor Area
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

All new construction and major renovation projects on Campus must meet the UAlbany High Performance Design Guidelines found at

http://www.albany.edu/facilities/energy/documents/UA-MinEESustainabilityGoals.pdf

.

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

The UA High Performance Guidelines are shared with design team early in the process. Each phase of design is reviewed by University personnel to ensure compliance with guidelines. Submittals, change orders and substitution requests are reviewed by University personnel during construction to ensure changes do not adversely impact compliance.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.albany.edu/facilities/energy/documents/UA-MinEESustainabilityGoals.pdf

Indoor Air Quality

Score	Responsible Party
	Lisa Donohue
1.00 / 1.00	Director of Environmental Health and Safety
	EHS

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

5,337,508 *Square Feet*

Gross floor area of building space:

5,337,508 *Square Feet*

A brief description of the institution's indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

The university's IAQ plan includes an IAQ management policy for new construction, use of low emitting materials, a regular HVAC maintenance plan, and a complaint system through the Office of Environmental Health and Safety

The website URL where information about the institution's indoor air quality program(s) is available:

http://www.albany.edu/gogreen/files/documents/IAQ%20Plan.pdf

Dining Services

Points Claimed 2.62

Points Available 7.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit	Points
Food and Beverage Purchasing	1.62 / 4.00
Low Impact Dining	1.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
1.62 / 4.00	**Tim MacTurk** Regional Manager Sodexo

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

> • Local and community-based

> And/or

> • Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

32.80

A copy of an inventory, list or sample of sustainable food and beverage purchases:

UAlbany STARS OP 6 part 1.xlsx

An inventory, list or sample of sustainable food and beverage purchases:

See above. This list includes purchases for our five dining halls and catering services. 32.8% of the food served in the dining halls and catering services are local and/or sustainably sourced; when counting part 2 of the credit, the overall percentage is 29.10

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

Yes

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

23

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

UAlbany STARS OP 6 part 2.xlsx

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

See above. This list contains purchases for our on-site food outlets located on campus, (including the campus center food court and downtown café) the 518 market (convenience store) and concessions. When combining this with our dining hall and catering purchases the total is 29.10%

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

University Auxiliary Services (UAS) and Sodexo partner to bring local and sustainable food to the dining halls, convenience stores, vending machines, catering services and concessions. Our goal is to change the procedure of food ordering, rather than concentrating on a specific numeric goal. We place a priority on our distributors to find NY sourced, local and sustainably produced products.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

The purchases of food are collected by Sodexo. A Sodexo general manger and UAlbany's Director of Sustainability review the purchases to determine which will be considered local and/or sustainable. The criteria for sustainable food purchases are outlined by STARS. In addition, UAlbany participates in a SUNY wide initiative called Farm to SUNY. This entails placing an emphasis on procuring products

from NYS. As a result, our local purchases include items grown and produced in NYS. However, since Albany is centrally located, we have not found the NYS items are being procured from a distance greater than 250 miles and thus would also meet the STAR's criteria. Any items included in the dining services that are not food (such as paper products, trash bags, cleaning supplies, etc) were eliminated from the total food spend number.

Total annual food and beverage expenditures:

7,357,918 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	Yes
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services

operations are certified under:

None

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

https://ualbanydining.com/planet/index.html

Low Impact Dining

Score	Responsible Party
	Tim MacTurk
1.00 / 3.00	Regional Manager
	Sodexo

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

    Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

    And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

Info on sustainable dining options is available at:

https://ualbanydining.com/health/index.html

https://ualbanydining.com/planet/index.html

http://www.sodexo.com/en/corporate-responsibility/sustainable-development/environment/responsib

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

33

A brief description of the methodology used to track/inventory expenditures on animal products:

Data from the main suppliers of animal products was collected and sustainably produced items were identify. This includes purchasing grass fed beef for ground beef needs, local and humanely raised pork, participating in Sodexo's Marine Stewardship Council fish procurement program and purchasing dairy products from a cooperative. Note that the university instituted a grass fed beef and local "whole hog" purchasing initiative. All ground beef is grass fed, 33% of our pork purchases must come from local,humanely raised sources (currently 48% of pork in the dining halls meets this criteria), and we do holistic ordering with pork meaning that the university orders all the meat that is produced from a hog rather than ordering just select portions of meat. A worksheet detailing the low impact dining expenditure can be provided upon request.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

All five of our residential dining rooms offer vegan menu options which includes daily hot entrees', soup, and a vegan salad bar for both lunch and dinner 7 days a week throughout the school calendar year. All vegan menu options have appropriate signage and can be found on the dining services web link on the school's website. Our campus convenience store, as well as several retail dining locations, offer vegan options. Our upscale campus dining room and our catering department will graciously accommodate vegan requests.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

The university has converted its purchase of ground beef to all grass fed beef. The university has also committed to moving towards a more holistic method of ordering meat with our "whole hog" initiative. The university orders the entire hog and uses the various meats and parts for dishes in the dining halls. This accounts for one third of our pork purchases. In addition, reducing cross contact between

non-animal and animal foods is a priority for UAlbany Dining. We routinely train our staff in food safety and the importance of reducing cross contact between animal and non-animal foods.

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

7,357,918 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

2,463,360.34 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

699,612.38 *US/Canadian $*

Energy

Points Claimed 3.20

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	3.15 / 6.00
Clean and Renewable Energy	0.05 / 4.00

Building Energy Consumption

	Score	Responsible Party
		Indu Lnu
	3.15 / 6.00	Energy Officer
		Facilities Management

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	791,400 *MMBtu*	786,024 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	260,524 *MMBtu*	275,215 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	5,806,849 *Gross Square Feet*	4,563,296 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,000,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F)::

	Degree days (see help icon above)
Heating degree days	7,015
Cooling degree days	740

Source-site ratios::

	Source-Site Ratio (see help icon above)
Grid-purchased electricity	3
District steam/hot water	1

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted:

The university selected this baseline as it represents the year prior to when sustainability and energy efficiency programs were instituted. This also aligned with the base year cited in the Copenhagen Accord.

A brief description of any building temperature standards employed by the institution:

The University temperature setpoint policy can be found at

http://www.albany.edu/facilities/documents/TempSetPointPolicy.pdf

A brief description of any light emitting diode (LED) lighting employed by the institution:

The University standard for all exterior lighting is LED. University has successfully used LED for building mounted, parking lots and pedestrian pathway fixtures. Interior LED fixtures were installed in the Mohawk tower as part of the rehab project. Temporary lighting during construction was LED as well on this project. Ongoing Campus Center Expansion project is using LED for most of the ambient lighting. Several smaller retrofit projects have installed LED fixtures in offices, hallways and other spaces.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Occupancy and vacancy sensors are required and included in all spaces for all new construction/major renovation projects. University completed a major lighting upgrade project in all the academic buildings that installed occupancy/vacancy sensors in several offices, classrooms, and conference rooms.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

The 500 Bed Facility aka Liberty Terrace building employs 400-ton ground source heat pumps exclusively for heating and cooling the building. There is no additional source for heating or cooling. This building was the first LEED Gold certified building on campus and has a site energy use intensity of less than 64 kBtu/SF/year.

A brief description of any cogeneration technologies employed by the institution:

None. The University is currently developing a feasibility study for a 4.5MW combined heat and power plant.

A brief description of any building recommissioning or retrofit program employed by the institution:

Liberty Terrace underwent continuous commissioning for 2 years post-occupancy. The effort identified opportunities for optimization that were implemented. As part of the ongoing Energy Master Plan, four more buildings, Life Science, Husted, University Hall and Arts& Sciences will be retro-commissioned.

A brief description of any energy metering and management systems employed by the institution:

All buildings are metered for electricity and the information is collected centrally via SquareD Powerlogic system. All residential buildings have water meters that are connected to Siemens Building Management System (BMS). Chilled water to buildings is metered and reported to the BMS in each building.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

The ongoing Energy Master Plan is evaluating opportunities for replacement of equipment with energy efficient option. Campus has used capital money as well grants, rebates and incentive money to implement several projects to improve equipment/system efficiency.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Native plants and plant diversity is employed. 100% of the irrigation for all campus landscaped areas is from on-site stormwater retention pond.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Vending machines are supplied by vendors and the machines supplied in the last couple of years are LED lit.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Winter Intersession Energy Initiative is a 4-week shutdown/minimal operations program to conserve energy by shutting down/setting back mechanical and lighting systems in building during the winter break.
Air Handlers schedules are adjusted minimum 4 times a year to match building occupancy and class schedule and conserve energy by shutting systems down when no needed.
University has completed several lighting upgrades, air handling unit upgrades, and building controls upgrade to reduce energy use in existing buildings.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://www.albany.edu/facilities/energy/policies.html

Clean and Renewable Energy

Score	Responsible Party
	Indu Lnu
0.05 / 4.00	Energy Officer
	Facilities Management

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

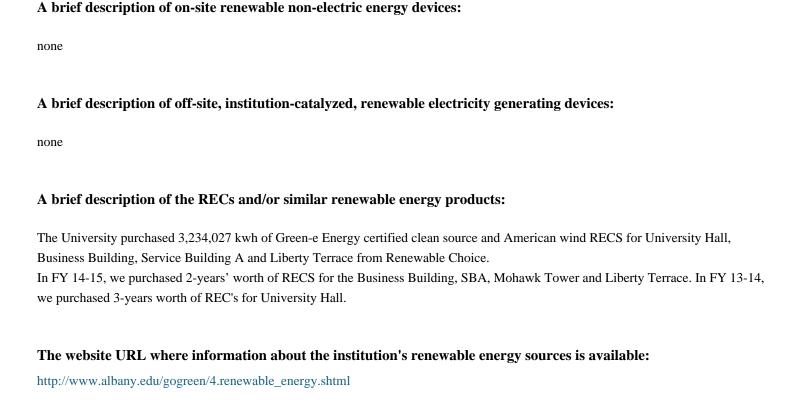"---" *indicates that no data was submitted for this field*

Total energy consumption (all sources, transportation fuels excluded), performance year:

791,400 *MMBtu*

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	190 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	9,010 *MMBtu*

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

The University has a 49.8 kW solar photovoltaic system on the Social Science building roof.

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

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

A brief description of the RECs and/or similar renewable energy products:

The University purchased 3,234,027 kwh of Green-e Energy certified clean source and American wind RECS for University Hall,
Business Building, Service Building A and Liberty Terrace from Renewable Choice.
In FY 14-15, we purchased 2-years' worth of RECS for the Business Building, SBA, Mohawk Tower and Liberty Terrace. In FY 13-14,
we purchased 3-years worth of REC's for University Hall.

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

http://www.albany.edu/gogreen/4.renewable_energy.shtml

Grounds

Points Claimed 3.50

Points Available 4.00

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

Credit	Points
Landscape Management	1.50 / 2.00
Biodiversity	2.00 / 2.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g. IUCN Category I-VI) • Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study. Close

Landscape Management

Score	**Responsible Party**
	Nancy Dame
1.50 / 2.00	Grounds Supervisor
	Grounds

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	535 *Acres*
Footprint of the institution's buildings	475 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	60 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

While there is no formal document, the grounds department adheres to IPM practices by assessing the presence of pests through baiting and monitoring to determine the level of infestation, determining the appropriate response (i.e. least toxic/minimal level of chemical use) and when spraying is necessary, only applying in targeted areas.

A brief summary of the institution's approach to sustainable landscape management:

Sustainable landscape management for the campus is approached in many ways. These include no phosphorus and strategic fertilizer and pesticide applications, higher mowing heights and reduced mowing areas, aeration, seasonal pruning and best practice plant care, use of native plant materials that require less irrigation, and the introduction of porous pavements limiting salt use and plowing.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

During construction and renovation projects, existing trees are protected with fencing extending to the canopy edge when possible. Air spading around root systems is encouraged to minimize disturbance and destruction during projects. Plants that have been identified to have pests or diseases are removed and new plantings are planted. New plantings are selected based on soil type and location. Locally grown nurseries are selected first when choosing plant material sources and invasive lists help guide preferred plantings. Some limitations and restrictions apply in this arena in order to meet the minority and women owed business (MWBE) requirements for the state.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

We have static piles on campus for lawn clippings, leaves, and tree debris.

A brief description of the institution's organic soils management practices:

Our soils on the uptown campus are naturally sandy. Plant selection to tolerate these soils is very important. Organic matter is provided during planting and yearly mulching with hardwood mulch provides additional soil enhancement. With no plant debris composting efforts on campus, plant bed and lawn area top dressing and nutrient recycling is limited.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Where economical, consideration of time of year, and existing and proposed plant conditions allow, plants will be moved and reused during construction and renovation projects. Groundcover plantings and shredded hardwood mulch are used to control weed growth in areas requiring a refined appearance.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

As part of stormwater management, we try to use green infrastructure practices as much as possible such as porous surfaces for parking lots and sidewalks, rain gardens and green roofs. We utilize surface and subsurface stormwater infiltration systems that discharge stormwater to the soil. The campus irrigation system utilizes stormwater runoff that is collected at Indian Pond as the source of water for the system.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

The university has begun to implement two strategies to reduce the environmental impacts of snow and ice. These include the use of porous surfaces reduces the use of salt and provide more traction and switching to a product that is 95% magnesium chloride (away for calcium chloride)

A brief description of any certified and/or protected areas:

None

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://www.albany.edu/gogreen/4.environment.shtml

Biodiversity

Score	Responsible Party
2.00 / 2.00	

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Jason Kersch
Landscape Architect
Office of Campus Planning

Close

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally

recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

No legally protected or internationally recognized areas but the Indian Pond area is very important area for the campus for biodiversity, wetlands and overall stormwater management.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

No

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

In 2008, the NYS Department of Environmental Conservation reviewed the NY Natural Heritage Program database for the Albany area. They provided a list of rare and state-listed animals and plants, significant natural communities and other significant habitats. The database is always being updated due to ongoing monitoring.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Indian Pond is our retention basin that is vital for our stormwater management, sustainable landscaping program and is a biologically diverse habitat. It is located on the east side of campus.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Indian Pond is subject to the guidelines in our landscaping master plan and stormwater management plan

The website URL where information about the institution's biodiversity policies and programs(s) is available:

http://www.albany.edu/gogreen/4.environment.shtml

Purchasing

Points Claimed 4.05

Points Available 6.00

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

Credit	Points
Electronics Purchasing	0.25 / 1.00
Cleaning Products Purchasing	0.79 / 1.00
Office Paper Purchasing	0.64 / 1.00
Inclusive and Local Purchasing	0.87 / 1.00
Life Cycle Cost Analysis	0.50 / 1.00
Guidelines for Business Partners	1.00 / 1.00

Electronics Purchasing

Score	Responsible Party
0.25 / 1.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:
Computer purchasing options.docx

The electronics purchasing policy, directive, or guidelines :

The university follows NYS Executive Order #4 expressing a preference for environmentally friendly purchases. One way that order is enacting is through our recommended computer purchases. The system of purchasing at UAlbany has both a centralized and decentralized element. Many computer purchases are done by IT staff for computer labs and other academically managed spaces. Some computer purchase decisions may be left up to individual offices without an assigned IT staff person. In these cases, the university has developed a list of recommended computer, monitor and printer purchases. This guideline is accessible to the UAlbany community via log in but not accessible to the general public since it contains a link for a quote

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

While the university is unable to monitor the exact purchases of each individual office, the bulk of the computer purchases are conducted by IT staff and therefore are able to follow the recommended guidelines. The IT staff has created a link off of their resource page for the UAlbany community looking to purchase computers. It is located at:

https://wiki.albany.edu/display/public/askit/Information+Technology+Services+askIT

The exact link to recommended products is only available via UAlbany log in since it contains a direct link to a quote from a state approved vendor and price via state contract. However, a list of the recommended products and their EPEAT certification is provided under the copy of the purchasing policy area above.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Score	Responsible Party
	Mary Ellen Mallia
0.79 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

All janitorial paper purchased is made from recycled paper.

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

EXECUTIVE ORDER.doc

The green cleaning product purchasing policy, directive, or guidelines:

The university purchases all Green Seal approved cleaners where applicable. Environmentally friendly cleaners and janitorial paper is mandated via the State of New York's Executive Order 4.

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

The university reports annually on our green cleaning purchases in accordance with Executive Order #4

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

62,401 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

86,970 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

As far as is possible Green Clean certified chemicals are used; Custodial department has received GREENGUARD certification for healthy high performance cleaning.

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

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

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Score	Responsible Party
0.64 / 1.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

New York State Executive Order #4 requires that copy paper, janitorial paper and other paper supplies purchased by each State agency or authority shall be composed of 100% post-consumer recycled content to the maximum extent practicable, and all copy and janitorial paper shall be process chlorine-free to the extent practicable, unless such products do not meet required form, function or utility, or the cost of the product is not competitive.

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

The purchasing department and the office of sustainability issued a university wide memo with regards to the order. The order is also listed on the purchasing web page.

as well as the office of environmental sustainability:

Purchasing tracks the bulk procurement of office paper and facilities management tracks the purchase of janitorial paper. The University at Albany complies with this order and regularly reports this data to the state at the end of each fiscal year.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	14,079 *US/Canadian $*
30-49 percent	27,308 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	16,417 *US/Canadian $*

Total expenditures on office paper :

57,804 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Score	Responsible Party
	Mary Ellen Mallia
0.87 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

The State University of NY system has a M/WBE Utilization Policy for Procurement Opportunities for New York State Certified Minority- and Women-Owned Businesses

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

The state MWBE goal of 30% is the highest in the nation.

https://www.k2intelligence.com/en/new-yorks-30-mwbe-state-contracting-goal-is-the-highest-in-th

e-nation/

SUNY has issued Utilization Procedures for Participation by Minority Group Members and Women (MWBEs) with Respect to State University of New York Contracts and can be found at:

http://www.suny.edu/sunypp/documents.cfm?doc_id=611

The University at Albany follows this directive and provides guidance on their purchasing webpage. In addition, it promotes the use of MWBE vendors via an annual purchasing fair.

http://www.albany.edu/institutionalservices/media/MWBEMemo1.30.14.pdf

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:
20.70

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:
http://www.suny.edu/sunypp/documents.cfm?doc_id=610

Life Cycle Cost Analysis

Score	Responsible Party
	Indu Lnu
0.50 / 1.00	Energy Officer
	Facilities Management

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

LCCA Policies:

Executive Order 88 Guidelines stipulate that life cycle cost analysis is one of the primary assessment tools used to evaluate whether a particular energy conservation measure or an energy-related capital project should be implemented. When deciding between multiple project alternatives, the alternative with the overall lowest life cycle cost should be the one selected. The following language is included in the Executive Order 88 Guidelines:

EO88 Guidelines Page 12:
Although typically not required for ASHRAE Level 2 energy audits, "cost-effective" measures will be determined using Life Cycle Cost Analysis ("LCCA"). A portfolio may include, but shall not be limited to, no-cost and low-cost operational improvements, retro-commissioning, capital energy efficiency retrofits, on-site renewable and high-efficiency combined heat and power, and other measures identified by the CMIT.

1. How are "required capital projects" defined? (EO88 Guidelines Page 14)

Any energy efficiency measure, or combination of energy efficiency measures, which result from an energy audit, and are deemed "cost-effective" shall be considered a required capital project. State Entities shall complete, or make substantial progress toward completion, any cost-effective measures identified during an energy audit or similar study within two years of the study's completion. Cost-effectiveness shall be determined by a Life Cycle Cost Analysis ("LCCA"). Specific parameters for the LCCA account for:

- Initial Costs—Purchase, Acquisition, Construction Costs
- Fuel Costs
- Documented Operation, Maintenance, and Repair Costs
- Replacement Costs
- Residual Values—Resale or Salvage Values or Disposal Costs
- Finance Charges—Loan Interest Payments

Appendix D - Determining Project Cost-Effectiveness (EO88 Guidelines Page 32)

Executive Order 88 explicitly requires that buildings with low benchmark scores must undergo an ASHRAE Level 2 energy audit. State Entities must then implement a cost-effective portfolio of measures and complete or make substantial progress toward completion of such measures within two years of the audit.1 For the purposes of EO 88, a project shall be considered cost-effective if the calculated Savings-to-Investment Ratio ("SIR") is greater than or equal to 1.20. Additionally, when evaluating multiple, mutually exclusive alternatives, the alternative with the lowest life-cycle cost ("LCC") is considered the most cost-effective and should be selected for installation.

Life Cycle -Cost Analysis Overview (EO88 Guidelines Page 32)

Life-Cycle Cost Analysis ("LCCA") evaluates the costs and savings that occur from owning, operating, maintaining, replacing, and disposing of an efficiency measure over its lifetime. This method typically discounts costs and savings to reflect the time value of money. Because it accounts for all costs and savings over the full life-cycle of the measure, LCCA provides the most accurate assessment of a project's long-term cost-effectiveness. Applying LCCA ensures that State Entities maximize savings opportunities and will ultimately help achieve the goals of EO 88.

LCCA Practices:

The Office of Campus Sustainability, Facilities Management, and other partners regularly incorporate life cycle cost analysis into day to day practice. Energy conservation measures in the forthcoming Energy Master Plan will include life cycle cost analysis. More and more, facilities staff are asking consultants to provide information about life cycle cost analysis of particular building features. LCC analysis was conducted to evaluate different alternates such as controls, OA reset and other energy saving features for the chiller replacement project for McKenna Theater. LCC analysis will be used when evaluating energy consuming products and technologies for the Engineering Innovation Hub, a new major construction project. In the future, the Office of Campus Sustainability will incorporate LCCA when evaluating fluorescent vs. LED bulbs in new construction and major renovation projects.

The Office of Campus Sustainability is supporting Lura Speth and Kevin Saunders in their evaluation of the life cycle cost effectiveness of investing in electricity savings software for campus computers. The extent that LCCA is used as a matter of policy and practice throughout the entire institution is unknown.

The website URL where information about the institution's LCCA policies and practices is available:

http://www.nypa.gov/BuildSmartNY/Guidelines.pdf

Guidelines for Business Partners

Score	Responsible Party
	Mary Ellen Mallia
1.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

> 1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

> And/or

> 2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The University at Albany has several guidelines associated with worker safety, worker compensation, working conditions environmental friendly purchasing policies and diesel emissions.

Worker Safety: Chapter 282 of the Laws of 2007, codified as Labor Law Section 220-h mandates that every worker employed in the performance of a public work project of at least $250,000 shall be certified as having completed an OSHA 10 safety training course

Prevailing Wage rate: On each pay stub contractors and subcontractors are required to provide written notice to all laborers, workers or mechanics of the prevailing wage rate for their particular job classification.

Working conditions: UAlbany follows the SUNY System's anti-sweatshop policy and a corresponding anti-sweatshop procedure. This policy and procedure are enforced on an ongoing basis, especially with apparel and sports equipment purchases originating from Athletics, Campus Recreation and Res Life.

New York State Labor Law 220 requires that:
* "No laborer, worker or mechanic in the employ of a contractor or subcontractor engaged in the performance of any public work project shall be permitted to work more than eight hours in any day or more than five days in any week, except in cases of extraordinary emergency."
It is the policy of the State University of New York (SUNY Board of Trustee Resolution June 16, 2009), to require contractors, subcontractors and licensees to certify to the adherence by manufacturers to labor standards in connection with working conditions, compensation, employee rights to form unions and the use of child labor.

http://www.suny.edu/sunypp/documents.cfm?doc_id=670

Environmentally friendly purchases: The SUNY Standard contract clauses prohibit the purchase of tropical hardwoods. Typically, wood sourced in construction contracts is certified by the Forest Stewardship Council.

Diesel emissions: The Diesel Emissions Reduction Act of 2006 requires contractors to certify and warrant that all heavy duty vehicles, as defined in New York State Environmental Conservation Law (ECL) section 19-0323, used by the contractors, their agents or subcontractors, comply with the specifications and provisions of section 19-0323 and any regulations promulgated pursuant thereto. Contractors unless specifically waived by Department of Environmental Conservation are required to use the Best Available Retrofit Technology and Ultra Low Sulfur Fuel. Qualification for a waiver under this law will be the sole responsibility of the contractor.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The Purchasing Department and Facilities Maintenance enforce the aforementioned policies and guidelines.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.albany.edu/purchasing/state_funded/vendor_information_sf.html

Transportation

<div align="center">

Points Claimed   3.76

Points Available   7.00

</div>

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

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

Credit	Points
Campus Fleet	0.11 / 1.00
Student Commute Modal Split	1.30 / 2.00
Employee Commute Modal Split	0.60 / 2.00
Support for Sustainable Transportation	1.75 / 2.00

Campus Fleet

Score	Responsible Party
	Mary Ellen Mallia
0.11 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

210

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	5
Plug-in hybrid	0
100 percent electric	15
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The university has pursued a conversion to alternatively fueled vehicles where applicable. All new light duty vehicles are alternatively fueled. 30% of the bus fleet are hybrids.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

	Score	Responsible Party
		Mary Ellen Mallia
	1.30 / 2.00	Director of Environmental Sustainability
		Finance and Business

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

65

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	35
Walk, bicycle, or use other non-motorized means	18
Vanpool or carpool	3
Take a campus shuttle or public transportation	43
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

The Office of Environmental Sustainability, the Office of Institutional Research, Planning and Effectiveness and Urban Planning Directors created the "UAlbany Student Transportation Survey: Fall 2013 based off of a similar survey conducted in the 2006-2007 school year. Nelson/Nygaard Consulting Associates completed that study, which was conducted at the Harriman Campus. The 2013 survey was conducted in a similar manner, with additional questions added that were more up-to-date and tailored to the UAlbany

population specifically. There were 1036 students who completed the survey. Twenty-five percent of the students live in one of the four on-campus quads (Indian, Dutch, Colonial and State), 12% live in one of the campus apartments (Empire Commons, Liberty Terrace and Freedom Apartments), 4% live downtown on Alumni Quad and 58% live off-campus.

The website URL where information about sustainable transportation for students is available:

http://www.albany.edu/gogreen/4.transportation.shtml

Employee Commute Modal Split

Score	Responsible Party
	Mary Ellen Mallia
0.60 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

30

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	70
Walk, bicycle, or use other non-motorized means	8
Vanpool or carpool	7
Take a campus shuttle or public transportation	15
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

Similar to the method to calculate the student modal split, the Office of Environmental Sustainability, the Office of Institutional Research, Planning and Effectiveness and Urban Planning Directors created the "UAlbany Student Transportation Survey: Fall 2013" based off of a similar survey conducted in the 2006-2007 school year. Nelson/Nygaard Consulting Associates completed that study, which was conducted at the Harriman Campus. The 2013 survey was conducted in a similar manner, with additional questions added that were more up-to-date and tailored to the UAlbany population specifically. There were 222 faculty and 424 staff who completed the survey.

The website URL where information about sustainable transportation for employees is available:

http://www.albany.edu/gogreen/4.transportation.shtml

Support for Sustainable Transportation

Score	Responsible Party
	Mary Ellen Mallia
1.75 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

     And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Other sustainable transportation initiatives and programs not discussed above include:

The University will be launching a mobile parking application to allow customers to pay for parking via mobile network. This will allow direct parking as opposed to going to a booth, paying, and then driving to location. This will help minimize unnecessary driving and will cut down on our carbon footprint.

The University will be launching a public awareness campaign regarding parking lots. The University has many open parking spaces on State & Dutch Quads. However, vehicles still attempt to park in full parking lots circling until a space is found wasting fuel and adding to the carbon footprint. We will attempt a campaign targeting this group with signage, videos, and PSA's.

The University hosted a Vehicle Display & Strategy Showcase on Earth Day, 4/22/15. On display will be alternative fuel vehicles & strategies that partake in the Capital District Clean Communities Coalition. Information on the coalition below.

Membership to the Capital District Clean Communities Coalition (CDCC). CDCC is part of the U.S. Department of Energy's Clean Cities program which is a network of nearly 100 Clean Cities coalitions across the country. CDCC looks to advance the Capital Region's economic, environmental, and energy security by promoting the use of alternative fuels, advanced vehicle technologies and policies that reduce petroleum consumption in transportation. CDCC members include local governments, agencies, organizations and businesses. Thirteen Capital District Clean Communities coalition members applied for and received funding under the USDOE Clean Cities FY09 Petroleum Reduction Technologies Projects for the Transportation Sector Funding Program. This program was financed through the American Recovery and Reinvestment Act of 2009. As part of this program the University was able to obtain 5 hybrid electric buses which are still in use.

Membership to the International Parking Institute (IPI). They are the largest and leading association of parking professionals and the parking industry. IPI's purpose is advancing the parking profession through leadership, education, professional development, conferences, connections, data collection, advocacy, & outreach. We also serve on the IPI-ITS task force. The ITS Parking Task Force discusses how ITS and parking can work together to improve a driver's experience and explores many opportunities to collaborate between these two systems. We have been invited to give the IPI-ITS presentation statewide on a couple of occasions.

Membership to the New York State Parking Association. The NYSPA is a statewide organization created to enhance the development of parking professionals within the State of New York to provide a forum in which New York State parking professionals can network, share and disseminate information specific to the parking industry, and to speak with a united voice.

On a long-term scale:

The University will attempt to add sensors in the parking lots and add VMS at critical campus entry points to alert vehicles of available lots (i.e. Lot A is full but Lot B has 200 spaces).This will also cut down above tendency. This will also be tied into a mobile application. Timeframe 3-10 years.

The University is also looking at a permit less system where by your license plate would be your parking credential. The License Plate Recognition (LPR) system will assist with targeted enforcement as opposed to driving in all lots looking for offenders. Additionally, customers will be able to interact and register online or over the phone thus eliminating a need to drive to the parking office. Timeframe 2-3 years.

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

The University at Albany provides shower facilities with lockers accessible to bicycle commuters in several buildings on campus. All new construction provides shower facilities and lockers in each building. There is a covered area where bikes can be parked at two areas near the academic buildings and at quad locations but no formal bike storage is provided.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

The University at Albany provides secure "hoop" (providing two places of contact on bicycle frame) bicycle rack parking at all new and renovated buildings, and is in the process of replacing all existing racks with "hoop" racks. Bicycle racks are located within 50 ft of the majority of non-residential buildings. Phase 3 of the UAlbany Bicycle Rack Implementation Plan was completed in October 2015. 38 full hoop racks and 4 bicycle fix-it stations were installed to replace outdated models on residential quads across UAlbany Uptown Campus. We currently do not offer long-term bicycle storage.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The University at Albany has completed over 75% of a multi-use path along the campus perimeter ring road, and plans are in place for completion of the path in the near future. The University at Albany also features a unique academic podium, containing all academic buildings under one continuous colonnade, which is accessible only to bicyclist and pedestrians. Residential locations are connected to the academic podium by sidewalks and multi-use paths.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The University at Albany offers a bike sharing program for on-campus students. The program is offered on three quads and is maintained by the wellness centers. Students can rent bikes for free, and are given helmets and bike locks. There are 25 bikes available in the bike share program. Participation is extremely high, and are currently searching for options to expand the program.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

UAlbany has received the designation of "honorable mention" in the 2015 League of American Bicyclists Bike Friendly University program

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Yes, the University will provide a 20% discount on parking decals for a low-emitting and/or fuel-efficient vehicle on campus. Vehicles will be considered fuel efficient vehicles that get more than 35 MPG combined city/highway. This discount is available upon request to campus personnel, including students, staff and faculty.

Yes, Capital District Transportation Authority (CDTA) services are available to University at Albany members at no charge that utilize a valid UAlbany ID card through its Universal Access Program. CDTA partners with many area colleges and universities to provide students with comprehensive transportation services. Each college has its own unique transportation arrangement tailored to their needs by using our regular fixed route, express and commuter routes that offer convenient service to colleges throughout the Capital Region.

Yes, The University at Albany also operates a Mass Transit system that offers bus service on all UAlbany at no charge. All UAlbany buses are equipped with GPS devices in order for passengers to obtain real-time bus information and to add a level of safety and security. The UAlbany bus system covers a wide area including the east campus, downtown & uptown campuses, as well as apartment & shopping shuttles.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The Capital District Transportation Committee and iPool2 offers a "Guaranteed Ride Home" service for students, faculty, and staff who regularly ride a bus, carpool, vanpool, bicycle and/or walk to the campus.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Yes, UAlbany has an employer module within IPool2 service provided in conjunction with state and local entities. IPool2 has partnered with New York State's 511NY Rideshare and 511NY network Go to their web site at

www.iPool2.org

and if you register using your UAlbany email, you will be automatically sent to our site so you may search for rides within our campus community. You also have the option to expand your search to local employers if you want. If you register and use alternate transportation twice a week, you will be eligible for guaranteed ride home through IPool. Should an emergency arise and you don't have your car available, they will provide a taxi ride.

No, the campus does not participate in a vanpool specifically although one is available in the area. CDTA partners with vRide to operate a number of vans in the Capital Region. Costs are based on monthly travel distance and van type. Currently, a first-come, first-serve grant is available to pay the first $300 of the monthly lease cost for groups in Albany, Rensselaer, Saratoga or Schenectady Counties.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

The University at Albany has partnered with Zipcar to provide a car sharing option. This program os eligible for students, faculty and staff who are 18 years or older and have a valid driver's license. The cars were available at several residential locations.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

Yes, the University has two level 2 chargers. These stations are available to students, faculty, staff, and visitors. One of the stations is located at Collins Circle Visitor lot for the uptown campus and one station on the downtown campus at Thurlow Parking lot.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The University has a program encouraging staff to purchase homes near the University. This involves a low interest loan in exchange for maintaining the home as a primary residence for no less than five years.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The university has a free bike registration program for all campus members

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.albany.edu/gogreen/4.transportation.shtml

Waste

Points Claimed 4.37

Points Available 10.00

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

Credit	Points
Waste Minimization	1.64 / 5.00
Waste Diversion	0.93 / 3.00
Construction and Demolition Waste Diversion	0.80 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
	Mary Ellen Mallia
1.64 / 5.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	843 *Tons*	238 *Tons*
Materials composted	300 *Tons*	0 *Tons*
Materials reused, donated or re-sold	10 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	1,967 *Tons*	2,623 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,500	7,160
Number of residential employees	43	43
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,858	15,875
Full-time equivalent of employees	4,075	3,649
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the waste generation baseline was adopted:

The baseline is in line with the year prior to any sustainability related initiatives on campus and also complies with the baseline year set in the Copenhagen Accord.

A brief description of any (non-food) waste audits employed by the institution:

Students employed by the institution conducted a waste audit of the University Library in the spring and fall of 2015. The data was gathered throughout the semesters. The spring audit helped to determine the approximated waste diversion rate along with the recycling to waste bin ratio. Recommendations were made for infrastructure enhancements for the fall. The fall data is currently being analyzed. It will be used to determine if the new infrastructure has been effective in increasing the diversion rate.

A brief description of any institutional procurement policies designed to prevent waste:

Executive Order 18 prohibits the use of state funds to purchase bottled water. The University at Albany chose to mandate this policy for its campus. A memo was sent out from the controller's office to eliminate the practice of supporting group water coolers and purchasing bottled water for state events.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The university purchasing department oversees the Office of Equipment Management. They maintain a list of surplus items available.

http://web.albany.edu/its/webgroup/equipment/surplus.asp

Office supplies are exchanged on an informal basis.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The University at Albany encourages faculty to utilize Blackboard Online Learning System or their own webpages to store class materials, documents and syllabi for students to access online, instead of printing out hard copies. Course catalogs, directories and the library's online reserve system are also on the Albany webpage.

A brief description of any limits on paper and ink consumption employed by the institution:

The University at Albany's Library services and Graduate Student Association have set their printers to automatically print double-sided. Both facilities also restrict free printing and users must pay for printing.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Each May, Office of Environmental Sustainability sponsors the move out program, "Give N Go". Large PODS are placed at each quad on campus and students are encouraged to donate unwanted household items, electronics and appliances. These items are donated to a local charity.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Office of Environmental Sustainability has distributed bins around campus, both academic and residential areas, for students, faculty and staff to recycle ink jets and toners, and for batteries. We also collect unwanted electronics. Ink jets and toners are recycled through Fundraising Factory, batteries are given to Environmental Health and Safety and electronics are sent to Regional Computer Recycling & Recovery (RCR&R).

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

The dining staff measure the pre-consumer food waste as part of Sodexo's Lean Path initiative.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

The dining services have reduced the size of plates and cups to reduce waste. Trays were eliminated over 5 years ago. Staff also controls portions by serving students themselves. Pre and post consumer food waste is picked up by an organics waste hauler to a composting facility. The hauler provides regular reports on the amount of food waste.

http://www.albany.edu/uas/composting.php

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Napkins in the dining halls are compostable. All dishware used in the dining halls are reusable. Condiment packets have been replaced with bulk containers. Water bottles have been replaced with water carafes.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

The campus center gives discounts for students, faculty and staff to tea and coffee when they bring their own reusable mugs.

A brief description of other dining services waste minimization programs and initiatives:

Dining services will donate left over food and supplies to area food pantries at the end of each semester and prior to week long breaks.

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

http://www.albany.edu/gogreen/4.recycling_and_waste_reduction.shtml

Waste Diversion

Score	Responsible Party
0.93 / 3.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

883 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,967 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The university has begun to institute a composting program, targeting dining hall and office food waste.

A brief description of any food donation programs employed by the institution:

Swipe With A Purpose - Student group on campus allows students to donate unused meal trades. The purpose of the group is to provide students with the tools to spread knowledge and awareness of hunger in our local community; To provide food to local non-profit food banks/kitchens by encouraging students to donate their "meal trades," and university designated "munch money," and "podium money" throughout the academic year.

A brief description of any pre-consumer food waste composting program employed by the institution:

The dining hall staff are taught to minimize pre-food waste and and compost. The university contracts with Sodexo, which has a waste management initiative called Lean Path where pre-consumer food waste is weighed.

A brief description of any post-consumer food waste composting program employed by the institution:

The dining hall staff are taught how to sort and correctly compost student-produced food waste. In addition, Sodexo teamed with the Office of Environmental Sustainability to conduct a weigh the waste event on World Food Day for the past two years.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes

Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Score	Responsible Party
	Mary Ellen Mallia
0.80 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

215 *Tons*

Construction and demolition materials landfilled or incinerated :

54 *Tons*

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

The university has high performance building guidelines and LEED certification requirements that strongly encourage the use of C&D recycling in new construction and major renovations. According to our LEED report and campus practices, 80% of our C&D waste was recycled.

Hazardous Waste Management

Score	Responsible Party
	Lisa Donohue
1.00 / 1.00	Director of Environmental Health and Safety
	EHS

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

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

All materials deemed hazardous, such as those in chemistry and biology labs, must be registered and approved before they are allowed on campus in an effort to reduce the amount of hazardous materials on campus and also prevent the spread of unknown materials.

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

The two following links provide information on the university's hazardous waste and recycling policies. Included are mercury containing lights and lamps, batteries, laboratory supplies,electronics, and pesticides.

http://www.albany.edu/ehs/pdf/UniversalWasteDisposalPolicyandGuidelines15.pdf

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

University at Albany has had no significant hazardous materials releases in the past three years. There was a minor oil spill of about 10 gallons.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

UAlbany does not have an inventory system for the reuse or redistribution of laboratory chemicals. Reuse and Redistribution does occur but it is more informal between researchers and labs. A chemical morgue was experimented with in the past, with an inventory attached, but researchers did not want to use another lab's chemicals for fear of contaminating their research. Most of the chemicals in the morgue were discarded as hazardous waste.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

-If a state-owned electronic is being discarded by an Office, it must first be inspected by the Office of Equipment Management. It will be determined if the item is eligible for the state surplus auction. If not, then the items will be tagged as "waste" and will be able to be recycled. All electronics are brought to a centralized location each month by the facilities staff. It is then wrapped and delivered to the recycling facility near the campus. Electronics recycling is included in our hazardous waste policy.

-The Office of Environmental Sustainability sponsors an electronics recycling day annually on campus. Faculty, staff and students bring personal electronics and appliances to be recycled by a company brought in.

-There are several recycling stations set up for ink jets and toners throughout the year and student workers in the office collect these items monthly. Through the Office of Environmental Sustainability, students can arrange to have electronics or appliances recycled by the facilities staff.

-During student move-out, the Office of Environmental Sustainability places PODS at each quad for students to donate/recycle used electronics and appliances that they no longer need.

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

The University at Albany has had a long and continuous commitment in providing a safe and healthful environment for all its community members. Safety is a serious subject - especially when dealing with chemical and hazardous materials.
Safe practice requires that users of chemicals and hazardous materials have a knowledge of potential hazards and a readiness to maintain safe conditions. It demands mutual responsibility and the full cooperation of everyone in the area. This cooperation means that each student, instructor, principal investigator, researcher, teaching assistant, graduate assistant, etc., must observe all safety precautions and procedures.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.albany.edu/ehs/Hazardouswaste.shtml

Water

Points Claimed 3.02

Points Available 5.00

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

Credit	Points
Water Use	1.02 / 2.00 This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

Credit	Points
Rainwater Management	2.00 / 2.00
Wastewater Management	0.00 / 1.00

Water Use

Score		**Responsible Party**

1.02 / 2.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

Indu Lnu
Energy Officer
Facilities Management

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low

Total water use (potable and non-potable combined)::

	Performance Year	Baseline Year
Total water use	217,273,000 *Gallons*	236,290,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	217,273,000 *Gallons*	236,290,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,500	7,160
Number of residential employees	43	43
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,858	15,875
Full-time equivalent of employees	4,075	3,649
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,806,849 *Square Feet*	4,563,296 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	20 *Acres*	20 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the water use baseline was adopted:

The water use baseline is in line with the year prior to any sustainability related initiatives on campus and also complies with the baseline year set in the Copenhagen Accord.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

A brief description of any water metering and management systems employed by the institution:

All residential buildings are metered for water use. A water audit is currently being conducted as part of the Energy master plan to identify opportunities for water conservation and efficiency.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

The University continues to replace high flow rate faucets, showers and toilets with low flow fixtures. Automatic sensors are used where appropriate.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

The UA High Performance Guidelines include water efficiency targets for all new construction and major rehab projects.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

100% of the water for landscaping on uptown campus is from Indian pond, an on-site storm water retention pond.

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

http://www.albany.edu/gogreen/4.water_conservation.shtml

Rainwater Management

Score	Responsible Party
2.00 / 2.00	**Frank Fazio** Stormwater specialist Facilities Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

• Data Center - Renovation of Service Building C includes roof and site runoff to subsurface infiltrators.
• Liberty Terrace(New) - Green roof, rain gardens and some porous sidewalks.
• Service Building A renovation – Porous pavement
• Campus Center expansion – Green roof, porous pavement, porous sidewalks.

• Business Building and Collins Circle (New) – Runoff collection to sub-surface infiltration chambers.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Some of the treatment system utilize infiltration and only overflows discharge to the storm sewer system. This includes subsurface infiltration chambers, trench drains, bio-retention, rain gardens, infiltration basins, and subsurface sand filter. Treatment systems that release flows include micro-pool extended detention, open channels, extended detention wet ponds, and pocket ponds.

The University Stormwater Management Policy encourages that whenever possible, runoff is infiltrated into sub-soils with little or no discharges.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

There is a green roof on the connector lobby of Liberty Terrace that is visible to the public. The Campus Center Expansion will also have a green roof when completed.

A brief description of any porous (i.e. permeable) paving employed by the institution:

There is currently porous pavement behind Service Building A and on the Purple Path behind SEFCU arena.

A brief description of any downspout disconnection employed by the institution:

There currently are no plans for downspout disconnects. However, if a building is involved in a project, it is looked at. Also, for all new construction, downspouts are connected to sub-surface infiltration systems whenever possible.

A brief description of any rain gardens on campus:

A demonstration rain garden was installed at the Alumni House with the Stormwater Coalition and Albany County Cooperative Extension. This treats the roof runoff from the building. There are also two rain gardens at Liberty Terrace that treat the runoff from the refuse structure roof.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

• There are two ponds at Liberty Terrace; a micropool extended detention and a pocket detention pond. These ponds treat the runoff prior to release to Indian Pond.
• A micro-pool extended detention pond is used to treat the runoff from the athletic stadium.
• Retention basins for infiltration are used at Tri-Centennial Dr. at Fuller Road, for runoff from Roads and building 25.
• There is an infiltration basin behind the grounds building that treats the runoff from the Vehicle Operations Building and the Grounds Building. An overflow from this basin goes to Indian Pond.

A brief description of any bioswales on campus (vegetated, compost or stone):

There currently are no bio-swales on the Campus grounds.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Other than those described, the only other management strategy is Indian Pond which has been in place since the development of the Campus. A good portion of the Campus runoff that is not managed by the new systems constructed is directed to Indian Pond for detention. Runoff collected at the Indian Pond is stored and used as the water supply for the Campus irrigation system. An outfall control structure maintains the level of the Pond.

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

http://www.albany.edu/facilities/stormwater/

Wastewater Management

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

271,273,000 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

Points Claimed   6.33

Points Available   8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	2.33 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
	Mary Ellen Mallia
1.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Environmental Sustainability is in charge of overseeing and coordinating the sustainability programs at UAlbany. This includes stewarding green initiatives, creating environmental education programs and developing sustainability policies. The office works with various academic departments, student groups and community organizations to implement environmental initiatives, such as recycling and energy conservation awareness programs. The Director is Mary Ellen Mallia.

Does the institution have at least one sustainability committee?:

Yes

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

The Sustainability Coordinators program is designed to give university employees the ability to work in unison with the Office of Environmental Sustainability on the "Green Scene" initiatives. Coordinators meet monthly to discuss how to communicate university wide sustainability programs and give feedback to the director. All coordinators complete a training on the current campus initiatives. Our goal is to have at least one person from every area of the university represented.

In addition, a Student Sustainability Advisory Council is selected to work on initiatives. The council is comprised of 16 chairs, Res Life representatives, and delegates from the Student Association, the Graduate Student Association, and environmental student groups. The chairs assume responsibility for topics tanging from food to transportation to energy. The chairs are appointed in the spring prior to the school year in which they will serve. The Res Life representatives are responsible for reporting about sustainability programming at each quad and publicizing sustainability campaigns on the quad. Because each chair and Res Life representative takes on special responsibility, he or she is awarded with a stipend.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Sustainability coordinators are listed at:

http://www.albany.edu/gogreen/5.sustainability_coordinators_list.shtml

Sustainability council members are listed at:

http://www.albany.edu/gogreen/5.sustainability_council.shtml

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

http://www.albany.edu/gogreen/5.sustainability_coordinators_list.shtml

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Environmental Sustainability has been charged with coordinating and advancing the sustainability efforts at UAlbany, working with a multitude of academic departments, student groups and community organizations to implement sustainable advancements and policies by:
Engaging the campus community in educational campaigns and programs
Furthering coordination among students, faculty, and staff around sustainable initiatives
Encouraging the conservation and efficient use of natural resources on campus
Advocating for further adoption of sustainable infrastructure
Increasing awareness of the University's responsibility to operate in an environmentally accountable manner
Assessing campus sustainability efforts to ensure fulfillment of institutional commitments

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

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

http://www.albany.edu/gogreen/1.staff.shtml

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Mary Ellen Mallia, Director of Environmental Sustainability

A brief description of each sustainability officer position:

The Director is charged with overseeing all sustainability initiatives, develop strategic plans for the implementation of sustainability projects, assessing efforts and advising senior staff on sustainability issues.

The website URL where information about the sustainability officer(s) is available:

http://www.albany.edu/gogreen/1.director.shtml

Sustainability Planning

Score	**Responsible Party**
	Mary Ellen Mallia
2.33 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	No
Purchasing	Yes	No
Transportation	No	No
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	No
Investment	No	No
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

N/A

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

N/A

Accountable parties, offices or departments for the Curriculum plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

N/A

The measurable objectives, strategies and timeframes included in the Research plan(s):

N/A

Accountable parties, offices or departments for the Research plan(s):

N/A

A brief description of the plan(s) to advance Campus Engagement around sustainability:

N/A

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

N/A

Accountable parties, offices or departments for the Campus Engagement plan(s):

N/A

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The University has developed a climate action plan, (

http://rs.acupcc.org/site_media/uploads/cap/785-cap.pdf

)
high performance building guidelines (

http://www.albany.edu/facilities/energy/documents/UA-MinEESustainabilityGoals.pdf

) and adheres to Executive Order 24 (

http://www.dec.ny.gov/energy/71394.html

) in order to guide our carbon reduction efforts.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Our annual greenhouse gas report on emissions and our climate action update reports submitted to Second Nature in conjunction with their Carbon Commitment serve as our measurable outcome.

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Energy Management
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Buildings:

The university developed high performance building guidelines (

http://www.albany.edu/facilities/energy/documents/UA-MinEESustainabilityGoals.pdf

) which sets a standard of LEED Gold, among other efficiency and renewable standards.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The achievement of LEED certification (with Gold as the target) for all new construction. The implementation of high impact projects as determined by our recent energy audit and the resulting decrease in energy consumption will serve as our objective. Executive Order 88 of NYS sets a target of a 20% reduction in source use intensity by 2020 (2010 baseline)

Accountable parties, offices or departments for the Buildings plan(s):

Office of Facilities Management
Office of Energy Management
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

N/A

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

N/A

Accountable parties, offices or departments for the Dining Services/Food plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Energy:

This is similar to our plans for air and climate and buildings. We follow our high performance building guidelines. The emphasis is placed on building energy efficient buildings, implementing efficiency projects in existing buildings, pursuing renewable and resilient strategies and strengthening energy conservation programs. We also follow Executive Order 88 which calls for a 20% EUI reduction by 2020.

http://www.governor.ny.gov/news/no-88-directing-state-agencies-and-authorities-improve-energy-e

fficiency-state-buildings

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The university is most focused on meeting the goals of NYS Executive Order 88 which calls for a 20% reduction in energy source intensity by 2020 vis a vis 2010

Accountable parties, offices or departments for the Energy plan(s):

Office of Energy Management
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

The university developed a landscaping master plan.

http://www.albany.edu/facilities/campusplanning/documents/LandscapeMasterPlan.pdf

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

Grounds Department
Office of Campus Planning

A brief description of the plan(s) to advance sustainability in Purchasing:

All state universities follow Executive Order 4 which includes green purchasing guidelines.

http://www.ogs.state.ny.us/purchase/spg/pdfdocs/EO4.pdf

Executive Order 18 prohibits the purchase of bottle water via state funds.

http://www.ogs.state.ny.us/EO/18/Default.asp

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Purchasing and Contracts
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Transportation:

N/A

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

N/A

Accountable parties, offices or departments for the Transportation plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Waste:

All state universities follow Executive Order 4 which establishes waste reduction reporting and goals as well as green purchasing guidelines.

http://www.ogs.state.ny.us/purchase/spg/pdfdocs/EO4.pdf

Executive Order 18 prohibits the purchase of bottle water via state funds.

http://www.ogs.state.ny.us/EO/18/Default.asp

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The university completes an annual report on our waste numbers via NYS Executive Order 4, these numbers are used to report on progress and create infographics for the campus community
Participation in EPA's Waste Wise and Food Recovery Challenge

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management
Grounds Department
University Auxiliary Services
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Water:

Water conservation guidelines are included in our high performance building guidelines

The measurable objectives, strategies and timeframes included in the Water plan(s):

Over the next two years, data will be collected and analyzed in order to create a more comprehensive and targeted water education and efficiency plan

Accountable parties, offices or departments for the Water plan(s):

Office of Energy Management
Office of Sustainability

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity is embedded in our current strategic
plan.http://www.albany.edu/strategicplan/files/Strategic%20Plan%20summary%2010-29-10.pdf
The diversity council has also issued an internal report making recommendations to the President on how to implement the goals embedded in our strategic plan. (available upon request)

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The university will conduct another campus climate survey in the next couple of years to compare to past results. In addition, the faculty diversity ratio will continued to be examined to see if faculty from underrepresented groups can be hired and retained in larger numbers.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Diversity and Inclusion
Office of Sustainability
Diversity Council

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

The broadest definition of sustainability entails "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland 1987). At UAlbany this translates into creating a citizenry whose understanding of and commitment to environmental sustainability informs and shapes the choices they make in their everyday lives, in the communities in which they live and work, in their careers, and in the myriad other ways they serve as citizens in a democratic society.

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

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The university has sustainability guiding principles and also has sustainability elements embedded in its strategic plan.

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

http://www.albany.edu/gogreen/1.guiding_principles.shtml

Governance

Score	Responsible Party
	Mary Ellen Mallia
3.00 / 3.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The main governing body of the university is the University Council and University Senate. The Senate includes faculty, staff, non-voting administrators, and students (graduate and undergraduates). Undergraduate and graduate students have one non-voting seat on the University Council (Board of Trustees) each. Graduate students have 5 seats in the University Senate, and undergraduate have 10 seats. Grads and undergrads also have voting representation in the SUNY System Student Assembly.

There are approximately a dozen executive positions for undergraduates (Student Association) and approximately six for graduates (Graduate Student Association). There are 30-40 students in each legislative body. There are hundreds of leadership positions available in undergraduate and graduate student groups.

There is also a University at Albany foundation board that provides advice and counsel regarding fund raising, gift and grant management and developing and managing real property. There is a student representative who sits on this board as well.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There are 5 graduate students and 10 undergraduate students on the Senate, which makes up about 20% of the entire University Senate. There are several additional positions available for these students on Senate Councils and subcommittees.These student representatives are selected either by election or appointment by the Graduate Student Association and the Student Association. The University Council consists of 10 members, 9 of which are appointed by the Governor and the remaining seat is for a student elected representative (undergraduate). In addition, there is a graduate student representative appointed to the council.

The student representative for the University at Albany Foundation board is an elected position.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

All of these issues of resources, planning, curriculum, communication, mission and vision go through one or more of the University's Senate Councils, which both undergraduate and graduate students have representation on. This includes the University Planning and Policy Council, the Graduate Academic Council, and Undergraduate Academic Council. Other Councils include the Council on Academic Assessment, Council on Research, among others. Additionally, large scale governance issues such as long term strategic planning are often handled by steering committees or task forces which are formed through a formal consultation process with the University Senate's Governance Council (which has student representation). For example, in the last three years the Senate has had a role in developing and approving a College of Engineering and Applied Sciences, the expansion of programs such as online TESOL certificates, majors and certificates in Human Development, Homeland Security, Cybersecurity, and Emergency Preparedness, the re-constitution of the committee on freedom of expression, academic freedom and community responsibility. The University Senate also had a role in forming Blue Ribbon Panels to investigate the working conditions and wages of Graduate Teaching Assistants and Contingent Faculty.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Faculty is defined by the University bylaws as including both teaching and professional staff. All of these groups have representation on the University Senate and all councils and committees.

Members of classified staff (CSEA) are not included in the faculty senate. Their avenue of participation in governance bodies would be through the Joint Labor Management Committee as well as express concerns over university matters and/or working conditions via the local CSEA chapter (#691)

http://www.csea691.com/

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The governing bodies that would most apply in this situation are the University Council and University Senate. Members of classified staff/CSEA do not have a representative at the University Senate and members of the University Council are appointed by the Governor.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Stragegic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

All of these issues of resources, planning, curriculum, communication, mission and vision go through one or more of the University's Senate Councils, which professional staff have representation on. This includes the University Planning and Policy Council, the Graduate Academic Council, and Undergraduate Academic Council. Other Councils include the Council on Academic Assessment, Council on Research, among others. Additionally, large scale governance issues such as long term strategic planning are often handled by steering committees or task forces which are formed through a formal consultation process with the University Senate's Governance Council. For example, in the last three years the Senate has had a role in developing and approving a College of Engineering and Applied Sciences, the expansion of programs such as online TESOL certificates, majors and certificates in Human Development, Homeland Security, Cybersecurity, and Emergency Preparedness, the re-constitution of the committee on freedom of expression, academic freedom and community responsibility. The University Senate also had a role in forming Blue Ribbon Panels to investigate the working conditions and wages of Graduate Teaching Assistants and Contingent Faculty.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Vice Chair of the Senate also sits on the University Council. Three elected representatives serve in the SUNY System Faculty Senate and report back to the University Senate.

All faculty members can run for University Senate positions in their School or College. There are two positions for part-time adjunct faculty. However, part-time faculty do not yet have voting rights but they can serve on the Senate's Councils and subcommittees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The governing body is primarily made up of teaching and professional faculty selected through faculty wide elections (faculty includes professional staff and teaching faculty).

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

All of these issues of resources, planning, curriculum, communication, mission and vision go through one or more of the University's Senate Councils, which faculty have representation on. This includes the University Planning and Policy Council, the Graduate Academic Council, and Undergraduate Academic Council. Other Councils include the Council on Academic Assessment, Council on Research, among others. Additionally, large scale governance issues such as long term strategic planning are often handled by steering committees or task forces which are formed through a formal consultation process with the University Senate's Governance Council. For example, in the last three years the Senate has had a role in developing and approving a College of Engineering and Applied Sciences, the expansion of programs such as online TESOL certificates, majors and certificates in Human Development, Homeland Security, Cybersecurity, and Emergency Preparedness, the re-constitution of the committee on freedom of expression, academic freedom and community responsibility. The University Senate also had a role in forming Blue Ribbon Panels to investigate the working conditions and wages of Graduate Teaching Assistants and Contingent Faculty.

The website URL where information about the institution's governance structure is available:

http://www.albany.edu/senate/

Diversity & Affordability

Points Claimed   8.76

Points Available   10.00

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

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.76 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
	Tamra Minor
2.00 / 2.00	Chief Diversity Officer
	Diversity and Inclusion

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Diversity and Inclusion assists in the recruitment, hiring, training, and promotion into all job levels the most qualified persons without regard to race, color, religion, gender, national origin, marital status, ancestry, sexual orientation, disability, status as a Vietnam-era veteran, age, or citizenship. To ensure a discrimination-free work environment, the OI will neither condone nor tolerate practices that discriminate against any person employed or seeking employment at UAlbany on the basis of race, color, gender, religion, marital status, national origin, ancestry, age, or disability. Additionally, the ODI reviews all other personnel matters, including but not limited to compensation, benefits, transfer, layoffs, college-sponsored training, education, tuition waivers, and social and recreational programs.The university also has a President's Council on Diversity and Inclusion whose work is to determine how to best promote good relationships between people of diverse backgrounds and to foster equality of opportunity for all members of our University community. If all members of our University are fully invested in an environment that encourages everyone to reach his or her full potential, this commitment will strengthen our University's academic and research mission and provide the high-quality education that all our students deserve.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.albany.edu/diversityandinclusion/index.php

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office of Diversity and Inclusion oversees a variety of activities around cultural competence. The predominant program is the iLEAD (Inclusive Leadership: Embracing & Accepting Diversity) initiative. The Program is divided into three entities: 1) speaker series; 2) campus-wide brown bag dialogues; and 3) train the trainer workshops. ODI has sponsored several campus conversations around issues of cultural competence and supports a transformation grant program that provides funding for campus entities to develop activities around the topic. ODI also coordinates training around sexual harrassment via the SHARP program.

The website URL where information about the cultural competence trainings is available:

http://www.albany.edu/diversityandinclusion/

Assessing Diversity and Equity

Score	Responsible Party
1.00 / 1.00	**Tamra Minor** Chief Diversity Officer Diversity and Inclusion

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

Submission Note:

The findings and recommendations of the President's Council on Diversity can be made available upon request.

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The University conducted a campus climate survey in 2008. A total of 2,648 undergraduates, 973 graduates, 609 staff members and 335 faculty members participated. The survey covered the following topics: overall satisfaction with the university, sense of connectedness, views about issues related to diversity and experiences of discrimination or harassment. The results of the survey were shared with members of the strategic planning committee and the President's Council on Diversity. The President's Council then drafted a report with findings and recommendations which are now under review and being implemented.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The survey and report discussed above included student data including composition of the student body and efforts on recruitment/retention.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The survey and report discussed above included data on both the faculty and staff composition and the issues of recruiting, hiring and retaining employees from diverse groups.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Data on the composition of senior staff was included in the Diversity Council's assessment for the President. The report and recommendations included a discussion of the value of community engaged research and the extra burden placed faculty from diverse groups to perform more service on campus committees.

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

http://www.albany.edu/diversityandinclusion/files/Climate_Executive_Report.pdf

Support for Underrepresented Groups

Score	Responsible Party
	Tamra Minor
2.00 / 2.00	Chief Diversity Officer
	Diversity and Inclusion

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

In addition to the training programs and resources available through the Office of Diversity and Inclusion, the University has two campus wide programs: EOP and Multicultural Student Success. The EOP seeks to provide opportunities for economically and educationally disadvantaged students of all races including supportive services designed to help students who need assistance in academic, financial, social and personal matters. The Multicultural Student Success office is committed to developing and maintaining a culturally inclusive and supportive campus environmental for all students. The office co-sponsors and advocates for programs which enhance the cultural competency of students, faculty and staff.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.albany.edu/multicultural

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The State University of New York university system has implemented a Discrimination Compliant Procedure policy effective April 29, 2015. UAlbany has adopted this policy for the campus. This outlines the process through which complaints about discrimination are handled. The Office of Diversity and Inclusion oversees complaints related to racial and ethnic discrimination. UAlbany has a Title IX coordinator who reviews complaints related to sexual discrimination.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

https://www.suny.edu/sunypp/documents.cfm?doc_id=451

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Score	Responsible Party
	Tamra Minor
1.00 / 1.00	Chief Diversity Officer
	Diversity and Inclusion

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Betty Shadrick, Assistant Dean of Graduate Studies and Director of Graduate Student Diversity and UAlbany AGEP Program Manager, oversees activities for graduate students from diverse ethnic and cultural backgrounds. Under her guidance, the Office of Recruitment, Retention and Intercultural Relations provides social and academic support programs throughout the academic year in the form of networking events, brown bag luncheon conversations and special occasion celebrations. The students are also afforded opportunities to participate in speaker symposiums and present research at national, state and local conferences. Assistantships and fellowship funding is available.

http://www.albany.edu/graduate/betty-shadrick.php

https://www.itlal.org/sites/default/files/2015%20description%20of%20FFTDP.pdf

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

http://www.albany.edu/news/65559.php?WT.source=ncfeed

Affordability and Access

Score	**Responsible Party**
	Mary Ellen Mallia
2.76 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

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

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

UAlbany participates in several programs including the federal work study program that provides part-time jobs to students with financial needs;

http://www.albany.edu/financialaid/awardsdetail_work.shtml

Federal Pell Grants are available to UAlbany students;

http://www.albany.edu/financialaid/pell.shtml

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federal grant awarded by the college to matriculated undergraduate students with exceptional need.

http://www.albany.edu/financialaid/awardsdetail_grants.shtml

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State.

http://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/grants/tap-eligibil

ity.html

EOP is a grant program for New York State residents who are admitted to the college through the Educational Opportunity Program at the beginning of their postsecondary study. Students must be full-time matriculated undergraduates.

http://www.albany.edu/eop/

The university participates in following TRIO programs:
Ronald E. McNair Postbaccalaureate Achievement
Student Support Services
Talent Search
TRIO Dissemination Partnership Program
Training Program for Federal TRIO Programs Staff
Upward Bound
Upward Bound Math-Science

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

The University has a campus wide UAlbany Access program, designed to create dialogs and training around cultural competency and understanding the differences/needs of students, including those from low-incomes.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Each summer, there is a mandatory pre-freshmen summer program that all EOP freshmen admits must attend. The program is a 5-week residential program that begins in July and ends in early August. The purpose of this program is to provide the students with a five-week orientation to University life and to assist them with preparing for college studies. The program is free. The full cost of tuition, fees, room and board, and books is paid for through an EOP Grant and university financial support. Small classroom instruction is offered to remediate, enrich, and provide a better start for university courses that will be taken in the fall semester. Students are also exposed to numerous academic and non-academic survival skills, extensive individual and group counseling sessions, and personal and educational advisement. Other priorities during the summer include extensive study skill enrichment and career awareness sessions.

UAlbany also participates in C-STEP (Collegiate Science and Technology Program). C-STEP is funded by the New York State Department of Education. Students who pursue a career in mathematics, science, technology or health-related fields qualify for the program. If chosen to participate, these students get to participate in programs that help them with research, graduate/professional school admissions preparation, standardized tests preparation and academic/career development activities.

http://www.albany.edu/oaae/cstep.shtml

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

The Carson Carr, Jr. Scholarship Fund
Named in honor of Dr. Carson Carr, a leading educator and administrator at UAlbany and director of the Educational Opportunity Program, this scholarship supports undergraduate students who demonstrate financial need and who are in good academic standing. First preference is for students who are from the Capital Region.
The Bosco Family Scholarship Fund
Established by Ronald A. Bosco, Ph.D., Distinguished Professor, Bernadette M. Bosco, MBA '89 and Mary Angela Costabile, this scholarship is awarded in conjunction with UAlbany's Second Chance Scholarship Program. The Second Chance Scholarship Program was established to assist economically and/or educationally disadvantaged students who require financial support to undertake successful post-secondary education, and are identified as having the potential and the desire to continue their formal education.
The Louise DeAngelis Hall Student Aid Endowment
Established by Louise DeAngelis Hall '42 to be awarded to students for educational purposes, and who are part of the Educational Opportunities Program.
The Yang Family Scholarship Fund
In order to provide scholarship support for students who demonstrate financial need, in consideration to academic achievement (2.7 minimum GPA), this endowment fund has been established by Mark C. Yang '92 and his parents, Mr. Hung Chow Yang and Mrs. Shiu Shia Hu Yang. Special consideration may be given to students enrolled in the Educational Opportunity Program (EOP) or a comparable program designed to meet similar goals.
In addition there is the New York State Tuition Assistance Program (TAP) and University at Albany Alumni Association Scholarships

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

The Educational Opportunity Program conducts outreach to parents of low-income students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Educational Opportunity Program collaborates with admissions to conduct outreach and recruitment efforts of low-income students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

see above

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

see above

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

There are a variety of scholarships for students who wish to attend school at part-time:
- Part-time students are eligible for Pell Grants that they can apply for through the federal government.
-The Aid for Part-Time Study (APTS) program is a state program that awards up to $2,000 for qualified part-time undergraduate students. Eligibility for this program is based on economic need and the amount of credits the student chooses to pursue.

http://www.albany.edu/financialaid/apply_apts.shtml

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

UAlbany has an on site child care facility called UKids which offers early childhood care programs as well as school age programs (Summer camps, school break programs).

http://www.albany.edu/ukids/

A brief description of other policies and programs to support non-traditional students:

The university has established a program to assist veterans in getting their degree. See:

http://www.albany.edu/veterans/vet.php

Financial aid is available and listed at:

http://www.albany.edu/financialaid/awardsdetail_mil.shtml

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	53
The graduation/success rate for low-income students	67
The percentage of student financial need met, on average	26
The percentage of students graduating with no interest-bearing student loan debt	30

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

Points Claimed 4.58

Points Available 7.00

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

Credit	Points
Employee Compensation	2.97 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.61 / 2.00

Employee Compensation

Score	Responsible Party
	Mary Ellen Mallia
2.97 / 3.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

4,764

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

4,689

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

485

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

450

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Most employees at UAlbany are covered under collective bargaining via various unions including:
Faculty and staff of the United University Professions (UUP)
Staff of the Civil Service Employees Association (CSEA)
Public Employees Federation (PEF)
Graduate Assistants / Teaching Assistants of the Graduate Student Employee Union (GSEU)
Non-management / non-supervisory staff of Sodexo (CSEA)

The following employees on campus are not covered by collective bargaining agreements:
Management Confidential employees
Supervisory / Management staff of Sodexo

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

4,764

Number of employees of contractors that receive sustainable compensation:

485

A brief description of the standard(s) against which compensation was assessed:

The standards used to determine sustainable compensation include:

1. The Governor's new initiative whereby all SUNY workers will receive a minimum wage of $15 per hour.

https://www.suny.edu/suny-news/press-releases/01-2016/01-04-16/governor-cuomo-announces-state-u

niversity-system-to-raise-minimum-wage-for-employees-to-15.html

Note: all UAlbany employees under the state payrolls wage will be increased according to the time schedule laid out in the Governor's plan

2. The existing Prevailing Wage Acts including Davis Bacon, McNamara-O'Hara and Walsh-Healey Public Contracts.

http://www.albany.edu/purchasing/research_funded/information_for_vendors_rf.html#Prevailing_Wag

es

The Employee Relations Office is responsible for administering and ensuring adherence to the provisions of eight separate collective bargaining agreements covering over 3,400 State employees. The office works closely with all levels of University management to provide counsel and guidance regarding the application of the provisions of the Agreements; address issues of employee misconduct and labor matters, both on campus and before external administrative review bodies; conduct workshops and seminars for University managers regarding contract administration and grievance resolution; and, facilitate local labor / management activities. The office serves as the University liaison for labor matters with external constituents such as the Governor's Office of Employee Relations, Department of Civil Service, and SUNY System Administration.

On each pay stub contractors and subcontractors are required to provide written notice to all laborers, workers or mechanics of the prevailing wage rate for their particular job classification. In the event that the required information will not fit on the pay stub, an accompanying sheet or attachment of the information will suffice. They are required to post a notice at the beginning of the performance of every public work contract on each job site that includes the telephone number and address for the Department of Labor and a statement informing laborers, workers or mechanics of their right to contact the Department of Labor if he/she is not receiving the proper prevailing rate of wages and/or supplements for his/her particular job classification. The required notification will be provided with each wage schedule. This provision is an addition to the existing prevailing wage rate law, Labor Law Section 220, paragraph a of subdivision 3-a.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Wages and benefits are in line with those stipulations outlined in their collective bargaining agreement. State and Research Foundation Employees benefits include Health, Dental and vision insurance, Retirement, vacation, sick and personal leave. Tuition assistance, etc. A

minimum of $10.98 per hour must be paid. Governor Cuomo's action to increase minimum wage at SUNY— which will need to be formally approved by the SUNY board in January 2016 — would continue to bolster support for a broader statewide push for a $15 minimum salary for all jobs, public and private. The university will align its minimum wage with state requirements.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

If under 50% FTE, employees are not eligible for benefits. A minimum of $10.98 per hour must be paid.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

If the staff member is full time, they would receive similar benefits list above, if they are part time, they must be at least 50% FTE to receive benefits. A minimum of $10.98 per hour must be paid.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The university has taken steps to examine the working conditions and pay of adjunct and contingent faculty. A report was recently released by a panel convened by the Provost and contained several recommendations. A summary of their work and a link to the full report is available at:

http://www.albany.edu/news/65340.php

Currently adjuncts are paid the equivalent of approximately $2,400 per semester for a 3 credit hour course, retirement and sick leave eligibility. They must teach 2 courses to be eligible for health benefits.

One step toward implementation of one of the panel's key recommendations was realized in the 2016-17 Compact Budget Process, released by President Jones in October. It included $400,000 to begin to address increased compensation of our part-time faculty.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The panel mentioned in the above passage also examined the conditions of graduate student workers and made several recommendations including increasing stipends and expand support. A list of the recommendations and a link to the report can be found here:

http://www.albany.edu/news/65152.php

Graduate Stipends must be at least $10,000 with a 2% raise adjustment each year.
Undergraduate student workers are paid at least $8.75 an hour with no benefits.

The local legal minimum hourly wage for regular employees:

8.75 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.suny.edu/hr/compensation/salary/

Assessing Employee Satisfaction

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

	Score		Responsible Party
			Brenda Seckerson
	1.00 / 1.00		EAP Coordinator
			EAP

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Students are able to take advantage of services available through the Counseling Center. The employee assistance program is committed to providing UAlbany employees with various opportunities to enhance their health and well-being. In addition to the Assessment and Referral Service, EAP sponsors an array of wellness programs designed to meet the needs and interests of the university community. Most of the programs are free of charge unless otherwise specified. Free lunchtime wellness programs occur on the Uptown, Downtown, and East Campuses. EAP searches for presenters from the community who can provide valuable information and resources that will enhance the participants' welll-being. Employees are invited to bring their "brown bag" lunches to these one hour events. EAP coordinates various programs to enhance one's physical health. Walking, yoga, and Tai Chi are just a few exercise and movement workshops or classes that are offered throughout the year.

The website URL where information about the institution's wellness program(s) is available:

http://www.albany.edu/eap/wellness.htm

Workplace Health and Safety

	Score	Responsible Party
		Mary Ellen Mallia
	0.61 / 2.00	Director of Environmental Sustainability
		Finance and Business

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	80	80
Full-time equivalent of employees	4,075	4,075

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

| Performance Year | Jan. 1, 2014 | Dec. 31, 2014 |
| Baseline Year | Jan. 1, 2014 | Dec. 31, 2014 |

A brief description of when and why the workplace health and safety baseline was adopted:

Since this is a new piece of data we are tracking, we are most comfortable using our initial entry as our baseline year going forward.

A brief description of the institution's workplace health and safety initiatives:

The University at Albany Office of Environmental Health and Safety is dedicated to providing the expertise, advice, guidelines and current standards of professional practice, to ensure the safety and well being of our students, faculty, staff and visitors. The goal is to prevent injury, illness, and environmental damage through the recognition, evaluation, and control of potential hazards arising from University activities, and to comply with federal, state and local safety and environmental regulations. The main initiatives of the office include: overseeing lab safety and providing training (which this year included a green chemistry training), oversee the universal waste disposal (batteries, lights, etc), and oversee fire code compliance and trainings

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.albany.edu/ehs/index.shtml

Investment

Points Claimed 0.00

Points Available 7.00

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

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

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Sustainable Investment

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 4.00	Director of Environmental Sustainability
	Finance and Business

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Score	Responsible Party
	Mary Ellen Mallia
0.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

Points Claimed   4.00

Points Available   4.00

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

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
	Mary Ellen Mallia
1.00 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

SEED, Small Enterprise Economic Development

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

The Small Enterprise Economic Development (SEED) is a loan program for entrepreneurs and small business owners that bases the lending decision on the character of the applicant and feasibility of the business model. Maximum Loan is $35,000. The program was implemented in August of 2013 and developed to address the following needs in the community:
•Entrepreneurship opportunities for individuals who have indicated an interest
in starting a business but lack the credit, capital and/or collateral for traditional
funding or for expanding a business where financing is difficult to obtain.
•Provide economic growth and community revitalization by extending loan funds
to projects typically not fundable within current lending formulas.
•Offer a model program that will evaluate the character of the borrower as well as
the Business Model and project feasibility in determining fundability of the business
that can be duplicated statewide.
The Small Enterprise Economic Development program is a collaborative effort between:
the UAlbany School of Business, School of Social Welfare, Small Business Development Center, and the State Employees Federal Credit Union (SEFCU)
The partnership was developed to provide entrepreneurs that do not meet traditional lending criteria of cash, collateral and credit score with an alternative means to funding the start-up or expansion of their business. It creates a micro-enterprise loan fund that makes lending decision based on the character of the applicant, quality and feasibility of the business model and financial projections.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Over $1 million in loans were made in the first two years of the program
Over 40 loans have been made and only 2 defaults have occurred
News and testimonials for the program can be found at:

http://www.albany.edu/seed/seed-news.php

http://www.albany.edu/seed/testimonials.php

A letter of affirmation from an individual with relevant expertise:

SEED letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a

maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

Social Entrepreneurship

The website URL where information about the innovation is available :

http://www.albany.edu/seed/

Innovation 2

Score	Responsible Party
	Mary Alexis Leciejewski
1.00 / 1.00	Program Assistant
	Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Residential Life Collaboration

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

The Office of Environmental Sustainability established a formal mechanism to integrate sustainability into the residential life experience of all students living on campus.

On the upper management level, the Office of Environmental Sustainability set up a committee with a professional Residential Director (RD) from each living area on campus (the five quads and the three apartment complexes); this committee meets bi-weekly to discuss all programming and communications related student sustainability behavior change initiatives. The RD's then work with student staff to encourage participation from all students living on campus. Large-scale examples include the Energy Campaign, RecycleMania, and the Give and Go.

The Office of Environmental Sustainability also worked with Residential Life to integrate sustainability into each Residential Assistant (RA) position. Each RA must design and execute programs for their floor and living complex related to the acronym C.A.M.P.U.S. (Community, Pride, Sustainability, etc.). The Office of Environmental Sustainability leads workshops to assist the RA's to fulfill their commitment to the "S." Representatives from the Office of Environmental Sustainability will work with RA's to design new workshops, when asked.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

- Residential Life hosts five large-scale sustainability programs per semester (student attendance is expected to be over 100). The Office of Environmental Sustainability Staff assists in the planning process with student representatives.

-The Office of Environmental Sustainability designed five small-scale programs/workshops that are available upon request for RA's to invite a sustainability representative to host (DIY Green Cleaning, DIY Lip balm, Change-A-Light Program, Food: Local or Not, Recycling Relay).

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A letter of affirmation from an individual with relevant expertise:

letter for res life innovation.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No

Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.albany.edu/gogreen

Innovation 3

Score	Responsible Party
	Mary Alexis Leciejewski
1.00 / 1.00	Program Assistant
	Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Farm to SUNY Project

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

Four State University of New York campuses launched a project to procure more locally grown vegetables under a pilot project called Farm to SUNY. The goal of the Farm to SUNY initiative is to increase the procurement of fresh and minimally-processed New York-grown produce (e.g., potatoes, lettuce, leafy greens, tomatoes, squash, cabbage, and green beans) by SUNY campuses at a competitive price that provides a sustainable profit margin for farmers. It also includes an educational campaign to increase awareness among campus faculty, staff, and students on the benefits of purchasing locally grown meat, fruits, and vegetables. Farm to SUNY is funded by a $100,000 two-year grant through the American Farm Trust's Farm To Institution NYS Initiative (FINYS), a statewide partnership of agricultural, public health, and economic development partners who have come together to strengthen the state's farm and food economy while improving the health of its citizens.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

- The creation of an educational campaign called "Harvest of the Month," in which a minimally-processed items is highlighted in the dining halls for that month.
- Two annual educational celebrations were established, including "National Kale Day" on October 7th and Day of the Mushroom on April 16th. Peer educators hold educational programs to help students understand the health benefits of each particular food and how much of the item we purchase locally.
- In 2014, University at Albany led the committee to start "Campus Crunch" to celebrate National Food Day in late October. On that day, students from campuses across New York take celebratory bites into New York State Apples to affirm their commitment to increasing local food and increasing awareness of the campaign. At the second annual Campus Crunch in 2015, over 20 colleges and universities and over 6,000 faculty, staff and students took the crunch.
- Two permanent student intern Sustainability Council positions were created to focus on Food and Dining. Each intern devotes an average of 2 hours a week to sustain and assess established peer education programs.

A letter of affirmation from an individual with relevant expertise:

FINYS UatA LOS AASHE.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes

Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://finys.org/our-projects/farm-suny

Innovation 4

Score	Responsible Party
1.00 / 1.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Peer Review of STARs submission

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

Seven sustainability colleagues from six New York colleges peer reviewed this STARS submission. The following colleagues served as peer reviewers:

Jessica Kozlowski-Russell, Sustainability Engagement Coordinator and Dob Erb, Sustainable Operations Integration, University at Buffalo

Lisa Mitten, Sustainability Coordinator, SUNY New Paltz

Hannah Morgan, Sustainability Coordinator, SUNY Oneonta

Mark Braun, Professor of Liberal Arts, SUNY Cobleskill

Tom Kelly, Senior Energy Office, SUNY Purchase

Mark Bremer, Lecturer of Biology, Green Team Chair, SUNY Poly

Below is a link to comments provided to by each peer reviewer along with the College's response to the comments.

https://drive.google.com/file/d/0ByttbgLTyW9BYi1IUXdtdjRBS2s/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BMlBhNldJcUw0VXM/view?usp=sharing

Below is a link to the letters of support for the STARS submission, one from each peer reviewer

https://drive.google.com/file/d/0ByttbgLTyW9BNkVMYWVSaFNhT0U/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BbGN1YnJUbTd0aFk/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BSWh5UVdSWDFCMzg/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BWE53Z1RsV1laWkk/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BeE1KaUstSVA4MEE/view?usp=sharing

https://drive.google.com/file/d/0ByttbgLTyW9BVXlnOGdmNk1zblk/view?usp=sharing

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Increased rigor of data submission
Increased authenticity of data
Increased accountability of UAlbany's STARS report
Improved information sharing across institutions
Continued discussion around STARS completion and review among NY colleagues

A letter of affirmation from an individual with relevant expertise:
Innovation Peer review letter Julian.pdf

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Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Peer Review of STARS Report, Accountability

The website URL where information about the innovation is available: