University at Albany, State University of New York

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University at Albany STARS Report

University at Albany, State University of New York

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University at Albany
STARS REPORT

Date Submitted: Dec. 21, 2018

Rating: Gold

Score: 68.22

Online Report: University at Albany

STARS Version: 2.1

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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.

STARS is intended to engage and recognize the full spectrum of colleges and universities—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.

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.

Summary of Results

Score 68.22

Rating: Gold

Institutional Characteristics
Institutional Characteristics   0.00 / 0.00

Academics
Curriculum   26.58 / 40.00
Research   14.29 / 18.00

Engagement
Campus Engagement   19.75 / 21.00
Public Engagement   17.08 / 20.00

Operations
Air & Climate   6.52 / 11.00
Buildings   4.22 / 8.00
Energy   4.18 / 10.00
Food & Dining   2.85 / 8.00
Grounds   1.00 / 3.00
Purchasing   3.06 / 6.00
Transportation   3.58 / 7.00
Waste   4.53 / 10.00
Water   5.60 / 6.00

Planning & Administration
Coordination & Planning   5.50 / 8.00
Diversity & Affordability   6.81 / 10.00
Investment & Finance   0.00 / 7.00
Wellbeing & Work   2.88 / 7.00

Innovation & Leadership
Exemplary Practice   0.50 / 0.50
Innovation   4.00 / 4.00

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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 /	**Mary Ellen Mallia**
Total adjusted for non-applicable credits	Director of Environmental Sustainability
	Finance and Business
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:
Doctoral/Research

Institutional control (Public, Private for-profit, or Private non-profit):
Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

The University at Albany consists of three campuses: the main campus located on 1400 Washington Avenue, the downtown campus at 135 Western Avenue and the Health Sciences campus located at One University Place in Rensselaer and incorporates 5 quads and three apartment style living residences between the uptown and downtown campus. The university collects its facility data on an operational control basis, meaning we report on those facilities which we own and operate. This includes the main campus and the downtown campus. Academic and research data incorporates work done by the faculty and staff located at all the campuses.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

The data collected in accordance with our NYS Executive Order reports the operational control protocol established under the ACUPCC (now Second Nature) so as to not repeat state operational data that may be reported by the Research Foundation arm of the SUNY system. The data for the remaining areas (academics, research, planning, engagement) will also our school of public health.

Additional documentation to support the submission :

Operational Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

Close

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:
65,684,630 *US/Canadian $*

Total campus area:
481 *Acres*

Locale:
Urban fringe of mid-size city

IECC climate zone:
5 - Cool

Gross floor area of building space:
5,806,849 *Gross Square Feet*

Floor area of laboratory space:
158,786 *Square Feet*

Floor area of healthcare space:
0 *Square Feet*

Floor area of other energy intensive space:
0 *Square Feet*

Additional documentation to support the submission :

Academics and Demographics

<table>
<tr><td align="center">

Score

0.00 /

Total adjusted for non-applicable credits

Close
</td><td align="center">

Responsible Party

Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business
</td></tr>
</table>

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions (e.g. colleges, schools):
9

Number of academic departments (or the equivalent):
46

Number of students enrolled for credit:
17,743

Total number of employees (staff + faculty):
4,018

Full-time equivalent student enrollment (undergraduate and graduate):
16,259

Full-time equivalent of employees (staff + faculty):
3,203

Full-time equivalent of students enrolled exclusively in distance education:
669

Number of students resident on-site:
7,765

Number of employees resident on-site:
40

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):
0

Weighted campus users, performance year:
16,046

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 26.58

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	9.46 / 14.00
Learning Outcomes	1.12 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	**Responsible Party**
	Mary Ellen Mallia
9.46 / 14.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as "sustainability courses" and "courses that include sustainability" using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a "sustainability course" or a "course that includes sustainability" (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms,* and the Credit Example, below. 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.

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	1,911	2,151
Number of sustainability courses offered	47	30
Number of courses offered that include sustainability	192	147

Percentage of courses that are sustainability course offerings:
10.24

Total number of academic departments (or the equivalent) that offer courses (at any level):
46

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
37

Percentage of academic departments with sustainability course offerings:
80.43

A copy of the institution's inventory of its sustainability course offerings and descriptions:
Undergraduate Courses.xlsx

Do the figures reported above cover one, two, or three academic years?:
One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

The database was developed by taking an inventory from the undergraduate and graduate bulletins. Each course 's description was aligned with the appropriate UN Sustainable Development Goal(s) as determined by the reviewer. Then, courses such as seminars, internships, independent studies were eliminated from the database as the exact content of those courses could not be determined. The renaming courses were judged to a to whether they contain sustainability content or a course focused on sustainability based on the type of SDG's the course covered. The SDG's were determined to have social (#1,2,3,4,5, 16 and 17), economic (#8,9,10,11,12) and environmental (#6,7,13,14,15) properties. We defined a sustainability focused course as a course that incorporates all three aspects of sustainability: social, economic and environmental. We defined a course that contains sustainability as one that incorporates two of the three aspects of sustainability.

How were courses with multiple offerings or sections counted for the figures reported above?:

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):

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/7.courses.shtml

Additional documentation to support the submission:
Graduate Courses.xlsx

Data source(s) and notes about the submission:

The count of courses in the inventory marks a reflection of the learning outcomes that align with the UN SDGs, as opposed to a mark of every course at the undergraduate and graduate level. This is to clarify the discrepancy within the initial submission.

Summary is available at:
https://livealbany-my.sharepoint.com/:x:/r/personal/mmallia_albany_edu/_layouts/15/Doc.aspx?sourcedoc=%7B8c0c37de-76e9-487f-bcfd-353a0624a691%7D&action=default&uid=%7B8C0C37DE-76E9-487F-BCFD-353A0624A691%7D&ListItemId=396&ListId=%7B66771716-FB94-4A66-A7A7-DF3410911113%7D&odsp=1&env=prod

Learning Outcomes

Score	Responsible Party
1.12 / 8.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

---

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 (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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 the: *Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of 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 *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):
4,408

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:
617

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:
14.00

Do the figures reported above cover one, two, or three academic years?:
One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:
No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:
No

A list or brief description of the institution level or division level sustainability learning outcomes:

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:
Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

  see list attached below

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:
No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:
Revised Sustainability Learning Objectives UAlbany STARS 2.1.xlsx

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).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

"---" *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 (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused undergraduate degree program:
Environmental Science

A brief description of the undergraduate degree program:

The Department of Atmospheric and Environmental Sciences offers a Bachelor of Science 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:
https://www.albany.edu/atmos/bachelors-program-environmental-sciences.php

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. Teaching and research in the department emphasize urban, social, physical, and cultural geography; city and regional planning; urban design; remote sensing; cartography and geographic information systems; environmental studies; climatology; computer and statistical models; area (regional) studies; urban and regional planning methods; economic development; small town and rural land-use planning.

The website URL for the undergraduate degree program (2nd program):
https://www.albany.edu/gp/geography_major.php

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 Science:

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

Urban Studies and Planning:

https://www.albany.edu/gp/urban_studies_and_planning_major.php

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

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Sustainability

A brief description of the undergraduate minor, concentration or certificate:

The minor in sustainability creates a curriculum that will help students understand what sustainability is and how it is perceived within various disciplines. Students take three courses from each of the three categories: natural sciences, social sciences and planning.

The website URL for the undergraduate minor, concentration or certificate:
http://www.albany.edu/gogreen/7.minor.shtml

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Climate Change concentration

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

The Environmental Science department offers a concentration on climate change. This involves specific course requirements, electives and internships/field work focused on climate change. The requirements and pathway can be found at:

https://www.albany.edu/advisement/MAPs/ENV_CLIM_2015.pdf

The website URL for the undergraduate minor, concentration or certificate (2nd program):
https://www.albany.edu/atmos/bachelors-program-details-environmental-sciences.php

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
Sustainability Science & Policy concentration

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

The Environmental Science department offers a concentration on sustainability science and policy. This involves specific course requirements, electives and internships/field work focused on policy and the science of sustainability. The requirements and pathway can be found at:

https://www.albany.edu/advisement/MAPs/ENV_SSP.pdf

The website URL for the undergraduate minor, concentration or certificate (3rd program):
https://www.albany.edu/atmos/bachelors-program-details-environmental-sciences.php

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

Ecosystems concentration:
Emergency Prepardeness concentration:

https://www.albany.edu/undergraduate_bulletin/cehc_bulletin_information.html

Geography minor:

https://www.albany.edu/gp/minors.php

Urban Studies and Planning

minor:https://www.albany.edu/gp/minors.php

Globalization minor:

https://www.albany.edu/gp/minors.php

Public Health minor:

https://www.albany.edu/sph/undergrad.php

Additional documentation to support the submission:

Graduate 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 graduate students

   And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

"---" *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 (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused graduate-level degree program:
Biodiversity, Conservation and Policy

A brief description of the graduate-level degree 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-level degree program:
https://www.albany.edu/graduatebulletin/biodiversity_conservation_policy_ms_degree.htm

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):
https://www.albany.edu/graduatebulletin/geography_planning_mrp.htm

Name of the sustainability-focused, graduate-level degree program (3rd program):
Ecology and Evolutionary Biology

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

In the EEB PhD Program, students pursue a wide range of research activities, which span research about fundamental questions in evolutionary biology to research into the most challenging environmental questions of our time. The faculty members are distinguished for their research in such fields as disease ecology, host-parasite interactions, animal ecology and behavior, pathogen ecology and evolution of bacteriophages.

The website URL for the graduate degree program (3rd program):
https://www.albany.edu/biology/graduate_programs/doctoral/eeb/main2017a.shtml

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Geography, Masters:

https://www.albany.edu/graduate/georgraphy-planning-degree-programs.php

Atmospheric Science, Masters and PhD:

https://www.albany.edu/graduate/atmospheric-sciences-graduate-programs.php

Environmental Health Sciences, Masters and PhD:

https://www.albany.edu/graduate/enivronmental-health-degree-programs.php

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

Name of the graduate-level sustainability-focused minor, concentration or certificate:
Public Health Fundamentals

A brief description of the graduate minor, concentration or certificate:

The School of Public Health offers a fully online Certificate program in Public Health Fundamentals and Principles (CPH-FP). The Certificate is aimed at preparing students for the continuously changing challenges in public health. Building upon the School's relationship with the New York State Department of Health (DOH) and local health departments, the program acknowledges the emerging need for creative educational modalities in health. Intro to Environmental Health is a core requirement as part of this program.

The website URL for the graduate minor, concentration or certificate:
https://www.albany.edu/graduatebulletin/public_health_fundamentals_principles_certificate.htm

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 Graduate Certificate in Global Health Studies was designed to attract both current MPH students and practicing health professionals who are interested in expanding their understanding of global health issues and was developed in response to several trends including the interconnectedness of the world today; increased awareness of the spread and impact of health crises and risks worldwide; and as part of the growing global focus of the UAlbany curriculum. Global health involves the most fundamental values of a 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. Global Environmental Health Policy is a required course for this program.

The website URL for the graduate minor, concentration or certificate (2nd program):
https://www.albany.edu/graduatebulletin/global_health_studies_certificate.htm

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
Health Disparities

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

The Health Disparities Certificate aims to provide an in-depth knowledge of the causes and issues in health disparities as well as strategies for eliminating disparities while improving students' multicultural competence and leadership skills.

The website URL for the graduate minor, concentration or certificate (3rd program):
https://www.albany.edu/graduatebulletin/public_health_disparities_certificate.htm

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

Additional documentation to support the submission:

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Mary Ellen Mallia** 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 is one week or more in length?:
Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

UAlbany partners with Global Citizens for Sustainable Development (GCSD) in India on a co-curricular service-learning model, connecting theory taught in the classroom to its practical application used in the world. It will not only give international exposure to students but also engage them through hands-on experiences like building houses, children's homes, and other facilities for poor communities. The program will also introduce students to Indian society and culture by focusing on three areas – culture, peace, and development. It will focus on Global Citizenship and engage students in issues related to children's rights, education, gender, livelihood, poverty alleviation, rural and sustainable development.

The university has also reached an agreement with the Universidad de San Francisco at Quito for a study abroad program in the Galapagos Island. UAlbany students will be able to participate in their Galapagos Semester abroad program beginning in Fall 2019:

http://www.usfq.edu.ec/opi/international-students/Paginas/galapagos-semester.aspx

Other sustainability focused study abroad opportunities can be found at:

https://abroad.albany.edu/

and selecting sustainability from the subject area drop down menu.

The website URL where information about the programs or initiatives is available:

https://abroad.albany.edu/programs/india-global-citizens-for-sustainable-development/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The university has offered a sustainability theme living, learning community during the 2016-2017 and 2017-2018 academic years. This involved shared courses, living arrangements and experiential learning opportunities. Information about these "worlds" is archived at:https://www.albany.edu/student_engagement/world_of_EHGL.php

Sustainability Literacy Assessment

Score	Responsible Party
	Mary Ellen Mallia
2.00 / 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 challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:
Yes

Which of the following best describes the literacy assessment? The assessment is administered to::
A subset of students or a sample that may not be representative of the predominant student body

Which of the following best describes the structure of the assessment? The assessment is administered as a::
Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

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

A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

We used the Sustainability Literacy Assessment Test affliated with the UN's Higher Education Sustainability Initiative. The test randomly selects multiple choice questions that are designed to assess the student's knowledge related to sustainable development.
The assessment questions are not made public but a description of the test, its origins and governance can be found at

https://www.sulitest.org/en/index.html

The mission of the initiative is: "to improve Sustainability Literacy worldwide by providing citizens and organizations with internationally recognized and locally relevant tools to engage learning and to collect meaningful indicators on the awareness of sustainability challenges and solutions. Sharing these indicators may allow researchers, educators and other relevant stakeholders to tailor pedagogical approaches and learning experiments to support Education for Sustainable Development."

A brief description of how the literacy assessment was developed and/or when it was adopted:

The tool was developed by a French NGO and designed to be closely aligned with UN global goals. The tool has undergone a beta testing and two revisions to arrive at its current form. A Board of Directors and Regional Expert Committees ensure that the tool is updated and reflect current trends. Information on the organization of the tool can be found at:

https://www.sulitest.org/en/the-organization.html

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

The test was administered as part of Environmental Economics (upperclassmen) and Introduction to Environmental Advocacy (freshman) classes. Students complete a pre-test given online at the start of the course. The same students then complete the same test at the end of the course.
The test was given to the Environmental Economic students in the spring of 2016, 2017 and 2018.
The test was given to the Environmental Advocacy students in the Fall of 2017 and the current freshman seminar class has completed the pre-test. A total of 180 students have been subject to this assessment since our last STARS report, with 160 students completing both the pre and post test.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

The literacy test showed an improvement in student test scores for......
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.
Course Date Pre-Test Post-Test
Env Econ Spring 2016 48 51
Env Econ Spring 2017 54 51
Env Advocacy Fall 2017 60 67
Env Econ Spring 2018 62 60
Env Advocacy Fall 2018 43 won't take post test until December
Two of the administrations experienced an increase in literacy while two experienced a decrease when comparing pre and post test scores.
Note the test was changed during the Fall of 2016, so those scores were not counted as the students took two different versions of the test.

The website URL where information about the programs or initiatives is available:
https://www.sulitest.org/en/index.html

Additional documentation to support the submission:

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**Mary Ellen Mallia** 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.

Does the institution have 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?:
Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

CONAHEC (the Consortium for North American Higher Education Collaboration) and the SUNY COIL (Collbaorative Online International Learning) Center have established the International Faculty Collaboration for Teaching Climate Resilience in order to provide faculty members the opportunity to participate in an online professional development and mentoring experience to co-develop and co-teach a collaborative online international learning module related to climate resilience. Faculty members will also have the opportunity to visit their partner's home institutions to participate as a guest lecturer, meet with other colleagues, conduct a virtual student-to-student event, and engage with the university community.
UAlbany actively engages in this project and advertises to their faculty members to participate.

This unique collaboration builds on the strengths of both organizations, CONAHEC and the COIL Center, in facilitating international teaching collaborations. Join us in the mission to build and improve international higher education collaboration to help shape how humanity responds to this critical challenge.

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

Some of the unique benefits that this program offers to faculty members are:

☐   Selected participants will be matched with an international faculty member.

☐ Faculty members will participate in the online COIL Academy that includes training on intercultural teaching/learning, interdisciplinary collaboration, and technology integration

☐ Groups will be mentored by professors with previous international experience in climate resilience teaching.

☐ Participants will engage in conversations with experts in climate resilience.

Other benefits to institutions include:

☐ Provides low-cost replicable model in future semesters and expandable to new faculty/programs/courses.

☐ Institutions that commit to initiating three or more faculty into the program will receive 1-2 hours of consultation on curricular internationalization.

☐ The program may lead to other internationalization projects such as dual-diploma programs, study abroad courses, international research work, exchanges, and more.

The website URL where information about the programs or initiatives is available:
http://coil.suny.edu/coil-conahec-climateresilience

Additional documentation to support the submission:

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 and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

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 (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit,credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under "Public Engagement". A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

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. This

calendar year, she gave seminars followed by a tour for Professor Ross Lazear's Environmental Freshman Seminar class on Nov 6 and Professor Brian Tang's Weather, Climate Change and Environmental Impacts class on March 30. The seminar and classes cover 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.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

Nine 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. Most recently, our energy officer hosted students from Professor Rixiang Huang's Environmental Engineering class.The tour was an excellent way for the University to integrate its building operations with course curriculum as well as give students a practical example of environmental engineering.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

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. This calendar year, she gave seminars followed by a tour for Professor Ross Lazear's Environmental Freshman Seminar class on Nov 6 and Professor Brian Tang's Weather, Climate Change and Environmental Impacts class on March 30. The seminar and classes cover 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.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

Students in a freshman seminar course collaborated with our University Auxiliary Services to document and create visuals depicting the local farms from which the university purchases food. The

signs have been placed in the hallway that students line up to enter the freshman dining hall in Indian Quad. Examples of the signs are included in the additional documentation section.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

Brian Dagley, a student in the Biodiversity, Conservation and Policy program, used the campus grounds in his master's thesis. Specifically he conducted bee and wasp counts at three locations on campus: a meadow, a landscaped garden and our retention pond. He compared the counts in terms of numbers and biodiversity of species to counts done at a local high school's (Doane Stuart) green roof and at the nearby Albany Pine Bush Preserve. He found that while the bees and wasps were more numerous on campus, the diversity was less than those found at the other two locations. Brian just successfully defended his thesis on December 17th, so his paper is not yet published but two slides from his defense are included in the supplemental section of this credit.

https://www.albany.edu/biology/graduate_programs/masters/biodiversity/current_students.shtml

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

In Professor Lawson's Urban and Metropolitan Transportation Planning course (PLN 544) students analyze access points on campus and in the surrounding community to identify potential infrastructure upgrades with respect to a safe pedestrian environment. Student projects in this course have identified areas of residential development on and off campus where implementation of green infrastructure can provide for storm water management and safer routes and crossings for pedestrians.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

An ad hoc working group was formed to examine waste diversion issues in 2016. The group consisted of administrators, faculty and students. The group decided to create new waste diversion infrastructure in the lecture centers on campus. This is one of the more highly used areas where large number of students have their classes. Under the guidance of Professor Ron Friedman (Psychology) and Ioannis Kareklas (Marketing), students participated in documenting the number of bottles and cans that were put in the waste bins. This resulted in a proposal to purchase new waste and recycling bins. After these bins were purchased, students conducted audits to identify whether the bins were effective, distributed surveys to gauge student perceptions of the new bins and consulted with the professors to create educational messaging.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

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 as part of an experiential learning component during their summer orientation.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

Local, sustainable and plant based food choices have been examined by our Eco-reps over the last year. The Eco-Reps reviewed survey results garnered in previous years about student interest and awareness about local and sustainable food choices offered in the dining hall. They created educational outreach designed to increase awareness about this issue. They also surveyed the current student residences about their interest in plant based menus. Students held a meeting with the dining services at the end of last year to discuss better labeling and options for plant based choices in the campus center food court. This project is still in process but the food court now has more labeling indicating vegan and vegetarian choices.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

The University Art Museum instituted a semester long exhibit called: Future Perfect; Picturing the Antropocene in the Fall of 2017. This was accompanied by brown bag lunch speakers from a variety of disciples addressing human's impact on the environment. In addition, there were evening presentations by book authors such as Jeff Goodall and Jennifer Haight. As part of this exhibit, two professors incorporated their courses and classwork into this exhibit. Professor Joanna Carson's art class was invited to recurate a part of the exhibit. Professor Michael Leong's English class wrote poetry that was inspired by the exhibits in the museum. Examples of their poems can be found at:

https://www.albany.edu/futureperfect/poetry.html

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/gogreen/7.campuslivinglab_examples.shtml

Additional documentation to support the submission:
Slides from Brian Dagley's thesis defense.pptx

Research

Points Claimed 14.29

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
Research and Scholarship	11.29 / 12.00
Support for Research	3.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
11.29 / 12.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts 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.

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):
1,138

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):
206

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
18.10

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
56

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
37

Percentage of research-producing departments that are engaged in sustainability research:
66.07

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:
Research database 2018 STARS 2.1 (3). xlsx.xlsx

The institution's inventory of its sustainability research that includes 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 (including the types of faculty and staff included as researchers):

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 to determine researchers that we designated 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. 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. We then aligned the researcher's focus of work with the UN SDG's to assess the scope of work being done in each realm.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/7.research_projects.shtml

Additional documentation to support the submission:

Support for Research

Score	Responsible Party
3.00 / 4.00	**Mary Ellen Mallia** 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.
- Written 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/or e-learning objects focused on sustainability.

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :
Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

UAlbany strives to be a world class research university. As such, there are several programs to encourage student research on both the graduate and undergraduate level. The Vice President for Research's office provides a warehouse of support resources for students and sustainability is included as a research topic area; See:

https://www.albany.edu/undergrad-research/81271.php

The Office of Sustainability has built upon these resources to develop programs which provide encouragement for research centered on sustainability. These include the Sustainability Innovation Grants program which 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 the Undergraduate Research Conference held each spring.
Students in the Environmental Economics class submit sustainability themed poster session proposals, several of which are usually accepted and included in the conference schedule. The Office of Sustainability funds the printing of the posters so students don't have to incur this expense. Additionally, students in other courses have presented their research as part of the poster session and oral presentations. Examples include: Alexander Siemenn - Simulating Wind Energy Availability Using Numeric Models and Brenna O'Brien - Life Cycle Environmental Impacts of Dairy Production

Systems in New York State
Molly Fleming - Estimating Environmental Emissions from Produce Waste Redistribution in the Capital Region
Paige DeWitt-Holub and Kainat Akhtar - Sustainable Landfills, Produce Compost, Greenhouses,and Concepts for Growing Suburban Populations

The past two years of conference programs can be found at:

https://www.albany.edu/undergrad-research/assets/15th_Annual_Conference_Final_Full_Program.pdf

and

https://www.albany.edu/undergrad-research/assets/14th_Annual_Conference_Program.pdf

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.

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:
Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

SUNY and the Research Foundation for SUNY (RF) 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 focused 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.

https://www.suny.edu/noe/4e/

UAlbany has received several of these grants and these projects have been on-going since the last STARS submission including:

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.
This project examined examine the benefits and risks of fish consumption. It was completed in May 2016. Dr. Feingold and Dr. Karimi were authors of a published study on these results. See

https://www.cambridge.org/core/journals/journal-of-the-marine-biological-association-of-the-uni

ted-kingdom/article/mercury-selenium-and-fish-oils-in-marine-food-webs-and-implications-for-hum

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.
This project created a collaborative team and approach that was able to secure NSF funding to develop a nanobiosensor that mimics the activity of a sap-sucking aphid, an insect that is capable of circumventing a tree's natural wound-healing response. The team's sensor enables continuous monitoring of sap flow patterns and sugar concentrations to track real-time changes in tree growth in relation to climate.

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

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

Does the institution have ongoing library support for sustainability research and learning?:
Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

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

Sue Kaczor is the subject specialist in the Sciences

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/5.sigp.shtml

Additional documentation to support the submission:

Open Access to Research

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

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

Policies and programs 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.

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*

How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):
None / Don't Know

Which of the following best describes the open access policy? (Mandatory or Voluntary):
Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:
No

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

The University does not have an offical 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 institution's open access policy:

The institution's open access policy:

The website URL where the open access repository is available:
http://suny.researchcommons.org/

Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):

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 the programs or initiatives is available:
https://library.albany.edu/dewey/blog/2015/08/scholars-archive-makes-your-research-available

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The SUNY Chancellor has released a resolution requiring that campuses create an open access policy by June 2019. See
https://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/Tab11_Campus%20Open%20Access%20Policies%20and%20System%20Repository.pdf

Engagement

Campus Engagement

Points Claimed 19.75

Points Available 21.00

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
Assessing Sustainability Culture	0.50 / 1.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	1.25 / 2.00

Student Educators Program

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>4.00 / 4.00</td><td>Mary Ellen Mallia
Director of Environmental Sustainability
Finance and Business</td></tr>
</table>

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the *Outreach Campaign* and *Student Life* credits.

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

Number of students enrolled for credit (headcount):
17,743

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):
17,743

Percentage of students served by a peer-to-peer educator program:
100

Name of the student educators program:
Res Life Sustainability Peer Educators

Number of students served (i.e. directly targeted) by the program (headcount):
17,743

A brief description of the program, including examples of peer-to-peer outreach activities:

The Eco-Rep program is a team based approach to enhance awareness and engagement in campus sustainability projects. The program focuses on developing skills to become an effective change maker on campus via 6 workshops around contemporary theories in peer education, social marketing,

applied psychology, change leadership, organizational assessment and project management. Students in the program will learn how to plan, coordinate and implement sustainability education, operational audits, and feasibility studies in collaboration with campus staff. They use the Community Based Social Marketing technique to their peers on programs and research. In addition to their specific change maker projects, the Eco-Reps participate in campus events and outreach on sustainable topics.

A brief description of how the student educators are selected:

Eco-Reps apply at the start of each semester. Those willing to complete the required training and workshops and campus project are able to participate. Student sign a learning contract is seeking credit through the community and public service program

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

Eco-Reps participate in weekly workshops to help develop skills. Some of these workshop themes are: contemporary theories in peer education, Community-Based Social Marketing, applied psychology, change leadership, organizational assessment and project management.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Eco-Reps are not paid, although they receive credit through the UAlbany Community and Public Service program. They can choose to take 1, 2 or 3 credits, depending on their level of commitment and can be taken several semesters. Normally, the students begin at the 1 credit level and then increase to 2 credits during their second semester of involvement. The program is designed to be multi-semester if students choose to continue on. There is no formal budget as students are not paid a stipend for their activities. If students are conducting research and outreach in the living areas, they are eligible for the Residential Life Sustainability Programming grant. If not, students work with the Office of Sustainability and/or the administrative office which is implementing their project for any funding needs.

Name of the student educators program (2nd program):
Off-Campus Ambassador Porgram

Number of students served (i.e. directly targeted) by the program (2nd program):
5,000

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

Our Off-Campus Ambassador Program utilizes 10 students who reside off-campus and serve as a liaisons to the residents in the areas they reside. They are charged with both hosting programs that benefit the off-campus community and conducting regular walks/distributing information to the neighbors/students in the community.

Each year the Ambassadors distribute information to approximately 1000 households on various issues pertaining to sustainability. Such issues include proper disposal of household trash/ electronics/ furniture, etc...., the importance of recycling and reduce reuse initiatives.

In addition to distributing educational materials on sustainability related issues, the OCA's have hosted programs in the past where they have gone door-to-door in the community and provided students/neighbors with City of Albany recycling bins (free of charge) to enhance the level of

recycling. OCA's have also promoted and participated in community wide yard sale days (around the time of student move out) to help reduce the amount of items students are adding to the landfill.

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

Students apply to become an ambassador and receive a stipend. There are several criteria they must meet prior to applying. These can be found at:

https://www.albany.edu/neighborhoodlife/ambassadors-program.php

This program is overseen by our Office of Neighborhood Life .

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

Students are trained in communication and organizational skills. They must attend monthly staff meetings with a supervisor and ambassador team meetings.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

The Office of Neighborhood Life provides the stipends of $640 per semester for the Ambassadors (10 total) and provides financial support for supplies needed to conduct outreach activities.

Name of the student educators program (3rd program):
Res Life Sustainability Peer Educators

Number of students served (i.e. directly targeted) by the program (3rd program):
7,765

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

The campus is divided into 5 quads and 3 apartment complexes. The living areas appoint one or two RA's to represent their area. This group meets every other week to review operational procedures and programming related to sustainability. They also implement programs and conduct outreach to their residents. These RA's are designated as Sustainability Peer Educators and receive specialized training.

A brief description of how the student educators are selected (3rd 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 to prepare them to conduct peer outreach (3rd program):

The Office of Sustainability conducts an introductory session on sustainability at the start of the academic year and subsequently receive further instruction on topics such as energy conservation, food choices, waste reduction and alternative transportation throughout the year at their bi-weekly meetings.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

The Office of Sustainability and Res Life offers coordination support for the Peer Educators as well as a stipend of $100 per semester pending successful completion of their requirements. On average, $1,000 is provided in stipends during the year. The Office of Sustainability manages a Residential Life Sustainability Programming Fund, which is available to students, professional staff or other groups conducting sustainability programming in the residential living areas.

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

A student Sustainability Leadership Committee was established to create an avenue for collective advocacy by student groups with campus policy makers, thus addressing the dearth of interactions between student sustainability leaders and senior administration.

There are 8 student leaders that sit on the steering committee. They are representatives from the following organizations: Student Association Director of Health and Sustainability, Graduate Student Association, UAlbany Students for Sustainability, UAlbany Graduate Students for Sustainability, Residential Life Sustainability Representatives, Eco-Reps, Sustainability Living and Learning Community, and Student Association Senate.

The group received specialized instruction on the top sustainability issues that they would like to address.Members of the council are asked to bring the knowledge they learned back to their respective organization. Last year, this topics included energy, waste, food and investment. The students engaged in discussions with our Auxiliary Services and Sodexo on creating more vegan, vegetarian and carbon friendly choices in the campus center. This project is continuing this year.

The Office of Sustainability serves as the coordination unit for this group. There are no other expenses as students volunteer their time to advocate for these policy changes.

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):
34

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/gogreen/5.students.shtml

Additional documentation to support the submission:

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Cassidy Drasser** Assistant Director of Sustainability Office of 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).

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):
100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

There are multiple ways in which sustainability is highlighted in new student orientation. The primary way is that the Office of Sustainability has a table during the resource fair of orientation that provides information about sustainable practices on campus and also about student involvement in sustainability and programs targeted towards students. Prior to the start of summer orientation, the Orientation Assistants receive a training on sustainability practices and initiatives which they can communicate to new students. They are give a tour of the dorm room, which has been outfitted by the Office of Sustainability to include "green tips". The Office of Sustainability also attends a transfer student (fall/spring) and graduate student (fall) orientation at the beginning of the semester. These students are provided with essential guides to sustainable practices, programs and student involvement on campus.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/8.fliers.shtml

Additional documentation to support the submission:

Student Life

Score	Responsible Party
	Cassidy Drasser
2.00 / 2.00	Assistant Director of Sustainability
	Office of Sustainability

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 active student groups focused on sustainability?:
Yes

A brief description of active student groups 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.

Student Sustainability Leadership Council- The Student Sustainability Leadership Council serves as the advisory board for the Office of 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 the student groups is available (optional):
http://www.albany.edu/gogreen/5.students.shtml

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

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, Educational Opportunities Program (EOP) and Living and Learning Community (LLC) 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 gardens, farms or agriculture projects is available (optional):
http://www.albany.edu/gogreen/garden/index.shtml

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:
No

A brief description of the student-run enterprises:

The website URL where information about the student-run enterprises is available (optional):

Does the institution have 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

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

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

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

The Office of Sustainability co-hosted a sustainability film series last year. The multi-part series was co-hosted with various departments on campus and included panel discussions with Q&A sessions.
1. Hudson River at Risk - Assemblymember Patricia Fahy, Dr. Chris Pastore (UAlbany Dept of History), Jon Bowermaster (filmmaker), Dr. Mary Ellen Mallia (Office of Sustainability)
2. Hope on the Hudson - Jon Bowermaster (filmmaker), Dr. Mary Ellen Mallia (Office of Sustainability)
3. Blue Planet II - Dr. Mary Ellen Mallia (Office of Sustainability), Dr. Arati Iyengar (UAlbany Dept of Biology)
4. Wasted film screening and panel discussion - NYS Department of Environmental Conservation, Radix Ecological Sustainability Center, Capital Roots, UAlbany Office of Sustainability

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:
Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

Future Perfect: Picturing the Anthropocene: The University Art Museum installed a major, semester-long exhibit, called, Future Perfect: Picturing the Anthropocene. The exhibit featured work of over 20 visual artists to explore humankind's relationship to the natural world. Anthropocene is a term proposed for a new geological period defined by the impact of human actions on the planet's ecosystems, geology and climate. The concept was explored through art and speaker events, performances, conversations and readings.

Breathing Lights: Artist Adam Frelin in UAlbany's Art and Art History Department was one of four recipients of the nationwide Bloomberg Philanthropies Public Art Challenge that provided up to $1 million over two years that "celebrates creativity, enhance urban identity, encourage public-private partnerships and drive economic development". The installation was titled, "Breathing Lights" and

illuminated hundreds of vacant homes in the Capital Region that dimmed and glowed, to emulate the breathing of a living being. The installation aimed to regenerate interest in neighborhoods with high vacancy rates, and was a collaboration of three cities, and including public and private partners.

The website URL where information about the cultural arts events, installations or performances is available (optional):
https://www.albany.edu/futureperfect/index.html

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:
Yes

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

UAlbany Outdoors -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. The group follows the Leave No Trace guidelines. See:

https://myinvolvement.org/organization/UAlbanyOutdoors

The website URL where information about the wilderness or outdoors programs is available (optional):
http://www.albany.edu/gogreen/5.students.shtml

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:
Yes

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

First Year Experience - The World of Sustainable New York 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. This was offered during the 2016-2017 and 2017-2018 Academic Year.

During 2018-2019 academic year, several Freshman Seminar courses with Sustainability Themes were offered including: Intro to Environmental Advocacy; Storms, Climate Change and Environmental Impacts and Food and Our Future. The Intro to Env Advocacy course collaborated with another Freshman Seminar entitled Find Your Place at UAlbany. These courses held a joint weekly discussion session featuring a variety of speakers on sustainability topics.

The website URL where information about the sustainability-related themes is available (optional):
https://www.albany.edu/student_engagement/world_of_EHGL.php

Does the institution have programs through which students can learn sustainable life skills?:
Yes

A brief description of the programs 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.

The website URL where information about the sustainable life skills programs is available (optional):

Does the institution offer sustainability-focused student employment opportunities?:
Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The Office of Sustainability offers numerous employment opportunities for students. There are 2-3 Student Assistant positions open per semester. The job responsibilities include implementing events, conducting student focused outreach, maintaining the composting office program, ink jet/toner recycling and abandoned bike policy. The Office of Sustainability also employs a graduate assistant.

Credit bearing internships are available through the Community and Public Service Program. Additionally, the Department of Communications and Information Science both host internship positions related to Communications and Website Design and Maintenance.

The website URL where information about the student employment opportunities is available:
http://www.albany.edu/gogreen/5.students.shtml

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:
No

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:
Yes

A brief description of the 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 (optional):

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):
20

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Cassidy Drasser** Assistant Director of Sustainability Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- 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
- 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 more sustainable 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/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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 have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

A brief description of the central sustainability website (optional):

The Office of Sustainability has a comprehensive website that is visually appealing and contains 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

Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

The Office of Sustainability releases a Sustainability Bulletin on a monthly basis during the academic year and once during the summer. The Bulletins contain information about how sustainability is integrated in curriculum, operations, research and engagement. It also has information about programs and events that occurred in the recent month and planned activities in the near future. In addition, it lists how students, faculty and staff can get involved, answer commonly asked questions about sustainable practices on campus and features a sustainability alumni.

The website URL for the sustainability newsletter:
http://www.albany.edu/gogreen/6.bulletin.shtml

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:
Yes

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

The Office of Sustainability regularly posts news and information on their Facebook, Twitter, Instagram pages. The social media platforms are kept up-to-date and actively followed by the office staff and social media intern. . The URLs are

http://facebook.com/ualbanygreenscene

;

https://twitter.com/ualbanygreenscn

;

http://instagram.com/ualbanygreenscn

;

The website URL of the primary social media platform focused on sustainability:
https://www.facebook.com/ualbanygreenscene

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:
No

A brief description of the regular coverage of sustainability in the main student newspaper:

The website URL for regular coverage of sustainability in the main student newspaper:

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

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

Scholars Archive, the University at Albany's institutional repository, 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. A section devoted to sustainability research and publications has been included as part of this repository and contains examples of student research.

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://scholarsarchive.library.albany.edu/sust_scholarship/

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

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.

Slideshow in the Campus Center - There are two TV's in the campus center that run a slide show which provides tips and facts about campus sustainability as well as highlight sustainable features of the building

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

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

A brief description of the 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. Since 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. Photos of local farms the partner with the food service provider were put up in the freshman dining halls. A copy of these photos is included in the additional documentation section.

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

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:
Yes

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

There is interpretive signage posted around the campus. Specifically there is a sign posted the Campus Center Expansion building, where is describes the various stormwater mitigation landscaping practices. A photo of this sign in included in the additional documentation section. There is also signage along the Indian Pond trail and at the Heritage Garden that describes the campus ecosystem, biodiversity, and landscaping practices.

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

Does the institution produce a sustainability walking map or tour?:
Yes

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:

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:
Yes

A brief description of the guide for commuters about how to use more sustainable 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. The UAlbany App and monitors around campus display up to date information about the location/arrival/departure of UAlbany shuttle buses and CDTA buses. 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 more sustainable methods of transportation:
https://www.albany.edu/gogreen/files/brochures/Alt%20Transportation%20Brochure%20student%20jul%202017.pdf

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :
Yes

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

We have an alternative transportation brochure that provides information on this, as well as a Bikeable UAlbany website.

The website URL for navigation and educational tools for bicyclists and pedestrians:
https://www.albany.edu/gogreen/4.bikeable.shtml

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
Yes

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:
https://www.albany.edu/gogreen/files/brochures/freshman%20brochure%202017.pdf

Does the institution produce other sustainability outreach materials or publications not covered above?:
Yes

A brief description of these materials or publications:

One of the more populated areas on campus is our lecture centers. Numerous classes are held in this classroom area each day and are also the site of our large lecture classes. There are several glass encased bulletin boards placed around the area that are reserved for various offices. One of the bulletin boards has been designated for sustainability info. A photo of the board and its placement outside LC 7, a classroom that holds 490 students, is included in the additional documentation section.

The website URL for these materials or publications:

Additional documentation to support the submission:
Additional Documentation EN -4.pptx

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Mary Ellen Mallia** 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 by 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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

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

Name of the campaign:
Fall Energy Campaign

A brief description of the campaign, including how students and/or employees were engaged:

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 LED light bulbs to replace existing CFL/incandescent bulbs and a portion of the monetary savings from energy conservation is stored in a Residential Life Sustainability Programming fund. 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:

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 2017 Energy Campaign, the campus saw a 12% reduction in electricity usage in the living area, 1% in the academic buildings and an 5% campus total.

The website URL where information about the campaign is available:
http://www.albany.edu/gogreen/4.energycampaign.shtml

Name of the campaign (2nd campaign):
RecycleMania

A brief description of the campaign, including how students and/or employees were engaged (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/theme and students are educated with the tools on the 5 R's: refuse, reduce, reuse, repair and recycle. Information on specific elements of the campaign can be found at this news release:

https://www.albany.edu/news/76150.php

UAlbany ranked 10th in the nation for composting and earned the 5th most improved recycling rate in 2016

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 sustainability-related outreach campaigns, including measured positive impacts:

Trashion Fashion - In April 2018, University at Albany hosted its 5th 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. This is an annual event each spring.

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

Give & Go Move Out Program - Each May, as students are moving out of their residential areas, they have the opportunity to "donate" unwanted clothes, jackets, shoes, furniture, housewares and more. These items are sorted and a new home is found for them with the Trinity Alliance, a local community organization that connects lower income communities with services, economic development, participation in community organizations, and more.

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/gogreen/4.recycling_and_waste_reduction.shtml

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.50 / 1.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to::
The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::
Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

The university administered a sustainability survey in the fall of 2018 that incorporated the NSSE Sustainability Education Consortium questions with a sustainability perceptions and behavior tool developed by Sean Vormwald, Director of Sustainability at Onondaga Community College as part of his PhD work at Syracuse University. This instrument was previously administered at several campuses during the 2017-2018 academic year.

A copy or sample of the questions related to sustainability culture:
Sustainability Culture Assessment Student Survey UAlbany IRB.docx

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

NSSE sample:
1.During the last and/or current school year, how much has your coursework emphasized the following mental activities? Students answer :Very little (1) Some (2) Quite a bit (3) or Very Much (4) Understanding the complex relationships between economic, social, and ecological systems, Evaluating the moral dimensions of social or environmental problems, Comprehending ways in which human activities may exceed the carrying capacity of systems that support us

Sample student perception question: We'd like to know more about what you think of UAlbany's campus sustainability efforts. On a scale of 1 to 7 where 1 is "Strongly disagree" and 7 is "Strongly agree", please choose your level of agreement with
each statement below. We are interested in your perceptions, so there are no right or wrong answers.
It seems to me that UAlbany is genuinely committed to sustainability on campus.
It seems to me that UAlbany is doing a good job related to sustainability on campus.
It seems to me that UAlbany implements practices aimed at improving campus sustainability.
It seems to me that UAlbany measures and tracks sustainability-related metrics on campus.
It seems to me that UAlbany has policies, procedures, and/or strategic plans in place that promote sustainability on campus.
It seems to me that UAlbany communicates the importance of sustainability to the campus community.
It seems to me that UAlbany encourages people to act in ways that improve campus sustainability.
It seems to me that UAlbany offers incentives, recognition, or other support to increase sustainability related courses, research, and/or operational initiatives on campus.
It seems to me that UAlbany provides sustainability related learning opportunities for students outside of the classroom.
It seems to me that UAlbany provides sustainability related learning opportunities for employees.
It seems to me that UAlbany has created an atmosphere where people are expected to support campus sustainability initiatives.
The sense around here is that sustainability is important at UAlbany.
People seem to care about sustainability at UAlbany

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

The assessment was administered by Student Affairs' Office of Assessment and Planning in conjunction with the Office of Institutional Research. A random sample of approximately 1/3 of the undergraduate student population (4,000 students) and approximately 1/3 of the graduate student population (1,500 students) was selected. For the faculty/staff sample, a random sample of approximately ½ of UAlbany funded faculty/staff (1,000 faculty/staff) and ½ of Research Foundation funded staff (236 staff) was selected.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

The survey closed on November 21 so a detailed analysis is not yet ready however, preliminary results show that student most associate sustainability with the following terms: 1. Climate Change, 2. Human Rights and 3.Health and Well-being. Faculty/staff associated: 1. Climate Change, 2. Energy Conservation/Efficiency and 3. Waste Reduction. The most desired initiative by both groups was an increase in bottle water filling stations. While students report often working in groups and engaging in interdisciplinary work, 60% report never completing a project that evaluates the sustainability of an activity. 70% report never going on a field trip in the region and 62% have not participated in a sustainability project on campus or in the community.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Employee Educators Program

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

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

Total number of employees (staff + faculty, headcount):
4,018

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):
4,018

Percentage of employees served by a peer-to-peer educator program:
100

Name of the employee educators program:
Sustainability Coordinators

Number of employees served (i.e. directly targeted) by the program (headcount):
4,018

A brief description of the program, including examples of peer-to-peer outreach activities:

The Sustainability Coordinators program serves as the sustainability committee for the campus. The group plays a vital role in disseminating information about sustainability polices, programs and initiatives. The main focus is on communication and outreach but can also create new initiatives and

provide feedback to the Office of Sustainability. The goal is to have as many departments and buildings represented on the committee as possible. The coordinators are expected to serve in two year tenures on the committee but participants are allowed to renew their membership as many times as they desire.
Requirements
Coordinators are expected to complete the following:
⬚ Complete required training and/or renewal session every two years (also see #1 under professional development)
⬚ Communicate sustainability programs by posting fliers, educational material in buildings/offices. Material will be distributed electronically by the Office of Sustainability.
⬚ Agree to be a point person on sustainability. Let your colleagues know about sustainability initiatives at staff meetings, assist in answering campus questions about sustainable practices, bring items of concern to the Office of Sustainability and serve as a liaison for the student sustainability volunteers.
⬚ Submit an end of year activity report. This report will be used to craft a letter of recognition which will be sent to your supervisor and personnel file. Coordinators are also encouraged to identify a goal for the year and incorporate this with their professional performance plan. (also see the recording/recognition section)
⬚ Attend two meetings/professional development activities per academic year
Below is a range of other activities in which coordinators might be engaged:
• Attend and/or volunteer at main events such as the Energy Campaign Recognition ceremony, Campus Crunch, Trashion Fashion, Earth Day activities and the Give and Go.
• Help populate the following sub-committees: Terra Award selection committee, Sustainability Innovation Grant Program and Green Workspace Challenge/Office Composting.
• Participate in professional development activities. See below for details.
• Participate in any ad-hoc committees that might be formed on specific issues.

A brief description of how the employee educators are selected:

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 Sustainability.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:

Coordinators attend an initial training on the sustainability programs and procedures of the university. They are expected to attend a refresher training every two years. The training covers an overview of the sustainability program and the major commitments in which the university participates. Coordinators discuss various procedures related to energy and water conservation and waste reduction on a continuous basis at their monthly meetings.
One example of training that occurs is coordinators received detailed education on what is recyclable, compostable and what is trash that not only applies to the university waste stream but their waste stream at home. Items used in campus operations are exhibited for attendees to look over and feel and then determine which is the correct bin for that item. This leads to discussions about contamination, labeling and purchasing. Another training that happens is the sharing of sustainability hacks. A panel of selected coordinators will share how they have incorporated sustainability into their lives and workplace for other coordinators to emulate. The session usually ends with a DIY event. Each year the coordinators take a field trip to enhance their knowledge on certain aspects of sustainability or projects related to the campus. Examples of past tours include: County Waste recycling facility, a UAlbany's professor's sustainable farm, a local composting facility and a Mesonet site at a local apple orchard.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):

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.Letters of acknowledge of service is sent at the end of the academic year to the coordinator's supervisors. This is a recognized activity as service to the community by the university.

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

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

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

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually:
200

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/5.sustainability_coordinators.shtml

Additional documentation to support the submission:

Employee Orientation

Score	Responsible Party
	Mary Ellen Mallia
1.00 / 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).

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics:
100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

New employees have the opportunity to attend an orientation by an HR coordinator who is responsible for training and development. She presents a powerpoint slide show, which includes information pertaining to sustainability initiatives on campus. Each year, the Office of Sustainability is asked to review/update the slide. We have also given her brochures about various programs on campus, both hard copies and electronic copies, for new employees to take with them.

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/gogreen/8.fliers.shtml

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sustainability topics covered at orientation
1. Overview of office and sustainability involvement in academics, operations and engagement

2. Specific procedures
o Waste reduction procedures
o Energy conservation practices
o Green purchasing
o How to hold a green event
o Alternative Transportation Offerings

3. Share brochures and let employees know how they can stay informed and get involved

Staff Professional Development

Score	Responsible Party
	Mary Ellen Mallia
1.25 / 2.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:
Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):
1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes 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. A discussion course was held in summer 2018. We are now positioned to conduct these discussion courses for any individual that wishes to participate.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :
1-24%

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:
Amended Training sheet UAlbany STARS 2.1.xlsx

Data source(s) and notes about the submission:

A list of the internal training, workshops and professional development opportunities provided by the Office of Sustainability is listed.

Public Engagement

Points Claimed 17.08

Points Available 20.00

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	3.00 / 3.00
Continuing Education	4.40 / 5.00
Community Service	3.35 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	2.00 / 2.00

Community Partnerships

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

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be "transformative", "collaborative", or "supportive" based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

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 partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Name of the institution's formal community partnership to advance sustainability :
Girls, Inc

Does the institution provide financial or material support for the partnership? :
Yes

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus?:
The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

The Departments of Atmospheric and Environmental Science (DAES), Chemistry, Biological Sciences and Physics host a four week hands-on instructional camp during the summer in partnership with Girls, Inc. This program, called EUREKA!, is designed to encourage interest females in STEM.

https://www.albany.edu/news/87457.php

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Trinity Alliance

Does the institution provide financial or material support for the partnership? (2nd partnership):
Yes

Which of the following best describes the partnership timeframe? (2nd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

The university partners with the Trinity Alliance for their end of year move out program. The Offices of Sustainability and Res Life provide POD units for students to place gently used but unwanted items at the end of the year. Volunteers sort through the materials and box them up according to category. On a designated day, the boxes are brought down to Trinity Alliance, a non-profit agency located in the south end of Albany. Their mission is to improve the neighborhood as a setting for family life, contributing to health and well-being, and promoting education and employment as a means of self-development. Campus members help to put out the donated items as Trinity clients arrive and "shop" for items. There is no charge for the clients, they can take whatever they wish from the selection of clothes, bedding, household items, appliances and kitchenware. If there are items left over, Trinity distributions the contributions to other organizations in the Albany area. This partnership has been occurring for over five years.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
Stormwater Coalition of Albany County

Does the institution provide financial or material support for the partnership? (3rd partnership):
Yes

Which of the following best describes the partnership timeframe? (3rd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (3rd partnership):
The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):
No

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

The Stormwater Coalition of Albany County is comprised of 11 municipalities and the University at Albany with each Coalition member providing mutual support and assistance in implementing MS4 Permit requirements. Last year, the coalition employed four interns as part of a grant funded project to map historic well and septic systems, green infrastructure assets, municipal soil boring data and Erie canal systems. The work of the coalition was awarded with the Capital District Regional Planning Commission's 2017 Erastus Corning Achievement Award for Inter-municipal Cooperation. See the announcement at:

https://cdrpc.org/capital-district-regional-planning-commission-announces-2017-erastus-corning-

achievement-awards

Information about the coalition can be found at:

http://www.stormwateralbanycounty.org/stormwater-coalition/

A brief description of the institution's other community partnerships to advance sustainability:

The university is collaborating with Capital Roots on a multi-year assessment of food access to low income population in Albany County. The university has members serving on the steering committee as well as students and professors involved in the

research.https://www.capitalroots.org/about-us/foodassessment/

The Office of Sustainability and Energy Management partner with Tech Valley High school, a public high school located across from the university. For the past three years, they have provided longitudinal data on the campus heat, electricity, carbon emissions, water, waste and recycling. Students in the Algebra and Bioengineering class tour the campus power plant and other sustainable features such as their hybrid buses and porous pavement to learn about sustainable practices. The students then work with the data, attempting to predict the current year data based on past responses as well as identify the mathematic function more illustrated by the data trends. The Director of Sustainability attends their final presentations and compares their predictions to the actual data. A discussion ensues about the trends and reasons why the data fluctuates.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Inter-Campus Collaboration

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

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:
Yes

The name of the national or international sustainability network(s):

AASHE
Sustainable Development Solutions Network

Is the institution an active member of a regional, state/provincial or local sustainability network?:
Yes

The name of the regional, state/provincial or local sustainability network(s):

New York Coalition for Sustainability in Higher Education (NYCSHE)
SUNY Sustainability Coalition (SSC)

Has the institution presented at a sustainability conference during the previous year?:
Yes

A list or brief description of the conference(s) and presentation(s):

AASHE Conference, Pittsburgh; Introducing your campus to the UN Sustainable Development Goals

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :
No

A list or brief description of the awards program(s) and submission(s):

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :
Yes

A list or brief description of the board or committee appointment(s):

Mary Ellen Mallia, Chair of the Steering Committee, NYCSHE
Served on the 2018 State of NY Sustainability Conference committee

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:
Yes

A brief description of the mentoring relationship and activities:

NYCSHE has started a peer review group to help members with their STARS reporting.
Both NYCSHE and SUNY provide outreach opportunities for campuses through their list serves and conference. NYCSHE has provided webinars on topics of interest to its members and has a list of members willing to provide assistance to others in a variety of topics on their webpage:

http://nycshe.org/membership/specialties/

As Chair of NYCSHE steering committee, UAlbany's Director of Sustainability has been instrumental in the development and maintenance of these resources as well as participating in them.

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:
Yes

A brief description of the peer review activities:

Peer reviewer for University at Buffalo

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :
Yes

A brief description of other collaborative efforts around sustainability during the previous year:

The Director of Sustainability served on a sub-committee of the SUNY Sustainability Coalition to craft a white paper for sustainability strategic planning using the UN Sustainable Development Goals as a framework.
Collaborative efforts have been on-going through the last year as described previously through NYCSHE and SSC.
The university also served as the state host site for the Power Dialog in the spring of 2016. This created forums for students to engage with state administrators in charge of implementing the Clean Power Plan. Over a dozen campuses participated in the event. The activities included a student poster session, student lead workshops and a Q & A with Richard Kaufman, Energy Czar of the State and Jared Snyder of the DEC.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
	Mary Ellen Mallia
4.40 / 5.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in 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.

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

Does the institution offer continuing education courses that address sustainability?:
Yes

Total number of continuing education courses offered:
75

Number of continuing education courses offered that address sustainability:
6

Percentage of continuing education courses that address sustainability:
8

A copy of the list and brief description of the continuing education courses that address sustainability:
UAlbany_CEcourses for EN12.xlsx

A list and brief description of the continuing education courses that address sustainability:

Addressing Health Equity; root causes that shape health and health disparities
Pharmaceuticals in our Waters; background, assessment and management of fictional site to illustrate the risks of water resource contamination by pharmaceuticals
Introduction to Environmental Health, Microbiology and Communicable Disease Control; identifying microbes and finding ways to prevent their adverse effect on society
Climate Smart Communities; discussion on NYS program certifying communities as climate smart
Emerging Trends in Practices with Immigrants and Refugees; course for social workers to understand the nature of migration and multiple contextual and individual factors that will affect the immigrant experience
Advanced Practice with Immigrants and Refugees; designed to strengthen practitioners' preparedness to work effectively with immigrant and refugees who experience trauma and multiple, complex psychosocial adjustments and disparities associated with the processes of migration and resettlement.

Do the figures reported above cover one, two, or three academic years?:
One

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program(s), including the year the program was created:

The Basic Environmental Health Program (BEHP) is an introductory training program designed to equip entry level environmental health personnel with the basic knowledge, skills and abilities needed to develop competency in their initial and future duties. The BEHP is recognized as the health training course approved by the State Health Department pursuant to Part 11 of the State Sanitary Code for individuals employed in Public Health Sanitarian and Technician titles in New York State. The required content in this program include: indoor air, pest management, healthy neighborhoods and harmful blue-green algae blooms among others. Information about the program can be found at:

https://www.albany.edu/sph/cphce/berp.shtml

The specific content of the courses can be found at:

https://www.albany.edu/sph/cphce/behp_overview.pdf

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/sph/cphce/category_environmental_health.shtml

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In addition to the Basic Environmental Health Program, the University also offers the following continuing education programs related to sustainability:
Advancing Culture Competence in NYS
https://www.albany.edu/sph/cphce/advancing_cc.shtml

Community Service

Score	Responsible Party
3.35 / 5.00	**Mary Hunt** Senior Staff Assistant Public 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 student per year.

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):
17,743

Number of students engaged in community service (headcount):
7,995

Percentage of students engaged in community service:
45.06

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):
Yes

Total number of student community service hours contributed during the most recent one-year period:
889,962

Number of annual community service hours contributed per student :
50.16

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/outreach

Does the institution include community service achievements on student transcripts?:
No

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):
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. Public Engagement has been identified as a university priority, which has created a culture of encouraging research and participation in activities that collaborate with the community.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The University was named to the President's Higher Education Community Service Honor Roll.
In addition to the students engaged in community service listed above, 23 service learning courses had 6,701 student registrations. Our webpage for service learning is located at:
https://www.albany.edu/appliedlearning/80763.php

Examples of service learning trips available through the Center for Global Health can be found here:
https://www.albany.edu/globalhealth/service-learning.php

And some student experiences here (featuring one of our Eco-Reps):
https://www.albany.edu/experientiallearning/student-experiences-service.php

Participation in Public Policy

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>1.33 / 2.00</td><td>**Mary Ellen Mallia**
Director of Environmental Sustainability
Finance and Business</td></tr>
</table>

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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 public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:
No

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:
Yes

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

UAlbany signed onto a joint letter addressed to our Governor and the Governor's of the other states in the Northeast and Mid-Atlantic, which calls for policies that support a transportation system that encourages clean energy and reduced emissions. Second Nature and Ceres played a coordinating role

in this initiative.

https://secondnature.org/2018/07/12/signatories-support-transition-to-clean-transportation-futu

re/

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:
No

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

Josh Alland, a PhD student in the Department of Atmospheric and Environmental Science, joined leaders of UCAR (University Corporation for Atmospheric Research) in Washington DC, to advocate for science research funding. Josh was one of only six students selected to participate in this lobbying effort. His winning essay submission cited "effects of climate change ... threaten stability around the globe." Josh is mentored by DAES professors Kristen Corbosiero and Brian Tang. See:

https://www.albany.edu/news/87515.php

Another example is the campus advocacy in support of the Perkins Loan program. Students and administrative staff has engaged in activities related to the Federal Perkins Loan Program Extension Act of 2017 (H.R. 2482) Student advocacy included gathering 1,000 "Save Perkins" letters and holding a campus rally. They were supported in their efforts by our Equal Opportunities Program (EOP) director, United University Professions (UUP) leaders and House Representatives. Additionally, Maria Livolsi, Director of the Student Loan Center and President of COHEAO, Coalition of Higher Education Assistance Organizations testified in Washington in support of continuing Perkins. She is quoted in this release:

https://pocan.house.gov/media-center/press-releases/bipartisan-group-introduces-perkins-loan-ex

tension-act-of-2017

A campus story on the student rally is here:

https://www.albany.edu/news/81912.php

Coverage in a local newspaper:

https://www.timesunion.com/local/article/UAlbany-students-rally-for-Perkins-loans-12211740.php

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:
Yes

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

The University at Albany has signed onto the We Are Still In Coalition. This group of governmental leaders, colleges and universities, businesses, faith groups, and investors declare their support for the Paris Agreement, publicly oppose the Trump's administrations decision to withdraw the US from the agreement. Additionally, the participants agree to undertake actions to limit global temperatures under 1.5 degrees Celsius. UAlbany's participation in this coalition earned a Mark of Distinction from Second Nature.

https://www.wearestillin.com/we-are-still-declaration

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

As a public institution, we are prohibited from taking political stances.

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 programs or initiatives is available:

Additional documentation to support the submission:

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).

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

"---" *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

A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

Confirmation of the university's membership in these groups can be found at:

http://www.fairlabor.org/affiliate/university-albany-state-university-new-york

https://www.workersrights.org/affiliate-schools/

The university most recently renewed their membership this August

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Operations

Air & Climate

Points Claimed 6.52

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	5.52 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
5.52 / 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 also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

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 (0.215 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 (see *G. Standards and Terms*).

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

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. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :
Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	None
Commuting	All
Purchased goods and services	Some
Capital goods	None
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	All
Other categories	Some

A copy of the most recent GHG emissions inventory:
2017 Carbon footprint SIMAP.xlsx

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

The university uses the SIMAP calculator, administered by the University of New Hampshire.

https://unhsimap.org/home

Our GHG emissions inventory is available on the Second Nature reporting website:

http://reporting.secondnature.org/institution/detail!2866##2866

We determine GHG via operational control, that is those buildings that are under direct ownership and maintenance of the university. We include heat, fleet, electricity, fertilizer use, commuting miles, water use, waste and paper purchases in our footprint.

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:

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):
Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	26,780 *Metric Tons of CO2 Equivalent*	27,218 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	1,195 *Metric Tons of CO2 Equivalent*	970 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from purchased electricity	11,703 *Metric Tons of CO2 Equivalent*	31,824 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Total	39,678 *Metric Tons of CO2 Equivalent*	60,012 *Metric Tons of CO2 Equivalent*

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

	Start Date	End Date
Performance Year	July 1, 2017	June 30, 2018
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline is representative of the year prior to any sustainability/energy efficiency/carbon reduction activities on campus.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
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*

	Performance Year	Baseline Year
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Net carbon offsets	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

The university did not purchase offsets during this period

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	39,678 *Metric Tons of CO2 Equivalent*	60,012 *Metric Tons of CO2 Equivalent*

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	7,765	7,056
Number of employees resident on-site	40	43
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	16,259	15,040
Full-time equivalent of employees (staff + faculty)	3,203	3,649
Full-time equivalent of students enrolled exclusively in distance education	669	0
Weighted campus users	16,046	15,791.50

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	2.47 *Metric Tons of CO2 Equivalent*	3.80 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
34.93

Gross floor area of building space, performance year:
5,806,849 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	158,786 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

EUI-adjusted floor area, performance year:
6,124,421 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.01 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	11,283 *Metric Tons of CO2 Equivalent*
Purchased goods and services	41 *Metric Tons of CO2 Equivalent*
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	1,515 *Metric Tons of CO2 Equivalent*
Waste generated in operations	6,305 *Metric Tons of CO2 Equivalent*
Other categories	88 *Metric Tons of CO2 Equivalent*

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

The university has been continuing energy efficiency projects, installed a 30 kw solar array and reduced its waste stream. More significantly, an Energy Plan has been completed. Thirteen key strategies were identified and these are currently being implemented with the goal of reducing our carbon emissions by 20% by 2020.

The website URL where information about the programs or initiatives is available:

https://www.albany.edu/facilities/energy/documents/2013-2023EnergyMasterPlan.pdf

Additional documentation to support the submission:

Outdoor Air Quality

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

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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 or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), 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 on campus?:
Yes

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

The University at Albany adheres to all applicable US EPA and NYS DEC air emissions regulations. The University uses only low sulfur No. 2 oil and natural gas. Natural gas is used whenever possible. University at Albany complies with GNYCRR 248: Use of Ultra Low Sulfur Diesel Fuel and Best Available Retrofit Technology for Heavy Duty Vehicles (HDV). We also employ a no-idling rule for buses and other transport/delivery vehicles.
The Diesel Emission Reduction Act can be found at:

https://www.gpo.gov/fdsys/pkg/PLAW-111publ364/pdf/PLAW-111publ364.pdf

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:
Yes

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

Nitrogen oxides (NOx)	313.70 *Tons*

	Weight of Emissions
Sulfur oxides (SOx)	6.50 *Tons*
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	161.50 *Tons*

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

University at Albany uses Fuel Supplier Certifications and Assistance for SO2, COMS for opacity, PEMS for NOx and daily opacity observations and EPA published emission factors (AP-42) and fuel consumption of the individual stationary sources.
The university works with a consultant who helps to monitor the emissions from our power plant and fill any relevant reports to the EPA, if applicable. The link to the archived EPA site describing the reporting rule is below.

The website URL where information about the programs or initiatives is available:
https://19january2017snapshot.epa.gov/section608/greenhouse-gas-reporting-requirements-related-stationary-refrigeration-and-air_.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

2017 Annual Compliance Certification for the Air State Facility Permit, Semiannual Monitoring Report for Air State Facility Permit, _Semiannual NSPS Reports for Boiler Nos. 1,2,3, and 4, and NSPS Excess Emissions Reports for Boilers Nos. 2 and 4 are available through the Office of Environmental Health and Safety.

Buildings

Points Claimed 4.22

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	2.00 / 5.00
Building Design and Construction	2.22 / 3.00

Building Operations and Maintenance

Score	Responsible Party
2.00 / 5.00	**Indu Lnu** Energy Officer Facilities Management

Criteria

Institution owns and operates buildings that are:

1)   Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2)   Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Total floor area of building space:
5,806,849 *Square Feet*

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area
LEED O+M Platinum or the highest achievable level under another GBC rating system	0 *Square Feet*
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 *Square Feet*

	Certified Floor Area
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 *Square Feet*
LEED O+M Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:
0 *Square Feet*

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:
0

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):
100

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:
http://www.albany.edu/gogreen/files/documents/IAQ%20Plan.pdf

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):
100

A copy or the green cleaning policy:

A brief description of how green cleaning is incorporated into cleaning contracts:

   The university established a green cleaning program as part of then Governor Mario Cuomo's Executive Order 134, requiring the use of Green Seal approved products. The reporting on green cleaning products has continued through current Governor Andrew Cuomo's Executive Order 4. Since then, the university has continued to use Green Seal approved products and received the Green Guard certification

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):
100

A brief description of the energy management or benchmarking program:

The university has sub-metered its buildings for electricity use and uses EnergyCap and to track our utility bills and New York Energy Manager (a program of NYPA, New York Power Authority) to track the Governor's Executive Order on energy reduction (EO88). This order requires state agencies to report on their energy consumption with the goal of reducing our source use intensity by 20% by 2020. We use Schneider Powerlogic and PME software as well as Siemens and Honeywell BMS to track our electric, water, chilled and HTHW water sub-meters at building level.

The metering data is used in a 10 week energy campaign focused on energy and water conservation. The amount of electricity used in each building is tracked and reported to the campus over the time period. The campaign includes a kick off event, energy and water pledges, bi-weekly email updates and a recognition ceremony.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):
100

A brief description of the water management or benchmarking program:

The university has recently sub-metered its residential buildings for water use. We use Schneider Powerlogic and PME software as well as Siemens and Honeywell BMS to track our electric, water, chilled and HTHW water sub-meters at building level.

As with energy above, the metering data is used in a 10 week energy campaign focused on energy and water conservation. The amount of water used in the living areas is tracked and reported to the campus over the time period. The campaign includes a kick off event, energy and water pledges, bi-weekly email updates and a recognition ceremony.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.buildings.shtml

Additional documentation to support the submission:

Building Design and Construction

Score	Responsible Party
2.22 / 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. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- 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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :
206,352 *Square Feet*

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:
0 *Square Feet*

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	26,355 *Square Feet*
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	125,474 *Square Feet*

	Certified Floor Area
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 *Square Feet*
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	35,308 *Square Feet*
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):
0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
90.69

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

Buildings constructed/renovated since Jan 2014
a. Campus Center Additions and Renovation: 127,687SF
b. Onondaga Res Hall: 24,629SF
c. Building 25: 28,623SF
d. Herkimer Res Hall: 25,413SF

Areas certified under LEED NC v2009 since last STARS rating
a. Onondaga Res Hall, Gold: 23,077 SF
b. Bldg 25 Platinum: 26,355 SF
c. Mohawk Res Hall Gold: 102,760 SF
d. SBA buidling, Silver; 22,400 SF

Areas certified under LEED CI v2009
a. LSRB RNA Lab, Silver; 12,908 SF

Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:
0 *Square Feet*

A copy of the green building guidelines or policies :

The green building guidelines or policies:

UAlbany established high performance building guidelines that informed the construction of the projects listed above. A copy of this guideline is available

at:https://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/UA-MinEESustaina

bilityGoals.pdf

These are currently undergoing a revision to make the standards more rigorous

Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	No
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	No

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

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Indoor Air Quality has a separate plan which can be located at:

https://www.albany.edu/gogreen/files/documents/IAQ%20Plan.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 programs or initiatives is available:

Additional documentation to support the submission:

Energy

Points Claimed 4.18

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	4.16 / 6.00
Clean and Renewable Energy	0.02 / 4.00

Building Energy Consumption

Score	Responsible Party
4.16 / 6.00	**Indu Lnu** 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 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see *G. Standards and Terms*).

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	239,402 *MMBtu*	275,215 *MMBtu*
Electricity from on-site renewables	212 *MMBtu*	0 *MMBtu*
District steam/hot water (sourced from offsite)	0 *MMBtu*	0 *MMBtu*
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	500,842 *MMBtu*	510,809 *MMBtu*
Total	740,456 *MMBtu*	786,024 *MMBtu*

Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	July 1, 2017	June 30, 2018
Baseline Year	July 1, 2005	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The university selected this baseline as it represents the year prior to when sustainability and energy efficiency programs were instituted.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	5,806,849 *Gross Square Feet*	4,563,296 *Gross Square Feet*

Source-site ratio for grid-purchased electricity:
3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.13 *MMBtu / GSF*	0.17 *MMBtu / GSF*
Source energy	0.22 *MMBtu / GSF*	0.30 *MMBtu / GSF*

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:
28.40

Degree days, performance year (base 65 °F / 18 °C):

	Degree days (see help icon above)
Heating degree days	6,343 *Degree-Days (°F)*
Cooling degree days	685 *Degree-Days (°F)*

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	158,786 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

EUI-adjusted floor area, performance year:
6,124,421 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
17.20 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

The Office of Sustainability partners with the Office of Energy Management to employ a variety of techniques to encourage energy conservation. The centerpiece of our efforts is a 10 week energy campaign that seeks to reduce electricity by 10% over the past baselines. This entails numerous electronic messages updating the campus of each building's progress, the use of passive programming via fliers and brochures. Each building is given a poster to display that lists the amount of energy it used and the amount of carbon associated with this use. People are asked to make pledges to reduce electricity. These pledges are posted outside of the main door of the library. One apartment complex on campus is individually metered and these residents are given "fake" electric bills to education about energy use. These efforts are augmented by programs in the res halls.

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

The University temperature setpoint policy can be found at

http://www.albany.edu/facilities/documents/TempSetPointPolicy.pdf

The university high performance building guidelines are available at:

https://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/UA-MinEESustainabil

ityGoals.pdf

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

The University standard for all exterior and interior lighting is LED. University has successfully used LED for building mounted, parking lots and pedestrian pathway fixtures. Ongoing Building 27 renovation and ETEC new construction projects are using LED for all the ambient lighting. Several smaller retrofit projects have installed LED fixtures in offices, hallways and other spaces.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

The university has a geothermal system at Liberty Terrace, our newest apartment complex. This has resulted in an estimated 40% use in energy when compared to the standard HVAC system. A geothermal is also planned for our new ETEC building

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

None. The University is currently developing a feasibility study for a 4.5MW combined heat and power plant.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Life Sciences Building underwent a retro-commissioning, air re-balancing program last year. The University continues to replace existing fluorescent lighting with LED fixture as part of regular maintenance. We retired a few water-cooled distributed A/C units and connected the loads to the central plant.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/facilities/energy/policies.html

Additional documentation to support the submission:

Clean and Renewable Energy

Score	Responsible Party
	Indu Lnu
0.02 / 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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) 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 (i.e. the utility's standard or default product) 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 (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Total energy consumption (all sources, excluding transportation fuels), performance year :
740,456 *MMBtu*

Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
212 *MMBtu*

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

62,197 kwh of solar energy is generated on-site on two different sites: one on the roof of the Social Science building and another on the roof of the Campus Center. We do not claim the environmental attributes.

Non-electric renewable energy generated on-site, performance year:
0 *MMBtu*

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

Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes, performance year:
0 *MMBtu*

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

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:
3,134 *MMBtu*

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

918,500 kWh of national wind RECs were purchased during the performance year in association with two new building projects: Building 25 (home for the Department of Economics and Africana Studies) and the Campus Center expansion project.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.renewable_energy.shtml

Additional documentation to support the submission:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	0
Coal	1
Geothermal	0
Hydro	42
Natural gas	7
Nuclear	41
Solar photovoltaic	2
Wind	6
Other (please specify and explain below)	1

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

1% is oil

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

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

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.

Percentage of total energy consumption from clean and renewable sources:
0.45

Food & Dining

Points Claimed 2.85

Points Available 8.00

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.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	1.10 / 6.00
Sustainable Dining	1.75 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
1.10 / 6.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **Third Party Verified**. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

2. **Local & Community Based**. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	A single-ingredient product must meet ALL of the following criteria: 1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats. 2. Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed $50 million (US/Canadian). 3. Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.
Multi-Ingredient Products (e.g., baked goods)	Producing company must meet ALL of the following criteria: 1. Ownership. Company must be a privately or cooperatively owned enterprise. 2. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). 3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. AND At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the Real Food Calculator.

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.

- Label, brand or producer.

- The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified… or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based:
20.80

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):
Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):
31.92

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

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.A priority is placed on the distributors to find NY sourced, local and sustainably produced products. Our professionally-trained chefs write our menus to take advantage of the fresh fruits and vegetables that are naturally in season. We partner with many local distributors to bring local products including Byrne Dairy, Gillette Creamery and Purdy and Sons among others.

An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):
UAlbany STARS Revised Food and Beverage list.xlsx

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

The purchases of food are collected by Sodexo. UAlbany's Director of Sustainability reviews 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.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

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
Student-run food/catering services	No	No
Franchises (e.g. national or global brands)	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

The website URL where information about the programs or initiatives is available:
https://www.ualbanydining.com/explore/sustainability

Additional documentation to support the submission:
2018 University Ualbany Revised food and beverages_QXTiAG9.xlsx

Sustainable Dining

Score	Responsible Party
1.75 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);
- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

Does the institution or its primary dining services contractor have a published sustainable dining policy?:
Yes

A brief description of the sustainable dining policy:

Sodexo at UAlbany has their sustainability policy at the following website:

https://www.ualbanydining.com/explore/sustainability

This includes information on local food sourcing, recycling, composting, sustainably produced food and waste reduction strategies such as trayless dining, bulk condiments and Xprss Nap

Does the institution or its primary dining services contractor source food from a campus garden or farm?:
No

A brief description of the program to source food from a campus garden or farm:

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

Sodexo hosts a Farmer's Market as part of our campus crunch celebration in the fall

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:
Yes

A brief description of the vegan dining program:

UAlbany dining offers a plant based station in both main campus dining rooms. This station is open for lunch, dinner and late night. Our residential dining program is open to students, faculty, staff, and the public.

Each of our retail venues offers at least 1 plant based menu item. Our retail program is open to students, faculty, staff, and the public.

Our catering department offers plant based menu items for selection.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:
No

A brief description of the low impact dining events:

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:
No

A brief description of the sustainability-themed meals:

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:
No

A brief description of the sustainability-themed food outlet:

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:
Yes

A brief description of the sustainability labeling and signage in dining halls:

Our marketing team uses social media and other forms of advertisement for promoting local and sustainable dining practices. We encourage students, via signage, to take only what they will eat in an effort to reduce food waste.

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:
Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

Sodexo, our food service provider partners with the Office of Sustainability to host Weigh the Waste events, focusing on food waste, in line with World Food Day. They also emphasize the benefits of local food and feature a NY grown product each month via the Harvest of the Month campaign. There are also large photographs of some of the local farms we partner with located in the hall where students queue up in for meals in the freshman dining hall.
A very popular program conducted by the campus nutritionist is using the Blender Bike to make smoothies or salsa to support sustainable programming on campus such as the annual fall Farmers Market, National Kale Day, and National Nutrition Month in March. Information on the wellness services can be found at:

https://www.ualbanydining.com/explore/nutrition

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:
Yes

A brief description of the other sustainability-related dining initiatives:

Sodexo employs a nutritionist who conducts many events around health, well-being, diet and stress management. One of these campaigns is Mindful Eating, which encourages students to be more conscious about what they eat and how that will affect their well being and academic performance. Donna is also available to students for consultation Food allergies, celiac disease, diabetes, or other special dietary needs
Eating healthy on campus
Vegan and vegetarian nutrition
Weight management

Information on the wellness services can be found at:

https://www.ualbanydining.com/explore/nutrition

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

UAlbany is part of the EPA's Food Recovery Challenge and reports on an annual basis. UAlbany dining partners with The Recovery Food Network to donate food to the North East Regional Food Bank. Residential dining uses a composting system supported by the university

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:
Yes

A brief description of the trayless dining or modified menu/portion program:

Trays were eliminated over 8 years ago. Staff also controls portions by serving students themselves.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
Yes

A brief description of the food donation program:

UAlbany is part of the Food Recovery Network. We have established a system where food from the dining halls that can be donated is wrapped up, frozen and picked up weekly by our Regional Food Bank.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:
Yes

A brief description of the food materials diversion program:

The university contracts with Filta, who removes our kitchen grease and reuses or recycles the oil. Last academic year, Filta reported that UAlbany recycled 41 tons of kitchen oil.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
Yes

A brief description of the pre-consumer composting program:

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.
The dining hall staff are taught to minimize pre-food waste and and compost.

Does the institution or its primary dining services contractor have a post-consumer composting program?:
Yes

A brief description of the post-consumer composting program:

See above, all food in the dining hall is centralized in the kitchen. Students place their plated leftovers on a conveyor belt which transports that waste into the kitchen. There is staff places the organics into the composting bins. The dining hall staff are taught how to sort and correctly compost student-produced food waste.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:
Yes

A brief description of the reusable service ware program:

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.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:
No

A brief description of the compostable containers and service ware:

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations?:
Yes

A brief description of the reusable container discount or incentives program:

The 518 Market gives discounts for students, faculty and staff to tea and coffee when they bring their own reusable mugs.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:
Yes

A brief description of other dining services materials management 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 dining halls have converts to using bulk condiment dispensers.

The website URL where information about the programs or initiatives is available:
https://www.ualbanydining.com/explore/sustainability

Additional documentation to support the submission:

Grounds

Points Claimed 1.00

Points Available 3.00

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 resources.

Credit		Points
Landscape Management	0.00 / 2.00	
Biodiversity	1.00 / 1.00	
	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, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.

Close

Landscape Management

Score	Responsible Party
0.00 / 2.00	**Nancy Dame** Grounds Supervisor Grounds

Criteria

Institution's grounds include areas that are managed in accordance with:

1)   An Integrated Pest Management (IPM) program;

Or

2)   An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms.* Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):
481 *Acres*

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	0 *Acres*
Area managed 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	0 *Acres*
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	60 *Acres*
Total area of managed grounds	60 *Acres*

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

The excluded land from the area of managed grounds includes most building footprints, parking areas, water features and wooded areas. Within existing building footprints, the campus has approximately 9,500 sf of green roof and several landscape planters located around the primary academic campus building. The campus has installed approximately 1.5 acres of porous asphalt and concrete pavement over recent years. The campus has a 5.0 acre pond used for stormwater management and irrigation. There is approximately 27.0 acres of wooded area on campus that

consists of mixed mature deciduous and evergreen trees with a portion of the land having slopes 5-15%.

Percentage of grounds managed in accordance with an IPM program:

0

A copy of the IPM plan or program:

A brief description of the IPM program:

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.

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

A brief description of the institution's approach to plant stewardship:

Specifying plants for landscape enhancements that will thrive in existing soil, solar, and moisture conditions while recommending predominantly native plant materials.
Inspect landscape areas weekly to review overall health, identify insect, disease, or moisture concerns, remove trash that may collect, prune liability branches, weed, and note significant concerns to manager.
Mulch, weed, and prune during ideal times of year to maintain growth and overall health conditions.
Identify trees that should be removed due to aging, decline, or storm damage that can be phased and coordinated over time with new plantings.
Create priority maintenance areas at the campus entries and inner academic core area out to the periphery where it becomes more naturalized..

A brief description of the institution's approach to hydrology and water use:

Maintain pond stormwater functionality, water level, quality, and water shed contribution for continued irrigation use on campus.
Limit new irrigation system installations and provide watering during only initial growing period of new plantings.
Mow lawns at higher heights to reduce mowing frequency, assist in weed control, and keep lawns green during summer months.
Consider and install rain gardens where application makes aesthetic, academic, and maintenance sense.

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

Collect and consolidate all yard waste and debris in drop-off containers that are transported off-site locally so materials can be shredded, composted, and mulched for future use.
Limit bagging grass clippings during mowing season.
Provide commodity bins for mulch, topsoil, and stone to contain and minimize runoff potential.

A brief description of the institution's approach to energy-efficient landscape design:

Planting and maintaining trees adjacent to buildings that provide shade.
The campus has 9,500 sf of green roof area on existing buildings, consideration for future opportunities.
The campus recommends planting trees in or adjacent to parking areas to reduce heat island effect.
The campus has installed 1.5 acres of porous asphalt and concrete and considers future opportunities to incorporate green infrastructure.

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

Heritage Garden and initiatives to enhance pollinator planting areas
Membership in the Stormwater Coalition and green infrastructure guidelines
The use of porous surfaces reduces the need for salt and provides more traction

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.environment.shtml

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Landscape master plan link:
http://www.albany.edu/facilities/campusplanning/documents/LandscapeMasterPlan.pdf

Biodiversity

	Score	Responsible Party

Score

Responsible Party

1.00 / 1.00

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)

Jason Kersch
Landscape Architect Office of Campus Planning

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, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.

Close

Criteria

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?:
No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory 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 methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

The university consults with the NY Natural Heritage Program database to help identify endangered and vulnerable species. The Giant Pine-drop has been identified as an endangered for Albany County.

http://acris.nynhp.org/guide.php?id=9195

Additionally, the NYS Department of Environmental Conservation compiles a list of rare and state-listed animals and plants, significant natural communities and other significant habitats. The Albany Pine Bush, adjacent to the campus, is the only home of the Karner Blue Butterfly.

https://www.dec.ny.gov/animals/7494.html

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. Interpretative signage noting the various flora and fauna have been installed around the pond. As noted above, the area near the university campus is home of the Karner Blue Butterfly but the butterfly's habitat does not include the 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. These plans called for the use of native plants and low-water landscaping. Embedded in the stormwater plan are practices designed to reduce the amount of potential toxins that enter our watershed.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.environment.shtml

Additional documentation to support the submission:

Purchasing

Points Claimed 3.06

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
Sustainable Procurement	1.75 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.85 / 1.00
Office Paper Purchasing	0.46 / 1.00

Sustainable Procurement

Score	Responsible Party
1.75 / 3.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC 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.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	• A stated preference for materials that meet LEED requirements.
3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.

4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	• Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	• Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	• A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.
8) Wood and paper	• A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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.

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

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:
Yes

A copy of the policies, guidelines or directives:
Executive Order Pattison.mht

The policies, guidelines or directives:

The SUNY system adheres to Executive Order 4, which requires reporting on waste and sustainable purchases. The Green NY website has resources on contracts, specifications and other resources related to sustainable purchases.

https://www.ogs.state.ny.us/greenny/Default.asp

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.

THE NYS Office of General Services provides specifications for green purchasing to all state agencies. Some of these are product specific but other guidelines can be applied to a variety of commodities, such as the one on packaging. See:

https://www.ogs.state.ny.us/greenny/specs/green-specs-MPL.asp

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:
Yes

Which of the following best describes the institution's use of LCCA?:
Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others

A brief description of the LCCA policy and/or practices:

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.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:
Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

Executive Order 4 encourages the use of green cleaning supplies. The use of green seal approved cleaner and low VOC paints is the university standard

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:
Yes

A brief description of the published sustainability criteria for construction and renovation products:

Executive Order 4 indicates a preference for products that are made from recycled materials and/or are regionally sourced. NYS OGS provides guidelines for construction material. See:

https://www.ogs.state.ny.us/greenny/green-product-specs.asp

Examples include: acoustical ceiling standard

https://www.ogs.state.ny.us/greenny/specs/green-specs-AcousticalCeiling.asp

Carpet and Tile specifications:

https://www.ogs.state.ny.us/greenny/specs/green-specs-CarpetandCarpettile.asp

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:
No

A brief description of the published sustainability criteria for IT products and services:

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:
No

A brief description of the published sustainability criteria for food services:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:
No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:
No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:
No

A brief description of the published sustainability criteria for transportation and fuels:

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:
Yes

A brief description of the published sustainability criteria for wood and paper products:

Executive Order 4 requires the purchase of 100% recycled paper and janitorial paper products as well as FSC certified wood.

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:
No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Electronics Purchasing

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

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Cleaning and Janitorial Purchasing

Score	Responsible Party
	Mary Ellen Mallia
0.85 / 1.00	Director of Environmental Sustainability
	Finance and Business

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:
100,686.30 *US/Canadian $*

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):
61,645.75 *US/Canadian $*

Total expenditures on janitorial paper products:
181,214 *US/Canadian $*

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):
178,816 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
85.30

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Expenditures listed above represent a one year time period from last year's university fiscal year: July 1, 2017 - June 30, 2018

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:
Cleaning Purchases UAlbany STARS 2.1.pdf

Office Paper Purchasing

Score	Responsible Party
0.46 / 1.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

Total expenditures on office paper :
33,764 *US/Canadian $*

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	4,109 *US/Canadian $*
30-49 percent	24,748 *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)	4,907 *US/Canadian $*

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:
14.53

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Data above represents a one year time period from the state fiscal year, April 1, 2017 to March 30, 2018

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Transportation

Points Claimed 3.58

Points Available 7.00

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	0.18 / 1.00
Student Commute Modal Split	1.28 / 2.00
Employee Commute Modal Split	0.52 / 2.00
Support for Sustainable Transportation	1.60 / 2.00

Campus Fleet

Score	Responsible Party
0.18 / 1.00	**Mary Ellen Mallia** 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 (including electric assist utility bicycles and tricycles)

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, electric assist cycles, 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 (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:
158

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	6
Diesel-electric, non-plug-in hybrid	5
Plug-in hybrid	0
100 percent electric	18

	Number of Vehicles
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

Do the figures reported above include leased vehicles?:
No

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. 30% of the bus fleet are hybrids. The Parking and Mass Transit office converted their patrol fleet to electric vehicles

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Student Commute Modal Split

Score	Responsible Party
1.28 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

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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 (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:
64

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

The Office of Environmental Sustainability, the Office of Institutional Research, Planning and Effectiveness and Urban Planning Directors created the "UAlbany Student Transportation Survey. This survey has been administered several times, first in 2009, again in 2013 and most recently in 2016. The Institutional Research office randomly sampled faculty, staff and students to complete the survey. There were 709 students who completed the survey. Twenty-seven percent of the students live in one of the four on-campus quads (Indian, Dutch, Colonial and State), 11% 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 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)	36
Walk, bicycle, or use other non-motorized means	17
Vanpool or carpool	5
Take a campus shuttle or public transportation	41
Use a motorcycle, scooter or moped	1

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.transportation.shtml

Additional documentation to support the submission:

Employee Commute Modal Split

Score	Responsible Party
0.52 / 2.00	**Mary Ellen Mallia** 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 as their primary method of transportation:
26

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

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 a transportation survey 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 survey had been administered three times. First in 2009, again in 2013 and most recently in 2016. The Institutional Research office randomly sampled faculty, staff and students to complete the survey
There were 698 faculty and staff who completed the survey.

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)	74
Walk, bicycle, or use other non-motorized means	5
Vanpool or carpool	7
Take a campus shuttle or public transportation	14
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Employee_Transportation_Toplines_All.pdf

Support for Sustainable Transportation

Score	Responsible Party
1.60 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

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:

- 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) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- 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, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

"---" *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 for all occupied buildings and

makes long-term bicycle storage available for students who live on-site (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. There are several bicycle fix-it stations . We currently do not offer long-term bicycle storage.

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:
No

A brief description of the bicycle and pedestrian plan or policy:

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 through Campus Recreation. Students can rent bikes for free, and are given helmets and bike locks. There are 20 bikes available in the bike share program. The region recently created a bike share program and installed a rack on the uptown and downtown campus. This does require a membership to rent the bikes as well as a small fee to use the bike but they can be left in any of the rack locations in the tri-city area

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 programs:

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 program to regular users of alternative modes of transportation?:
Yes

A brief description of the guaranteed return trip program:

The university participates in the 511 NY program which 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 NY 511 service provided in conjunction with state and local entities which provides a carpool program. Campus members can find ride matches at

https://511nyrideshare.org/

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 is 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 five level 2 chargers. These stations are available to students, faculty, staff, and visitors. One of the stations is located at Collins Circle Visitor lot, Indian Quad, SEFCU arena, Parking and Mass Transit offices 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 that reduces employee commuting (as a matter of policy or standard practice)?:
No

A brief description of the condensed work week option:

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 employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:
Yes

A brief description of other strategies to reduce the impact of commuting:

The university has a free bike registration program for all campus members

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.transportation.shtml

Additional documentation to support the submission:

Waste

Points Claimed 4.53

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 and Diversion	2.87 / 8.00
Construction and Demolition Waste Diversion	0.66 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
	Mary Ellen Mallia
2.87 / 8.00	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 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	1,760 *Tons*	238 *Tons*
Materials composted	595 *Tons*	0 *Tons*
Materials donated or re-sold	12 *Tons*	0 *Tons*
Materials disposed through post-recycling residual conversion	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	2,034 *Tons*	2,623 *Tons*
Total waste generated	4,401 *Tons*	2,861 *Tons*

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	July 1, 2017	June 30, 2018
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline is in line with the year prior to any sustainability related initiatives on campus.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	7,765	7,160
Number of employees resident on-site	40	43
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	16,259	15,875
Full-time equivalent of employees (staff + faculty)	3,203	3,649
Full-time equivalent of students enrolled exclusively in distance education	669	0
Weighted campus users	16,046	16,443.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.27 *Tons*	0.17 *Tons*

Percentage reduction in total waste generated per weighted campus user from baseline:
0

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
53.78

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
53.78

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	No

	Yes or No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

The university participates in a single stream recycling program. The food waste in the dining halls is composted. We also have several waste diversion activities including; a chapter of the Food Recovery Network, which donates left over dining hall food; a pallet diversion program, recycling for tires, motor oil, metal, non-food organic matter. Additionally, the Office of Sustainability runs a Give and Go move out program at the end of the year and our Purchasing Office oversees an office surplus program that focuses on the reuse and exchange of larger items such as furniture and computers. There is no official weight for these two programs but inventories of items donated or reused are kept.Our on-campus surplus shop was able to repurpose 649 assets back out to our campus from surplus and we sent to the state Office of General Services 2305 good assets that our campus couldn't utilize to be used elsewhere.

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Average contamination rate for the institution's recycling program (percentage, 0-100):
5

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

Janitorial staff are trained in the proper waste diversion techniques and acceptable contamination levels. Additionally, the university has an educational program designed to communicate instructions

and conduct demonstrations to the campus community as to what items can be recycled and/or composted.

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

The University participates in Recyclemania and accompanies this with a campus education program that involves blast emails, electronic bulletin articles, passive programming (fliers, brochures), demonstrations and pledges. This program includes a large kick off event and culminates in our annual Trashion Fashion show

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A working group consisting of staff, faculty and students was formed to examine and improve waste diversion. As a result of their efforts, new external and internal recycling and waste units were purchased. Students worked with faculty to conduct waste audits in our large lecture halls, campus center and library to gauge the effectiveness of these bins.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

A brief description of the institution's 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 robust list of surplus items available.

http://web.albany.edu/its/webgroup/equipment/surplus.asp

Items that can't be exchanged internally are sent to the state Office of General Services surplus shop where items are exchanged or sold via Ebay. Additionally, office supplies are exchanged on an informal basis.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

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 the institution's initiatives to make materials (e.g. course

catalogs, course schedules, and directories) available online by default rather than printing them:

Course catalogs, schedules and directories are all on-line. 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.

A brief description of the institution's program 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 the institution's programs or initiatives to recover and reuse other materials intended for disposal:

A multi-compartment unit is available in the campus center to collect eyeglasses, light bulbs, ink jets and batteries. Additionally, 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 EWaste+.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.recycling_and_waste_reduction.shtml

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score	Responsible Party
0.66 / 1.00	**Mary Ellen Mallia** 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 during the most recent year for which data is available within the previous three years:
1,250 *Tons*

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:
650 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:
65.79

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, 65% of our C&D waste was recycled.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Lisa Donohue** 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 ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (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.

https://www.albany.edu/ehs/Hazardouswaste.shtml

https://www.albany.edu/ehs/pdf/CHEMICALHYGIENE17.pdf

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

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 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 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), including information about how electronic waste generated by the institution and/or students is recycled:

-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.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:
38 *Tons*

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/ehs/Hazardouswaste.shtml

Additional documentation to support the submission:

Water

Points Claimed 5.60

Points Available 6.00

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	3.60 / 4.00 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 and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Credit	Points
Rainwater Management	2.00 / 2.00

Water Use

<table>
<tr><td></td><td style="text-align:center">**Score**</td><td style="text-align:right">**Responsible Party**</td></tr>
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3.60 / 4.00

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		Indu Lnu
Low and Low to Medium Risk	1⅓	4		Energy Officer Facilities Management
Medium to High Risk	1⅔	5		
High and Extremely High Risk	2	6		

Close

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 "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:
Low

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	181,941,090 *Gallons*	236,290,000 *Gallons*

Potable water use:

	Performance Year	Baseline Year
Potable water use	181,941,090 *Gallons*	236,290,000 *Gallons*

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

	Start Date	End Date
Performance Year	July 1, 2017	June 30, 2018
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.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	7,765	7,160
Number of employees resident on-site	40	43
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	16,259	15,875
Full-time equivalent of employees (staff + faculty)	3,203	3,649
Full-time equivalent of students enrolled exclusively in distance education	669	0
Weighted campus users	16,046	16,443.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	11,338.72 *Gallons*	14,369.59 *Gallons*

Percentage reduction in potable water use per weighted campus user from baseline:
21.09

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*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	31.33 *Gallons / GSF*	51.78 *Gallons / GSF*

Percentage reduction in potable water use per unit of floor area from baseline:
39.49

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):
Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	60 *Acres*	20 *Acres*

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	3,032,351.50 *Gallons / Acre*	11,814,500 *Gallons / Acre*

Percentage reduction in total water use per unit of vegetated grounds from baseline:
74.33

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

The university has sub-metered their water in the dorms and created baseline usage this year. Messaging about water reduction and water conservation pledges were included in this year's energy campaign. It is expected that water use comparison will begin next year

A brief description of the institution's water recovery and reuse initiatives:

The fountains on campus recirculate the water.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

The University continues to replace high flow rate faucets, showers and toilets with low flow fixtures. Automatic sensors are used where appropriate.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/4.water_conservation.shtml

Additional documentation to support the submission:

Rainwater Management

Score	Responsible Party
2.00 / 2.00	**Frank Fazio** Stormwater specialist Facilities Management

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial government or the 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*

Which of the following best describes the institution's approach to rainwater management?:
Comprehensive policies, plans or guidelines that require LID practices for all new projects

A brief description of the institution's green infrastructure and LID practices:

The university is an active member of the Albany County Stormwater Coalition and the only university member. We work collaboratively with municipalities to develop a comprehensive stormwater plan. We have a stormwater manager on campus who oversees the proper implementation of this plan and works with subcontractors on construction projects. We have employed raingardens, green roofs, and porous pavement among others as part of our green infrastructure. Specific examples include:
• 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 – Runoff collection to sub-surface infiltration chambers.

A copy of the institution's rainwater management policy, plan, and/or guidelines:
UAlbany Stormwater Coalition joint management plan (SWMP).pdf

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Our plan can be accessed at:

https://www.albany.edu/facilities/stormwater/documents/SWMPPlanBMPsGoals_2015-2017.pdf

The coalition strives to address four issues:
1) Describe the Best Management Practice (BMP)/measurable goal
2) Identify time lines/schedules and milestones for development and implementation
3) Include quantifiable goals to assess progress over time; and
4) Describe how the covered entity will address pollutants of concern (POCs).
Specific details as to how these are applied to the coalition are located in the referenced document

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/facilities/stormwater/

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 5.50

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	1.75 / 4.00
Participatory Governance	2.75 / 3.00

Sustainability Coordination

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

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers 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 one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring 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?:
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.

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

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 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):
3

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Mary Ellen Mallia, Director of Sustainability

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Office of 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.

Job title of the sustainability officer position:
Director of Sustainability

Job description for the sustainability officer position:
job description.pdf

Job description for the sustainability officer position:

The Director of Sustainability oversees UAlbany's sustainability efforts, including its "UAlbany Green Scene" initiative, environmental education, and policies. The charge is to advance strategic planning initiatives related to campus environmental issues and work with various academic departments and student groups to develop, implement, and coordinate environmental initiatives such as UAlbany's recycling and energy conservation programs.

Job title of the sustainability officer position (2nd position):
Assistant Director of Sustainability

Job description for the sustainability officer position (2nd position):
Assistant Director position description.doc

Job description for the sustainability officer position (2nd position):

The Assistant Director is responsible for the campus engagement efforts and oversees pilot operational initiatives as well as the maintenance of operational services provided by the Office of Sustainability. The Assistant Director supervises student workers and liaises with student organizations.

Job title of the sustainability officer position (3rd position):
Energy Officer

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The goal of the Energy Officer is to develop and implement strategies and projects to reduce the campus' energy usage and utility costs through energy conservation, efficiency and use of renewable energy technology.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/gogreen/1.staff.shtml

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The office also employs a graduate student assistant and several students in both paid and credit bearing positions.

Sustainability Planning

Score	Responsible Party
1.75 / 4.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published 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.

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

Does the institution have a published strategic plan or equivalent guiding document that includes 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 established sustainability guiding principles.

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

The university strategic plan has identified sustainability as a university value.

https://www.albany.edu/strategicplan/values-and-priorities.shtml

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:
https://www.albany.edu/strategicplan/

Does the institution have a published sustainability plan (apart from what is reported above)? :
No

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :
Yes

A copy of the climate action plan:
UAlbany climate action report.pdf

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :
Yes

A list of other published plans that address sustainability, including public website URLs (if available):

Energy Master Plan

https://www.albany.edu/facilities/energy/documents/2013-2023EnergyMasterPlan.pdf

Facilities Master Plan

https://www.albany.edu/facilities/fmp/documents/UA-FMP2012.pdf

Landscaping Master Plan

https://www.albany.edu/facilities/campusplanning/documents/LandscapeMasterPlan.pdf

Indoor Air Quality Plan

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

Lighting Master Plan

https://www.albany.edu/facilities/campusstandards/docs/references/LightingMasterPlan.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:
No

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:
No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:
No

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:
No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:
Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

   Our plans are aligned to reduce our GHG emissions. Our current goals reflect those set out by the Governor in his executive orders, specifically EO 88 sets a target of a 20% reduction in source use intensity by 2020 (2010 baseline) and EO 24, which sets a 80% reduction of 1990 levels by 2050

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

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)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:
Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

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. We also have our own high performance building guidelines (

https://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/UA-MinEESustainabil

ityGoals.pdf

) which call for:
Minimum 26% (for new construction) OR 19% (for major renovation/gut rehab) reduction in total energy costs when compared to a baseline building that meets ASHRAE 90.1-2004 or 2007 Energy Conservation Construction Code of NYS, whichever is more stringent
Minimum 21% (for new construction) OR 17% (for major renovation/gut rehab) reduction in total energy costs when compared to a baseline building that meets ASHRAE 90.1-2007 ⬚
Minimum five (5) points under LEED-NC v 2.2 or LEED-NC 2009 (v.3) Energy and Atmosphere Category, Credit 1: Optimize Energy Performance ⬚
ENERGY STAR rating (a score of 75 or higher) after one year's performance (Use Energy Star Target Finder to determine target energy use intensity)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:
No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:
Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

The landscaping master plan includes prescriptive measures to improve biodiversity of plant and tree selection on campus as well as recommendations for native plants. See p 40 on

ofhttps://www.albany.edu/facilities/campusplanning/documents/LandscapeMasterPlan.pdf

Also our high performance building guidelines calls for: Water Efficiency ▯ Minimum 30% reduction in potable water use when compared to EPACT 1992 fixture performance requirements ▯
No potable water use for irrigation; use Indian Pond or captured rainwater instead (

https://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/UA-MinEESustainabil

ityGoals.pdf

)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:
Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

The university participates and complies with NYS Executive Law article 15-A that sets a goal that 30% of purchases must be from MWBE (Minority and Women Owned Businesses) vendors. UAlbany's procures 58% of their centralized purchases from MWBE certified vendors. Confirmation of our participation in the program can be found at:

https://www.albany.edu/state-procurement-contracting/mwbe.php

The link discussing SUNY participation:

https://www.suny.edu/meansbusiness/mwbe/

The Executive Goal:

https://www.dec.ny.gov/about/48854.html

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:
No

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:
Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

The university guiding principle on waste reduction are embodied in their compliance and participation in NYS Executive Order 4. This requires the collection of annual waste, recycling and

diversion data. The university also participates in EPA's Waste Wise and Food Recovery Challenge. This program requires that the university set a yearly goal for improvement in waste, diversion and recycling measurements.

To remain an active participant in WasteWise, partners must complete the following steps by March 31 of each year in the SMM Data Management System:

1. Submit annual data for the previous year.
2. Establish an annual goal for a self-directed quantitative increase in waste diverted (a combination of waste prevention, recycling and composting tonnage) as compared to the previous year. The goal can be for an increase in a single activity or across all activities. The goals for 2018 were to 1) Increase food donations by 5 tons, 2) Increase Campus total recycling by 10 tons, and 3) Increase composting by 50 tons.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:
Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Our high performance building guidelines calls for: Water Efficiency ▯ Minimum 30% reduction in potable water use when compared to EPACT 1992 fixture performance requirements ▯
No potable water use for irrigation; use Indian Pond or captured rainwater instead (

https://www.albany.edu/gogreen/files/documents/Buildings%20and%20Operations/UA-MinEESustainabil

ityGoals.pdf

)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:
No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:
No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:
No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:
No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :
No

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

   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.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	Yes
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	Yes
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

   The University participates in commitments at the national and international level. The list of our commitments can be found at:

   https://www.albany.edu/gogreen/1.our_commitments.shtml

The website URL where information about the programs or initiatives is available:

https://www.albany.edu/gogreen/1.our_commitments.shtml

Additional documentation to support the submission:

Participatory Governance

Score	Responsible Party
2.75 / 3.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

  And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

   And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
    - Local government and/or educational organizations;
    - Private sector organizations; and/or
    - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), 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 the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :
Yes

Do the institution's students have an elected representative on the institution's highest governing body?:
Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The main governing body of the university is the University Council and University Senate.
Each state-operated campus of the SUNY system has an oversight Council, appointed by the Governor. This body supervises the operations and affairs of each state-operated campus. 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. UAlbany also has a spot for one faculty and one alumni representative on the council.

https://www.albany.edu/council/index.shtml

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.

https://www.albany.edu/universitysenate/

Grads and undergrads also have voting representation in the SUNY System Student Assembly.

There are approximately a dozen executive positions for undergraduates in the Student Association and approximately six for graduates in the 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 spot for a student representative to sit on this board as well.

https://www.albany.edu/uafoundation/uaf_board_of_directors_list.shtml

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:
Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:
No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

There is a faculty representative on the University Council.

The university participates in a Shared Governance model. Shared governance is the set of principles and practices through which these stakeholders, where appropriate, participate in the process of informed decision and policy making whose impact is advancing the mission of the institution. The groups involved in shared governance include: the University Council, Senate, Senior Administration and the Student Associations (graduate and undergraduate). See:

https://www.albany.edu/sharedgovernance/

For the University Senate, 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/

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :
Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

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. Part-time and contingent faculty were given voting rights via a Senate resolution last year and they can serve on the Senate's Councils and subcommittees.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:
Yes

A copy of the written policies and procedures:

The policies and procedures:

The University Council is mostly made up of community members.

https://www.albany.edu/council/members.shtml

The University Foundation Board is also mostly comprised of community members.

https://www.albany.edu/uafoundation/uaf_board_of_directors_list.shtml

Community members are not part of the University Senate. '
The university has embedded public engagement as a campus value and core priority as indicated in our strategic plan.

https://www.albany.edu/strategicplan/values-and-priorities.shtml

and

https://www.albany.edu/strategicplan/priority-public-engagement-and-outreach.shtml

The implementation of this charge manifests in several activities related to land use planning and capital investments. The university invites community input on major capital projects such as the construction of Liberty Terrace and the current renovation of the Schuyler Building and ETEC. Avenues for this include public meetings and presentations by university administrators to local neighborhood associations. Additionally, our President serves as co-chair of the New York State Regional Economic Development Council for our region.

https://www.albany.edu/news/83584.php

Matt Grattan, oversees our community and economic development activities.

https://www.albany.edu/news/experts/62224.php

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The shared governance model is illustrated at:

https://www.albany.edu/sharedgovernance/

Members on the University Council represent local government/education through James Jackson, Regent for the NYS Education Department, the private sector through Mike Castellano of SEFCU, Mark Egan from the Capital Region Chamber of Commerce and civil society through James Clancy, Assistant Director NYS Department of Health

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 6.81

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	1.44 / 2.00
Assessing Diversity and Equity	0.63 / 1.00
Support for Underrepresented Groups	1.75 / 3.00
Affordability and Access	2.99 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.44 / 2.00	**Tamra Minor** Chief Diversity Officer Diversity and Inclusion

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

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. The University at Albany has a demonstrated commitment to diversity, equity, and inclusion that is deeply rooted in its historical mission as a public research institution, and has set forth Diversity and Inclusion among five core priorities in the Universities Strategic Plan. The President's Council on Diversity and Inclusion serves in an advisory capacity to the President, helping to guide institutional strategy and planning and make recommendations on raising the visibility of the University's diversity, equity, and inclusion efforts.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Most

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

The Office of Diversity and Inclusion oversees a variety of activities around cultural competence. Diversity training takes place throughout the year and also as requested by units and departments. All new incoming freshman and transfer students receive diversity training. Additionally, specialized workshops, events, and speakers are hosted throughout the year for faculty, staff, and administrators.
The Office of Diversity and Inclusion annually awards a number of "Diversity Transformation Award" grants. These awards support the University at Albany's Inclusive Excellence Initiative, UACCESS (UAlbany Collaboratively Creating Excellence, Scholarship, and Success), by providing funding to faculty, staff and graduate students to support new and innovative activities and initiatives that model and indicate inclusiveness as a major goal, and impact the campus community by stimulating creativity and promoting the exchange of ideas, while enriching campus life.
ODI also invites faculty and staff to participate in the "Dialogue in Action" series. This series of conversations, launched in 2013, is a series of dialogues designed to foster a work environment in which people from diverse backgrounds and different societal contexts can identify and share strategies for communicating effectively with one another to create an inclusive campus environment. The Conversations for Change series also presents regular events for students, faculty, and staff focused on building a more inclusive community, providing an opportunity for campus dialogue, encouraging understanding, and providing education and training.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/diversityandinclusion/index.php

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.63 / 1.00	**Tamra Minor** Chief Diversity Officer Diversity and Inclusion

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

1)   Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2)   Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3)   Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:
Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

A randomized sample of students were selected to receive the on-line survey. The survey was administered during the Fall 2017 semester to a sample of 9,490 students. This included roughly half of the undergraduate population (6,659 students). It also included a sample of 2,831 graduate students.

A total of 816 undergraduate students responded to the survey for a response rate of roughly 12.3%. In addition to the undergraduate students, 575 graduate students participated in the survey for a response rate of roughly 20.3%. The overall response rate for the survey was 14.7%.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:
Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:
Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:
No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

The main results showed that a majority of students have not witnessed or been part of incidences of harassment or discrimination. Also, most students have studied, shared a meal or otherwise interacted with students from another racial/ethnic group.
The information gathered from the climate surveys was taken into consideration during the Diversity and Inclusion aspect of Strategic Planning and is also used to drive campus conversations and programming.)

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:
Yes

A brief description of how the assessment results are shared with the campus community:

Results of assessment are shared through programming and campus events as well as with different groups and stakeholders.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:
No

The diversity and equity assessment report or summary:

The website URL where the report or summary is publicly posted:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Support for Underrepresented Groups

Score	Responsible Party
1.75 / 3.00	**Tamra Minor** Chief Diversity Officer Diversity and Inclusion

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1)   A publicly posted non-discrimination statement.

2)   A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

3)   Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.

4)   Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5)   Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
- 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.
- 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 have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

The University at Albany would like to reaffirm its commitment to the principles of equal opportunity and non-discrimination. The University is committed to maintaining a campus environment free from all forms of discrimination on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender identity, gender expression, disability, veteran status or any other basis made unlawful by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and all other applicable federal, state and local nondiscrimination laws, ordinances, or regulations.
Fostering a community of respect at UAlbany requires a commitment from everyone. All forms of discrimination are an insult to human dignity, impede the academic process and have an adverse effect on the lives of those who study, work and live here. UAlbany encourages all members of the University community to educate themselves about such behavior and to be vigilant in protecting the right to an environment free of unlawful discrimination, harassment, and abuse. To that end, University leadership is committed to providing

faculty and staff the opportunity and material necessary for them to continuously engage in professional development and programming towards fostering a more inclusive campus environment. In the spirit of promoting the University's pledge of vigilance against harassment and abuse, we encourage all University members to take full advantage of these opportunities. For more information, please contact the Office of Diversity and Inclusion. UAlbany strictly prohibits all acts of unlawful discrimination. Upon learning of an incident of unlawful discrimination, the University will initiate a response that is intended to stop such conduct from occurring, to prevent its recurrence, and to remedy the effects of the conduct on the campus community. All members of the University community who believe they have witnessed or experienced harassment or discrimination prohibited by this statement are encouraged to direct their questions or concerns to the Office of Equity and Compliance, located in Building 25, Suite 117, at (518) 442-3800 or via email at

OEC@albany.edu

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We all should do our part to foster a respectful, harassment and discrimination-free work,living and learning environment.

https://www.albany.edu/diversityandinclusionresource/assets/2018-2019_NDN_NOTICE.pdf

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) 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 protocol or team (including examples of actions taken during the previous three years):

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 Equity and Compliance oversees complaints related to discrimination. UAlbany has a Title IX coordinator who reviews complaints related to sexual discrimination. It is the responsibility of the VP for Equity and Compliance and Title IX Coordinator to facilitate accommodations to address safety concerns and to support the victims of such a complaint such that academic and professional pursuits my continue unimpeded. These Officers may also provide information on where those effected by discrimination may seek counseling or other assistance provided by the university, state, or other institutions.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:
Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

The Office of Diversity and Inclusion assists all university departments and offices with the search process. Managing the search process to support efforts to recruit diverse faculty, the ODI approves

search recruitment plans, interview questions, and recruiting efforts. All new hire searches are required to utilize at least two diverse recruiting sources. Additionally, our university maintains a partnership with Insight Into Diversity for unlimited job postings through 2019. Our search committees are required to have an "ODI rep" who, in addition to serving on the search committee, will ensure that the Search Committee has a clear understanding of its responsibilities in promoting equal employment opportunity and affirmative action. The ODI Representative will consult with the ODI staff as necessary to support the search process. The Office of Diversity and Inclusion assists with the management of the search process and provides guidance on diversifying the candidate pool. Each search committee is required to select two specialized recruitment publications/websites. Because the needs of committees vary, the recruitment resources vary greatly by committee. Some examples include: Insight into Diversity, IMDiversity, American Association of Blacks in Higher Education, National Society of Black Engineers, and Ability Links in addition to many discipline specific organizations.

UAlbany's Educational Opportunity Program (EOP) is the main organization specifically designed to recruit students from underrepresented groups both for undergraduate and graduate degrees. The goal of the program is to make higher education possible for students who lack the normal credentials for college admissions, but who have the potential and motivation for academic success. The program provides supportive services designed to help students who need assistance in academic, financial, social and personal matters. More information on the EOP program can be found at

https://www.albany.edu/eop/index.php

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Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:
No

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:
Yes

A brief description of the institution's programs to support students, staff and/or faculty from 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. EOP runs a variety of programs including an independent orientation for students of underrepresented groups, EOP Tutorial Services, EOP Computer Lab, Skills seminars, and mentorship programs.
The Multicultural Resource Center is committed to improve the campus climate for African, Latino, Asian and Native American (ALANA) students, as well as assist in the training and education of all members of the UAlbany community around topics of diversity, inclusion, multiculturalism and cultural competency. The center is a valuable resource for faculty, staff and students looking for information regarding diversity and inclusion or just a great place to network with faculty, staff and scholars.

The Organization of Women Faculty (OWF), established in 2006, has a two-fold mission. OWF serves as a campus-based group through which faculty can identify and discuss issues that are especially relevant to women faculty at all stages of their career, such as equity, career advancement, child care, research support, life balance, mentoring or being mentored, and teaching.

OWF serves as an important voice to the administration, and members work with the University's leadership to address areas that will improve and enhance the academic workplace at UAlbany. There is also an important professional and social connections component to the organization. OWF regularly brings together faculty from across the University for a variety of events, ranging from reading groups to outside speakers to networking luncheons. Through these activities women faculty at UAlbany have an opportunity to meet and get to know colleagues from across the campus and to learn broadly about the University and the work of others. A faculty steering committee guides the work of the organization.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

We have a program for professional licensure or professions in Science, Technology, Engineering, and Mathematics (STEM) but not future faculty

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/housing/gih.shtml

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Map of allies

https://www.albany.edu/lgbt/42622.php

The C-STEP program (Collegiate Science and Technology Entry Program) increases the number of historically underrepresented and economically disadvantaged students pursuing careers leading to professional licensure or professions in Science, Technology, Engineering, and Mathematics (STEM).

https://www.albany.edu/oaae/cstep.shtml

We also have Project Excel which is a federal TRiO program. This is a program for students who are first generation college students, come from low-income households and/or are disabled. Our mission is to help these students achieve their academic and professional goals. Project Excel offers a multitude of services geared toward developing academic excellence, interpersonal skills, and leadership ability, as well as achieving career goals. The staff is committed to the overall well-being and success of its students and is free to all participants.
https://www.albany.edu/oaae/project_excel.shtml

Affordability and Access

Score	Responsible Party
2.99 / 4.00	**Mary Ellen Mallia** 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- 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 documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Does the institution have policies and programs 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

State University STudent Assistance (SUSTA) – provides supplemental financial assistance to financially needy students who are TAP recipients.

SUNY Tuition Credit (STC) – available to all TAP recipients to cover remaining tuition and the university fee. Awards vary on a sliding scale.

Excelsior Scholarship – covers tuition for eligible SUNY students. Excelsior is the last dollar in after TAP, STC, Pell, SEOG and other tuition assistance awards. Eligibility is primarily based on academic and financial requirements.

Excelsior Tuition Credit (ETC) – structurally similar to STC, covers the remaining tuition not funded by Excelsior. Awards vary on a sliding scale.

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 the institution's programs to guide and prepare students and families 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 university has various scholarships available to low income students through the UAlbany Foundation. Listed below are a few of the examples:
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 the institution's 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 the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:
Yes

A brief description of the institution's 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 the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

   The university participates in the Capital Milestones Child Care, a child care facility on the state office
   campus right next to the university. More details can be found at:

   https://www.albany.edu/ukids/

A brief description of the institution's 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 (tracking accessibility and affordability)? (If data is not available, select 'No'):
Yes

The percentage of entering students that are low-income (0-100):
43

The graduation/success rate for low-income students (0-100):
67

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):
59

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):
30

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):
5

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Investment & Finance

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

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Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	**Mary Ellen Mallia** 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 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

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Mary Ellen Mallia** 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.

Wellbeing & Work

Points Claimed 2.88

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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.45 / 3.00
Assessing Employee Satisfaction	0.30 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.13 / 2.00

Employee Compensation

Score	Responsible Party
0.45 / 3.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

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

The local living wage (based on a family of four and expressed as an hourly wage):
19.47 *US/Canadian $*

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):
80

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:
Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):
0

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:
100 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

> The university employees fall into three main categories: CSEA, UUP and Management Confidential. The minimum pay scale out of these groups is CSEA with $24,000 per year with benefits. The living wage for an individual in Albany is $11.78 per hour which equates to $23,560 per year

Has the institution made a formal commitment to pay a living wage?:
No

A copy or brief description of the institution's written policy stating its commitment to a living wage:

> ---

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:
No

A brief description of the institution's commitment to a student living wage:

> ---

The website URL where information about the programs or initiatives is available:
http://www.suny.edu/hr/compensation/salary/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Percentage of employees in Part 1 do not include student workers.
Lowest scale pay for CSEA is $24,000, lowest pay scale for UUP is $28,000, lowest pay scale for Management Confidential is $39,000

Assessing Employee Satisfaction

Score	Responsible Party
	Mary Ellen Mallia
0.30 / 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.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):
30

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The Office of Institutional Research administered a multi-component survey on work load, expectations and working conditions to our faculty. This survey, Collaborative on Academic Careers in Higher Education, or COACHE, was conducted in February/March of 2017. This is a web survey of UAlbany tenured, tenure-track, and full-time non-tenure-track teaching faculty. 39% of eligible faculty completed the survey. It covers a multitude of topics including: facilities and work resources, health and retirement benefits, leadership, tenure, government and departmental relations.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The Chief Academic Officer (on our campus is the Provost) is provided a copy of the COACHE survey results to inform any changes in culture, resource or processes. One example of the results being used relates to the President's Council on Diversity. The survey results were shared with this advisory body and they used them to help develop actions aimed at recruiting and retaining faculty of color. The report indicated that the campus strengths were: Departmental collegiality, Departmental leadership, Mentoring, Clarity with Tenure Expectations and Tenure Policies. Areas of concern included supporting interdisciplinary work and personal/family policies.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Brenda Seckerson** EAP Coordinator EAP

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

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.

Last year, the Office of Sustainability was represented at several EAP events.
1. Solarize Albany - The Office of Sustainability co-hosted a brown bag lunch and invited a leader from the local "Solarize Albany" nonprofit to speak with and educate employees about the rooftop and community solar programs.
2. EAP Meet & Greet - The Office of Sustainability tabled at this event and educated employees about the various ways they can get involved in the sustainability movement on campus.

The website URL where information about the programs or initiatives is available:
http://www.albany.edu/eap/wellness.htm

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
1.13 / 2.00	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable 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-recordable 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 *F. Measurement*, 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 recordable workplace injuries and occupational disease cases	41	80
Full-time equivalent of employees	3,203	4,075
Number of injuries and cases per FTE employee	0.01	0.02

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

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2014	Dec. 31, 2014

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

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.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:
34.80

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:
1.28

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

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 and providing training on research and lab safety (which this year included a green chemistry training), managing the universal waste (batteries, lights, etc) and hazardous waste (over 23.7 tons for 2017) programs for the University, providing occupational safety training and equipment to University employees, coordinating employee physicals and audiograms, administering a radiation safety program and a biosafety program, coordinating the University's Public Access Defibrillator (PAD) program and providing ergonomic evaluations of computer workstations.

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/ehs/Occupationalsafety.shtml

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed 0.50

Points Available 0.50

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

Credit	Points
Pre-Submission Review	0.50 / 0.50

Pre-Submission Review

Score	Responsible Party
0.50 / 0.50	**Mary Ellen Mallia** Director of Environmental Sustainability Finance and Business

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Criteria

Institution has had a finalized version of its current STARS submission reviewed using the STARS Review Template and has addressed any inconsistencies identified by the reviewer(s) prior to submission. Institutions may opt for one of two approaches:

1. Independent review. Independent reviews are conducted by individuals who are affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

2. Internal review. Internal reviews are conducted by employees and/or students who are affiliated with the organization for which a report is being submitted, and are not directly involved in the data collection process for the credits they review. At minimum, two institutional contacts must be involved in an internal review process: an independent reviewer and another individual (who may or may not be directly involved in data collection) to address the review results.

The reviewer(s) must:

1. Review all credits that the institution is pursuing, checking that:

    ◦ All required reporting fields, attachments, inventories, and URLs are included and consistent with credit criteria and timeframes.

    ◦ Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

3. Document the review and revision process and outcomes using the STARS Review Template.

4. Provide affirmation that the submission has been reviewed in full and that any identified inconsistencies have been addressed.

The STARS Liaison or other primary contact(s) for the institution must:

1. Address any inconsistencies identified during the review prior to submission.

2. Upload a completed STARS Review Template to document how reviewer comments and identified issues have been addressed.

3. Upload a statement of affirmation from each reviewer.

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

The name, title, and organizational affiliation of each reviewer:

Ryan McPherson, Chief Sustainability Officer, University at Buffalo
Melanie Dominick Valencia Velasco, Office of Innovation and Sustainability, Universidad de San Francisco de Quito

A brief description of the review process:

The University at Buffalo agreed to review UAlbany's STARS report as part of a pilot program of NYCSHE (New York Coalition for Sustainability in Higher Education) to create a peer review process and stable of reviewers for New York State.
The universities switched draft STARS report and reviewed using the template provided by AASHE. Melissa Cadwell, Sustainability Coordinator for Syracuse University and Steering Committee member of NYCSHE, oversaw the implementation of the STARS peer review program for the organization. She also recently completed the STARS 2.1 submission for Syracuse and drew upon that experience to guide the process.

Mary Ellen Mallia, UAlbany Sustainability Director, met Melanie Velasco during a scoping trip to Ecuador. The two discovered they both were compiling STARS reports and agreed to exchange. Both made the other observers of their report and filled out the suggested template.

Which of the following describes the review process?:
Independent reviewer(s)

Affirmation from the reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:
Letter from UB.pdf

Copy of the completed STARS Review Template:
Universit at Buffalo's review of UAlbany STARS with UAlbany's response_JIJ4Wzh.xlsx

Affirmation from an additional reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:
USFQ signed affirmation letter.pdf

Copy of the completed STARS Review Template for the 2nd reviewer:
USFQ's review of UAlbany's STARS with UAlbany's response_OE4Iqwp.xlsx

Affirmation from a 3rd reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 3rd reviewer:

Affirmation from a 4th reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 4th reviewer:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Both reviewers were satisfied with the changes made based on their responses and approved the campus to submit the reporting tool to AASHE

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 A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Innovation A

Score	Responsible Party
	Mary Hunt
1.00 / 1.00	Senior Staff Assistant
	Public Engagement

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

1)   In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

2)   Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

3)   The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.

4)   The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.

5)   The innovative practice or program should originate from an area within the defined institutional boundary.

6)   Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7)   Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8)   While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, 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.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Public Engagement Month

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

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

> The university dedicates the month of April to Public Engagement month. This includes a variety of events focusing on the campus' involvement in the community. Embedded in this are projects focused on social justice, economic equity and environmental stewardship. The month culminates in the annual President's Awards for Exemplary Public Engagement.
> The multitude of events for spring 2018 can be found at:
>
> https://www.albany.edu/publicengagement/85777.php

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Campus Engagement
Public Engagement
Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :
https://www.albany.edu/ampra/assets/PE_2018_Calendar_FINAL_Pages(1).pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

While these events could also be included in EN-10 Community Partnerships or EN-13 Community Service, the university has chosen to submit this initiative for innovation due to its breadth and length. Examples given in the credits mentioned above are apart from those that occurred during Public Engagement month so as not to double count projects.
Additional info on the month included:
Press release on last year's winners:
https://www.albany.edu/news/86235.php

Last year's awardees covered a multitude of challenges including climate change via Justin Minder;s, Assistant Professor, Department of Atmospheric and Environmental Sciences, UAlbany Weather & Climate Camp
Inequitable health outcomes by Blanca Ramos, Associate Professor, School of Social Welfare, via the Amsterdam Minority Health Task Force
Town/gown relations and student community engagement overseen by Luke A. Rumsey, Assistant Director of Neighborhood Life, Division of Student Affairs through the establishment of a Neighborhood Ambassador programs that, among other duties, distributes sustainability information to students on waste reduction and alternative transportation, to participating in neighborhood clean ups, established a community garage sale prior to move out and collaborating with a local church on a student/community food pantry.

Innovation B

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>1.00 / 1.00</td><td>**Mary Ellen Mallia**
Director of Environmental Sustainability
Finance and Business</td></tr>
</table>

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

1)   In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

2)   Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

3)   The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.

4)   The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.

5)   The innovative practice or program should originate from an area within the defined institutional boundary.

6)   Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7)   Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8)   While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, 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.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Power Dialog - serving as host site and lead partner for NYS

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

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The University served as the host and lead campus for the Power Dialog. This was a national event occurring in the spring of 2016. The event was organized by the Bard Center for Environmental Policy and aimed to bring together students with state implementors of the Clean Power Plan in order to provide an avenue for student advocacy with regards to Clean Energy. UAlbany helped to recruit campuses to the efforts, provided a means for collaboration and communication via a newly formed list serve and helped to organize several events including a student poster session, student led workshops and an avenue for student questions and dialog with state authorities. Over a dozen campuses participated, either in person or via the live stream with approximately 500 people attending the various events.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Curriculum
Campus Enagement
Air & Climate

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :
Bard UAlbany Innovation Credit.pdf

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/news/68598.php

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This collaboration also could be considered in EN-11, Inter-Campus Collaboration. UAlbany has chosen to submit another inter-campus collaboration for that credit. Given the leadership role UAlbany played in the planning and implementation of the Power Dialog in New York State, the project is being submitted for an innovation credit.
Related articles and flyers on the Power Dialog

https://www.albany.edu/rockefeller/news_powerdialogue_2016.shtml

https://www.albany.edu/gogreen/3.powerdialog.shtml

https://www.albany.edu/gogreen/files/flyers/Abstract.pdf

https://www.albany.edu/gogreen/files/flyers/PowerDialog.pdf

Innovation C

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Director of Environmental Sustainability
Finance and Business</td></tr>
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Name or title of the innovative policy, practice, program, or outcome:
Braille on waste and recycling bin labels

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

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

When the university began to outfit their high traffic areas (Library, Campus Center and Lecture Centers) with waste and recycling bins for their informal gathering rooms and classrooms, they sought to incorporate braille on their labels. These labels are located on the lid of each bin in the lower left hand corner. The braille is located below the picture and title of the type of bin (i.e. mixed recycling or landfill). It is hoped that this action will make it easier for all campus members, including those with eyesight challenges and rely on braille, to receive instruction on waste diversion practices.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Campus Engagement
Waste
Inclusion

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

According to Busch systems, our bin provider, we are the only campus that they work with who employs this practice. Over 200 bins have been purchased and outfitted with the braille labels.

Innovation D

<table>
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Name or title of the innovative policy, practice, program, or outcome:
Center of Excellence in Atmospheric and Environmental Prediction and Innovation

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

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

NYSTAR funds 11 Centers of Excellence to foster collaboration between the academic research community and the business sector to develop and commercialize new products and technologies, to promote private sector investment in emerging high-technology fields in New York State. The Centers facilitate joint university-industry research and development, product commercialization and workforce training. The Atmospheric and Environmental Prediction and Innovation Center was founded in 2016 and is home to the largest concentration of atmospheric, climate, and environmental researchers in New York State and one of the largest in the nation.The Center is a unit managed by the University at Albany's Atmospheric Sciences Research Center and Department of Atmospheric & Environmental Sciences. It's mission to connect industry partners with expert researchers at the University who develop solutions using cutting edge atmospheric sciences research, methods, techniques and technologies. More info can be found at:

https://www.weatherrandd.org/

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Research
Public Engagement
Air & Climate

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:
https://www.albany.edu/news/82968.php

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Center was established after the last submission of our 2016 STARS submission.
From the website
https://www.weatherrandd.org/
:
"The Center's mission to connect industry partners with expert researchers at the University who develop solutions using cutting edge atmospheric sciences research, methods, techniques and technologies.
Founded in 2016
Funded by New York State Division of Science Technology and Innovation
Operating at the University at Albany"