

# Binghamton University

The following information was submitted through the [STARS Reporting Tool](#).

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Doctorate

## Institutional control:

Public

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

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	Yes	Yes
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	Yes	Yes
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	No	No
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

## Reason for excluding agricultural school:

Agricultural schools are offered in other SUNY campuses.

**Reason for excluding medical school:**

Medical schools are offered in other SUNY campuses.

**Reason for excluding pharmacy school:**

Pharmacy school will be launched in 2018.

**Reason for excluding public health school:**

Decker School of Nursing includes public health.

**Reason for excluding veterinary school:**

Veterinary school is offered in other SUNY campuses.

**Reason for excluding satellite campus:**

University Downtown Center is included

**Reason for excluding hospital:**

Binghamton University has a Health Services center but not a full scale hospital.

**Reason for excluding farm:**

Farming is offered in other SUNY campuses.

**Reason for excluding agricultural experiment station:**

NA

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

84,181,579 US/Canadian \$

### Total campus area:

930 Acres

### IECC climate region:

Cold

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

6,013,615 Gross Square Feet

### Conditioned floor area:

4,939,365 Square Feet

### Floor area of laboratory space:

531,235 Square Feet

### Floor area of healthcare space:

21,000 Square Feet

### Floor area of other energy intensive space:

79,000 Square Feet

### Floor area of residential space:

2,644,818 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	0
<b>Coal</b>	2.80
<b>Geothermal</b>	0
<b>Hydro</b>	15.50
<b>Natural gas</b>	36.50
<b>Nuclear</b>	25
<b>Solar photovoltaic</b>	0.20
<b>Wind</b>	4.30
<b>Other (please specify and explain below)</b>	15.70

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

15.7% of electricity used in New York State was imported from other control regions (PJM, ISO NE, MAAC, Hydro Quebec).

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	16
<b>Coal</b>	36.50
<b>Electricity</b>	1
<b>Fuel oil</b>	0
<b>Geothermal</b>	0.50
<b>Natural gas</b>	46
<b>Other (please specify and explain below)</b>	0

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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

9

### Number of academic departments (or the equivalent):

49

### Full-time equivalent enrollment:

15,166

### Full-time equivalent of employees:

2,443

### Full-time equivalent of distance education students:

130

### Total number of undergraduate students:

13,412

### Total number of graduate students:

3,283

### Number of degree-seeking students:

16,562

### Number of non-credit students:

133

### Number of employees:

2,831

### Number of residential students:

6,804

**Number of residential employees:**

29

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

# Academic Courses

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

# Learning Outcomes

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

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

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

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

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

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

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

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

392

**Total number of graduates from degree programs:**

4,077

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

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

Ecosystems  
Earth Sciences and Natural Resources  
Environmental Chemistry  
Public Policy and Law  
Environmental Planning  
Environmental Economics  
Ecological Anthropology  
Combined Environmental Studies BA/Master's in Public Administration program  
Geological Sciences  
Environmental and Resource Management  
Urban and Regional Planning  
Urban Economic/Retailing  
Environmental Studies  
Sustainability Engineering

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

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

<http://www.binghamton.edu/sustainability/education.html>

# Undergraduate Program

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The Environmental Studies Program at Binghamton is designed to foster an understanding of the relationships of humans with the environment. The premise of environmental studies is that effective environmental policy must be based on a solid understanding of science and that scientists working on environmental problems must understand the policy and economic framework in which their science will be applied.

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

<http://www.binghamton.edu/environmental-studies/index.html>

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

Geological Science

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

Geological Sciences comprises ten faculty with research interests in Environmental Geosciences; Sedimentology and Surficial Processes; and Geochemistry and Petrology. There are a number of different perspectives within these different focus areas and surprising diversity in research problems tackled. There is flexibility for students to tailor their program of study to their individual professional objectives at both the undergraduate and graduate levels.

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

<http://www.binghamton.edu/geology/>

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

Geography

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

The Geography Department offers students the opportunity to study a number of contemporary programs such as physical resource development, urban decay, business geography, pollution and other human problems. Geography stresses strategies for solving locational and environmental problems. Map design, computer mapping, GIS, statistics and the use of remotely sensed data are central to the field.

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

<http://binghamton.edu/geography/index.html>

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

<http://www.binghamton.edu/sustainability/education.html>

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

Yes

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

Sustainability Engineering Minor

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

This is a 21-credit hour (not including prerequisites) minor degree for Engineering majors. Core courses include Introduction to Sustainable Engineering and Design, Engineering Sustainable Energy, Sustainable Development: Ecosystems for Engineers and 12 credit hours of approved elective courses.



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

<http://www.binghamton.edu/engineering-design/academic-programs/sustainability-minor.html>

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

Environmental Studies

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

Students can obtain a minor in Environmental Studies by completing six courses.

Please see the Program Director for further information and/or to register for the minor.

**Minor Requirements**

Envi 101- Environment and Man/Women: An Ecological Perspective

Envi 201- Environment and Man/Women: Physical Aspects

Envi/Phil 149 – Environmental Ethics – or Envi/Geog 239 – Environmental Planning and Policy or Envi 230 - Introduction to Environmental Policy

Two upper-division environmental studies courses

Envi 413 – Environmental Impact Analysis – or Envi 415 – Environmental Planning. Another upper-division courses in environmental studies or a relevant upper-division course taught by another department may be substituted with permission of the Program Director.

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

<http://www.binghamton.edu/environmental-studies/requirements/minor-requirements.html>

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

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

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

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

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# Graduate Program

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

Geological Sciences

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

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

<http://www.binghamton.edu/geology/graduate/index.html>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Immersive Experience

## 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.

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

# Sustainability Literacy Assessment

## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

## Incentives for Developing Courses

### 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.

---

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

# Campus as a Living Laboratory

## Criteria

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

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

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

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

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



# Research

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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

# Academic Research

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

36

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

151

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

4

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

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

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

See websites below for lists:

<http://ciws.binghamton.edu/faculty.htm>

<http://www.binghamton.edu/sustainability/research/smart-energy.html>

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

Research inventory is based on grants received during the fiscal year.

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

Please see website for additional details:

<http://www.binghamton.edu/sustainability/research/smart-energy.html>

**The website URL where information about sustainability research is available:**

<http://www.binghamton.edu/sustainability/research/index.html>

# Support for Research

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

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

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

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

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

Yes

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

Binghamton University offers many programs and interdisciplinary opportunities to foster students' curiosity and interest to pursue sustainability research in areas such as clean water, energy, and sustainability engineering.

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

<http://research.binghamton.edu/Innovation/>

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

No

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

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

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**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

Yes

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

To ensure that Binghamton makes the most of this rare opportunity, the Provost will allocate a significant portion of these new faculty positions to five transdisciplinary areas of research and scholarship in which the University has significant existing strength and can achieve international prominence.

Two areas — health sciences and smart energy — emerged in 2010-11, as Binghamton developed its NYSUNY 2020 proposal. Three others were identified by a faculty committee appointed jointly by the Provost and the Faculty Senate Executive Committee: citizenship, rights, and cultural belonging; material and visual worlds; and sustainable communities.

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

<http://binghamton.edu/tae/>

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

Yes

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

For additional information, please visit:

<http://www.binghamton.edu/libraries/index.html>

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

<http://www.binghamton.edu/libraries/index.html>

## Access to Research

### Criteria

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

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

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

# Engagement

## Campus Engagement

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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

## Criteria

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

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

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

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

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

---

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

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

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**Number of degree-seeking students enrolled at the institution:**

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

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

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

---

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

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

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

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# Student Orientation

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## Responsible Party

**Martin Larocca**

Resource Management Coordinator  
Physical Facilities

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## Criteria

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

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

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

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

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

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

Our Resource Management Team is present at every student orientation to handout information regarding our recycling and composting programs. RAs and RDs are required to show new students in their buildings where to locate recycling receptacles.

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

<http://www2.binghamton.edu/physical-facilities/recycling.html>

# Student Life

## 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.

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

# Outreach Materials and Publications

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

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

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

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

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

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

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

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

**A brief description of the central sustainability website:**

Our sustainability website provides links to various campus initiatives, academic offerings, research projects, and student organizations to allow quick search of all sustainability related topics.

**The website URL for the central sustainability website:**

<http://www2.binghamton.edu/sustainability/index.html>

**A brief description of the sustainability newsletter:**

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**The website URL for the sustainability newsletter:**

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

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

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

A website containing information on research activities related to sustainability topics.

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

<http://www2.binghamton.edu/sustainability/research/index.html>

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

All new buildings constructed after 2004 are LEED certified or pending LEED certification. Our new Engineering & Science building has a kiosk display at the entrance to showcase green building features such as solar panels, high efficiency data center, daylight harvesting, geothermal, and a green roof.

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

<http://www.binghamton.edu/inside/index.php/inside/story/binghamton-universitys-engineering-and-science-building-earns-leed-platinum>

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

All on campus dining facilities are provided recycling receptacles. With the help of our food service provider and student run collection program, all kitchens participate in pre and post consumer waste composting efforts.

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

<http://binghamtonudining.com/sustainability/index.html>

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

Signage is not posted on the grounds but the ground-keeping practices on campus have to be approved by the Committee for University Environment (C.U.E.) including use of pesticides, mowing areas, and selection of planted species.

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

<http://www2.binghamton.edu/sustainability/campus-initiatives/earth.html>

**A brief description of the sustainability walking map or tour:**

Binghamton University is committed to maintain a 182-acre Nature Preserve area solely for recreational and sustainability research purposes. Walking tours are offered year-round for all community members on and off campus.

**The website URL of the sustainability walking map or tour:**

<http://naturepreserve.binghamton.edu/Maps/Present.html>

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

Binghamton University offers pre-paid unlimited ridership on public transportation on campus and around the community. A university issued ID card is all that is required to receive free bus rides.

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

<http://www2.binghamton.edu/sustainability/campus-initiatives/transportation.html>

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

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

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

Our newest residential halls in East Campus Housing were designed and constructed to meet LEED Gold certification level. Each building houses 350 to 450 students and features high energy efficient lighting systems and HVAC equipment. Building construction also incorporates many local and reused materials.

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

<http://www.binghamton.edu/residential-life/communities/newing/Green%20Living.html>

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular**



**column or a reporter assigned to the sustainability beat:**

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

---

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

News updates are available on our sustainability website

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

<http://www.binghamton.edu/sustainability/news-and-events.html>

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

Yes

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

Friends of Nature Preserve also publish updates on environmental / ecological news and events that impact local community.

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

<http://naturepreserve.binghamton.edu/Updates.html>

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

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

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

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

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

Campus Sustainability Data Collector | AASHE

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

---

**The name of the campaign (1st campaign):**

Bike Sharing, RecycleMania

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

The Binghamton Bike Share is a student-run program that provides bikes to students and faculty at Binghamton University. The program aims to reduce automobile traffic on campus by allowing users to ride from the commuter lots and residence halls to other areas around campus quickly and efficiently.

In the near future, automated hub system will be installed on campus which will allow registered users to borrow bikes and ride them around the campus and community.

Binghamton University also participates in annual national RecycleMania competition in all major categories.

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

The pilot Bike Share program was launched November 1, 2013 and had over 160 hours of use and 40 unique users in its first month. The University is hoping to expand this program by connecting the campus and community with a pedestrian and bike trail and expanding the system to the city of Binghamton.

RecycleMania motivates the entire campus to participate in recycling efforts. We have seen improved waste reduction rates from 25% to 29% from FY11-12 to FY12-13. See additional details

<http://www2.binghamton.edu/sustainability/campus-initiatives/waste-minimization-recycling.html>

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

<https://www.facebook.com/BinghamtonUniversityBikeShare>

**The name of the campaign (2nd campaign):**

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

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

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

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

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# Employee Educators Program

## Criteria

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

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

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

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

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

## Employee Orientation

### Criteria

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

---

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



# Staff Professional Development

## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

---

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

# Public Engagement

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.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

## Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

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

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

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

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

---

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

# Inter-Campus Collaboration

## Criteria

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

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

---

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

# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

---

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

# Community Service

## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

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



# Community Stakeholder Engagement

## Criteria

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

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

And

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

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

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

---

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

# Participation in Public Policy

## Criteria

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

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

---

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

## Trademark Licensing

### Criteria

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

---

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

# Hospital Network

## Criteria

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

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

---

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

# Operations

## Air & Climate

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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Clean Air Cool Planet Calculator is used for GHG emissions inventory

**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?:**

Yes

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

Energy usage data can be verified by utility bills. Waste collection and recycling materials are weighed by a certified truck scale. Air travel emissions are calculated based on tickets purchased through campus air travel agent. Campus commute emissions are estimated based on past surveys.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	26,024 <i>Metric Tons of CO2 Equivalent</i>	23,089.20 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	1,183.70 <i>Metric Tons of CO2 Equivalent</i>	1,084 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	37,668.20 <i>Metric Tons of CO2 Equivalent</i>	37,054.70 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	180.10 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	1,017.40 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

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**A brief description of the composting and carbon storage program:**



Our dining services contractor cooperates fully with the Resource Management Team to sort and collect pre- and post-consumer waste from dining facilities. All raw materials are collected and transported to a composting location 20 miles away from campus. Matured compost is brought back to the campus for landscaping and planting. Excess compost is donated to local organic farms / orchards.

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

Green-e certified RECs were purchased as part of the LEED New Construction program for the East Campus Housing Dickinson Community buildings.

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	6,990	6,284
Number of residential employees	26	26
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	14,948	12,908
Full-time equivalent of employees	2,676	1,950
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

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**Gross floor area of building space, performance year:**

6,342,271 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	<i>531,235 Square Feet</i>
<b>Healthcare space</b>	<i>21,000 Square Feet</i>
<b>Other energy intensive space</b>	<i>68,786 Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	<i>1,044.50 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>3,882.30 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	<i>5,882.10 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

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**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

<http://rs.acupcc.org/search/?abs=&q=State%20University%20of%20New%20York%20at%20Binghamton>

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the**

**previous three years:**

Binghamton University has committed to stop burning coal after 2017 and will install an electrostatic precipitator for wood combustion pollution control. Additional efforts are in progress to decentralize some heating load to improve natural gas combustion efficiency.

# Outdoor Air Quality

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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*"---" 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?:**

No

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

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

Yes

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

Emission testing and material balance methods are used to determine emission factors of stationary sources.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>71 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>108 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>8.50 Tons</i>
<b>Particulate matter (PM)</b>	<i>42 Tons</i>
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	<i>9 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

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

Binghamton University has committed to stop purchasing coal after 7/1/2016 and will convert the existing central heating plant facility to burning primarily biomass with natural gas as supplemental fuel.

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

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# Buildings

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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

# Building Design and Construction

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

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

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

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

And/or

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

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

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

---

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

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

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



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

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

Engineering & Science - 2010 - LEED Platnum  
 Bingham - 2009 - LEED Silver  
 Broome - 2011 - LEED Gold  
 Daleware - 2011 - LEED Gold  
 Endicott - 2011 - LEED Gold  
 C4 Collegiate Center - 2011 - LEED Silver  
 Refuse - 2014 - LEED Gold  
 Johnson - 2014 - LEED Gold  
 O'Connor - 2014 - LEED Gold  
 Digman - 2014 - LEED Gold

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

1,152,448 *Square Feet*

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

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	81,583 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	939,965 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	130,900 <i>Square Feet</i>

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

	<b>Certified Floor Area</b>
--	-----------------------------

<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

*0 Square Feet*

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

*0 Square Feet*

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

*0 Square Feet*

**A copy of the guidelines or policies :**

[SUNY Sustainability Policy.pdf](#)

**The date the guidelines or policies were adopted:**

Jan. 1, 2000

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

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

Binghamton University has committed that all new building or major renovation projects be built to at least LEED Silver standards. Every new construction and major renovation project on campus since 2007 involved technical support of New York State State Energy Research and Development Authority (NYSERDA) that provides technical support and financial incentives to achieve the highest building performance.

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

<http://www.sucf.suny.edu/pdf/dir/1B-7.pdf>

# Indoor Air Quality

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

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

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

---

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

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

6,342,271 *Square Feet*

## **Gross floor area of building space:**

6,342,271 *Square Feet*

## **A brief description of the institution's indoor air quality program(s):**

New York State Labor Law, Article 2, section 27a, known as the Public Employees' Safety and Health Act of 1980, requires safety and health standard coverage to all public employees at the State and local level.

The Univeristy's Department of Environmental Health and Safety staff includes experienced safety and health consultants. These persons are available upon request to any department seeking guidance on safety and health matters. See additional details at

<http://bingdev.binghamton.edu/administration/procedures/800series/804.htm>

and

<http://bingdev.binghamton.edu/administration/procedures/800series/800.htm>  
Campus Sustainability Data Collector | AASHE

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

<http://bingdev.binghamton.edu/administration/procedures/800series/800.htm>

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

### Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

---

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

50

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

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**An inventory, list or sample of sustainable food and beverage purchases:**

Please see info in link below:

<https://binghamton.sodexomyway.com/planet/local.html>

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

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**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**A brief description of the sustainable food and beverage purchasing program:**

Binghamton Univerisyt's dining service is contracted with Sodexo North America which has a deep commitment towards sustainability business practices. For more information, go to

<https://binghamton.sodexomyway.com/planet/local.html>



**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

See Sodexo's sustainability report:

<http://bettertomorrow.sodexousa.com/s/>

**Total annual food and beverage expenditures:**

---

**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	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	Yes

**Has the institution achieved the following?:**

	Yes or No
Fair Trade Campus, College or University status	Yes
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	Yes

<b>Marine Stewardship Council (MSC) certification</b>	Yes
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	No

**A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:**

We work closely with local produce distributors to maximize the fruits and vegetables purchased from local farms. We also purchase from local dairies, and participate in farm to school initiatives. When seasonable, we specify our vendors provide local 1st, then regional to supplement. The last study done showed Binghamton University Dining Services at 35% from New York and 57% regional (within 250 miles).

Binghamton University Dining Services is committed to serving sustainable seafood and fish. We do not purchase any at risk species and we are proud to be the first school in the SUNY system to have been certified by the Marine Stewardship Council.

Going forward by giving back. We are proud to feature 100% Transfair, Fair Trade USA certified aspreto coffee and 100% USDA certified organic and ethically sourced Numi teas. Everything that touches the product is green, from the 10% post-consumer fiber cups to the renewable resource stirrers to the fair trade sugar wrapped in recyclable paper and printed with vegetable dye.

**The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:**

<https://binghamton.sodexomyway.com/planet/local.html>

# Low Impact Dining

## Criteria

### *Part 1*

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### *Part 2*

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

# Energy

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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### Submission Note:

Total energy consumption includes electricity and all heating fuels used in all buildings owned and operated by the University.

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

### Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	710,913 <i>MMBtu</i>	549,818 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	228,155 <i>MMBtu</i>	196,821 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

### Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,342,271 <i>Gross Square Feet</i>	5,223,122 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	Floor Area
Laboratory space	531,235 <i>Square Feet</i>
Healthcare space	21,000 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,392
Cooling degree days	467

**Source-site ratios::**

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.34
District steam/hot water	1.28

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

**A brief description of when and why the building energy consumption baseline was adopted:**

---

**A brief description of any building temperature standards employed by the institution:**

Our centralized energy management system controls building cooling / heating and lighting based on occupancy schedule. During unoccupied winter period, building temperatures are set back to 50F. During summer unoccupied period, cooling and lighting will be turned off.

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

LEDs have become the technology of our choice for outdoor lighting, new construction, and major building renovation projects. Nearly 50% of our outdoor fixtures have been replaced with LEDs. The new 128,000 GSF Center of Excellence building completed in 2014 was designed and constructed with all LED lights. Our newly renovated Admission Center and Library classrooms are also equipped with all LED lights.

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

Over 4000 occupancy sensors (dual technology, wall mounted and ceiling mounted) have been installed on campus in hallways, classrooms, dorm rooms, restrooms, and offices.

**A brief description of any passive solar heating employed by the institution:**

The Engineering & Science building has a damper controlled air passage way to the inlet of the air handling units. Air is preheated through the darkened tinted solar glass wall when needed. When air preheating is not necessary, the air intake bypasses the glass wall.

**A brief description of any ground-source heat pumps employed by the institution:**

Engineering & Science building has a geothermal heat pump system that heats and cools the rotunda area. This system is supplemented by the boiler heating system and mechanical cooling system when it is more efficient.

**A brief description of any cogeneration technologies employed by the institution:**

Not at this time.

**A brief description of any building recommissioning or retrofit program employed by the institution:**

Binghamton University has a dedicated group of staff that continuously monitors the building energy performance using a centralized building energy management system. Critical control parameters such as temperature, pressure, and flow are checked against design data. Corrections and optimization are made as appropriate.

**A brief description of any energy metering and management systems employed by the institution:**

Binghamton University's central energy management system currently has over 145,000 monitoring and control points to automatically schedule and adjust building temperatures based on occupancy.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

Binghamton University utilizes many New York State centralized procurement contracts for replacement of old / failed appliances. New York State Office of General Services structures all their procurement contracts following the Governor's executive orders that require appliances to meet or exceed certain energy efficiency standards such as EnergyStar.

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

Nearly all the black-top surface for pedestrian walkways have been replaced by concrete pavements. Trees are retained / planted around all buildings. Sun shades are also provided around campus during spring, summer and fall seasons to reduce heat island effect.

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

Vending machines are provided by beverage vendors through contracts. The University requests high efficiency vending machines be used on campus as long as they perform to satisfy the cooling and marketing needs of the merchandise sales.

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

Binghamton University employs centralized energy management strategy as well as community outreach to encourage grassroots participation in energy conservation. All new construction and major renovation projects also incorporate state of the art energy efficiency measures and much improved building envelopes.

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/energy.html>



## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	4,487.60 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	76,033 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	6,155 <i>MMBtu</i>

**Total energy consumption, performance year:**

710,913 *MMBtu*

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

127 kW roof top PV panels and 5kW of thin-film PV embedded in building exterior structure.

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

Biomass (untreated wood chips) burned at the Central Heating Plant for heating.

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

None at this time

**A brief description of the RECs and/or similar renewable energy products:**

1804 MWhs of RECs purchased from a wind farm in Pennsylvania. All RECs are Green-s certified.

**The website URL where information about the institution's renewable energy sources is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/solar.html>

# Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	<i>930 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>145 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>190 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>0 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

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**A brief summary of the institution's approach to sustainable landscape management:**

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**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

Landscaping and grounds keeping projects are reviewed and approved by the University's Committee for University Environment (CUE). Native and indigenous species are used for these project whenever possible.

**A brief description of the institution's landscape materials management and waste minimization policies and practices:**

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**A brief description of the institution's organic soils management practices:**

---

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

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**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

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**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

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**A brief description of any certified and/or protected areas:**

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**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

No

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

---



# Biodiversity

## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

# Purchasing

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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

# Electronics Purchasing

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

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**The electronics purchasing policy, directive, or guidelines :**

<http://www.ogs.ny.gov/EO/4/Docs/Finals/Computers.pdf>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

The University purchases all computer equipment through the procurement contract established by the Office of General Services (OGS). An example of the contract can be found here:

<http://ogs.ny.gov/purchase/snt/awardnotes/75350PCTermandCond.pdf>

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

No

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

---

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.ogs.ny.gov/EO/4/Docs/Finals/Computers.pdf>

# Cleaning Products Purchasing

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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**The green cleaning product purchasing policy, directive, or guidelines:**

<https://greencleaning.ny.gov/Policies.asp>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

The University is assessed its compliance status annually under New York State Executive Order 4 - State Green Procurement and Agency Sustainability Program.

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

No

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

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**Total expenditures on cleaning and janitorial products:**

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**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:**

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**A brief description of the institution's low-impact, ecological cleaning program:**

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**A copy of the sections of the cleaning contract(s) that reference certified green products:**

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**The sections of the cleaning contract(s) that reference certified green products:**

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**The website URL where information about the institution's green cleaning initiatives is available:**

[Campus Sustainability Data Collector | AASHE](#)



# Office Paper Purchasing

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

**A copy of the paper purchasing policy, directive or guidelines:**

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**The paper purchasing policy, directive or guidelines:**

<http://www.ogs.ny.gov/EO/4/Docs/Finals/Printing.pdf>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**



The University is required to report compliance status under New York State Executive Order 4 on office paper procurement. Every department on campus was reminded to comply with EO4 if they were to purchase paper separately.

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

No

**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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

**Total expenditures on office paper :**

---

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://www.ogs.ny.gov/EO/4/Docs/Finals/Printing.pdf>

# Inclusive and Local Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

---

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

# Guidelines for Business Partners

## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

---

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

# Transportation

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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles in the institution's fleet :**

168

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	0
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	51
<b>Fueled with compressed natural gas (CNG)</b>	2
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

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**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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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.

---

### Submission Note:

Above numbers are estimate based on a survey.

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

## Total percentage of students that use more sustainable commuting options:

48

## 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)	52
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	11
Take a campus shuttle or public transportation	35
Use a motorcycle, scooter or moped	0

## A brief description of the method(s) used to gather data about student commuting:



Limited data were gathered using a campus-wide survey.

**The website URL where information about sustainable transportation for students is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/transportation.html>

# Employee Commute Modal Split

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## 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.

---

### Submission Note:

Based on a survey result.

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

## Total percentage of the institution's employees that use more sustainable commuting options:

7

## 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)	93
Walk, bicycle, or use other non-motorized means	1
Vanpool or carpool	1
Take a campus shuttle or public transportation	5
Use a motorcycle, scooter or moped	0

**Telecommute for 50 percent or more of their regular work hours**

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**A brief description of the method(s) used to gather data about employee commuting:**

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**The website URL where information about sustainable transportation for employees is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/transportation.html>

# Support for Sustainable Transportation

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

---

"---" 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?:**

Yes

**A brief description of the facilities for bicycle commuters:**

Bike racks are provided at various locations on campus. Some residential buildings have indoor bike storage facilities. Showers and lockers are available in residential communities and gymnasiums.

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

Bike racks have been installed at various locations on campus primarily outside large classroom buildings. Some indoor storage space is also provided for off-season bike storage.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

The Two Rivers Greenway is under study to complete a network of pedestrian and bicycle traffic routes through Broome County area. See proposed map:

<https://binghamtonbikeshare.files.wordpress.com/2014/11/gbgmaps.pdf>

**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:**

In November of 2013, Student Association at Binghamton University successfully launched a bike-share program to offer free bicycle rental for on/off campus use. See website for additional details.

<http://binghamtonbikeshare.com/>

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

Binghamton University offers free bus service to our students. The University in conjunction with the Student Association operates Off Campus College Transport (OCCT). OCCT is a student run bus operation that transports students between their home and campus for academic purposes. The blue buses, as they are called, travel everywhere students want to go, such as Walmart, Wegmans, Target, Oakdale Mall, Downtown Binghamton, Bmets Stadium and many more locations. OCCT also has on-campus shuttles that goes to all the residential communities, as well as, the east and west gym.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

**A brief description of the GRT program:**

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**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:**

While the university does not directly provide carpool / vanpool matching service, the Broome County Tioga Green Ride program is available for our participation.

**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:**

Binghamton University has Hertz On Demand program. Hertz On Demand is like having a car, without the hassles of owning one. You only pay for the car when you use it.

**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:**

A level 2 electric vehicle charging station is available in the Parking Structure free of charge to students or employees with a plug-in electric vehicle.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

---

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

No

**A brief description of the condensed work week program:**

---

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

---

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

---

**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/transportation.html>



# Waste

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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

---

## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	720 Tons	591 Tons
Materials composted	165 Tons	0 Tons
Materials reused, donated or re-sold	---	---
Materials disposed in a solid waste landfill or incinerator	1,788 Tons	2,008 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

**A brief description of when and why the waste generation baseline was adopted:**

---

**A brief description of any (non-food) waste audits employed by the institution:**

---

**A brief description of any institutional procurement policies designed to prevent waste:**

---

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

---

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

---

**A brief description of any limits on paper and ink consumption employed by the institution:**

---

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

Recycling runs are increased along with the placement of donation bins in residence halls, during move out week and finals week. Donation bins are placed to collect sealed food items, kitchen items, and shoes. Campus wide emails are sent out to students, and signs are set up in all dorm buildings.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

---

**A brief description of any food waste audits employed by the institution:**

---

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

---

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

---

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

---

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of**

**disposable or compostable containers in to-go food service operations:**

---

**A brief description of other dining services waste minimization programs and initiatives:**

---

**The website URL where information about the institution's waste minimization initiatives is available:**

<http://www2.binghamton.edu/sustainability/campus-initiatives/waste-minimization-recycling.html>

# Waste Diversion

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## Responsible Party

**Martin Larocca**

Resource Management Coordinator

Physical Facilities

---

## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Materials diverted from the solid waste landfill or incinerator:

671 Tons

## Materials disposed in a solid waste landfill or incinerator :

1,832 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

See website for details:

<http://www.binghamton.edu/physical-facilities/recycling.html>

## A brief description of any food donation programs employed by the institution:

The office of resource management organizes the collection of unopened food when students leave after the spring semesters. Bins are located in residential communities and students can donate unopened food items they don't plan to take home. Each year, tons of food is collected and donated to the Community Hunger Outreach Warehouse (CHOW).

## A brief description of any pre-consumer food waste composting program employed by the institution:

All dining halls are set up with compost barrels at prep- stations to collect pre-consumer food waste. These are sealed with a lid and placed onto the dining hall loading dock, where the barrels are then picked up by interns and student assistants from the Office of Recycling and Resource management.

**A brief description of any post-consumer food waste composting program employed by the institution:**

All dining halls at Binghamton University are involved in composting kitchen prep material. The scrap food is collected and composted on a local farm. Once composted, the material is returned to the University and used in a variety of areas by the grounds department.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	No
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	No
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes

<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

---



# Construction and Demolition Waste Diversion

## 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.

---

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

# Hazardous Waste Management

## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

---

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

# Water

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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

**Responsible Party**

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

**Criteria**

**Part 1**

Institution has reduced its potable water use per weighted campus user compared to a baseline.

**Part 2**

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

**Part 3**

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

**Level of water risk for the institution's main campus:**

Low

**Total water use::**

	Performance Year	Baseline Year
<b>Total water use</b>	126,079,000 Gallons	156,907,000 Gallons

**Potable water use::**

	Performance Year	Baseline Year
<b>Potable water use</b>	126,079,000 Gallons	156,907,000 Gallons

**Figures needed to determine "Weighted Campus Users"::**

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	6,990	6,284
<b>Number of residential employees</b>	29	28
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	14,891	13,860
<b>Full-time equivalent of employees</b>	21,156	1,950
<b>Full-time equivalent of distance education students</b>	130	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	6,342,271 <i>Square Feet</i>	4,966,342 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	190 <i>Acres</i>	190 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

**A brief description of when and why the water use baseline was adopted:**

---

**Water recycled/reused on campus, performance year:**

0 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

---

**A brief description of any water metering and management systems employed by the institution:**

Water meters have been installed in all buildings constructed after 2003. We have also installed water meters in 12 other buildings in 2011 - 2013. A project is in place to continue with water meter installation in other buildings.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

---

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

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**A brief description of any weather-informed irrigation technologies employed by the institution:**

---

**A brief description of other water conservation and efficiency strategies employed by the institution:**

---

**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

<http://www.binghamton.edu/sustainability/campus-initiatives/water.html>

# Rainwater Management

## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

---

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

# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

---

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



# Planning & Administration

## Coordination, Planning & Governance

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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

See website for milestone achievements:

<http://www.binghamton.edu/sustainability/about-sustainability-1.html#mile>

**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 Task Force for Campus Climate Commitment (TFCCC) is comprised of members representing all parts of the campus. Each task force member is charged with responsibilities to identify actionable items, devise implementation strategies, recommend the most cost-effective options, implement solutions and report progress to her on a regular basis.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Chair, VP for Administration President of Student Association  
Deputy to the President  
Sustainability Coordinator / Utilities Manager  
University Archivist  
Assoc. VP for External Affairs  
Assoc. VP for Research  
Assoc. Prof. Geology / Environmental Studies  
Assoc. VP – Student Affairs President of Graduate Student Association  
Vice Provost—Academic Affairs  
Assoc. VP for Administrative Services

**The website URL where information about the sustainability committee(s) is available:**

<http://www2.binghamton.edu/sustainability/documents/climate-action-plan.pdf>

**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:**

Binghamton University's sustainability efforts involve students, faculty and staff across various disciplines and responsibility areas. Although there is no dedicated "sustainability office", the University continues to track progress made and make results available through reporting to organizations such as AASHE and ACUPCC.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

5

**The website URL where information about the sustainability office(s) is available:**

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**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Sandy DeJohn

**A brief description of each sustainability officer position:**

[Campus Sustainability Data Collector](#) | [AASHE](#)

The Sustainability Coordinator is charged to work with various departments of the campus on promoting campus sustainability initiatives, disseminate useful information received to appropriate task force members for action, participate in SUNY Sustainability Group in steering and forming sustainability guidelines and policies, and implement GHG emission reduction projects.

**The website URL where information about the sustainability officer(s) is available:**

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# Sustainability Planning

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## Responsible Party

**Sandy DeJohn**

Utilities Manager / Sustainability Coordinator  
Physical Facilities

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	No	No
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	No	No
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	No	No
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	No	No
<b>Waste</b>	Yes	Yes
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	No	No

Other

No

No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

NA

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

NA

**Accountable parties, offices or departments for the Curriculum plan(s):**

NA

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

NA

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

NA

**Accountable parties, offices or departments for the Research plan(s):**

NA

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

NA

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

NA

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

NA

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

NA

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

NA

**Accountable parties, offices or departments for the Public Engagement plan(s):**

NA

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Binghamton University has developed a Climate Action Plan in 2009 and is on track for emissions reduction milestones.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

See details on website below:

<http://www.binghamton.edu/sustainability/about-sustainability-1.html#action>

**Accountable parties, offices or departments for the Air and Climate plan(s):**

The task force for campus climate commitment includes stakeholders from senior administration to academic / research faculty, student groups, and facilities staff.

**A brief description of the plan(s) to advance sustainability in Buildings:**

Binghamton University commits to follow LEED certification procedures for all new construction / major renovation projects with a minimum certification level of LEED Silver.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

All new buildings constructed after 2008 have been certified LEED Silver, Gold and Platinum.

**Accountable parties, offices or departments for the Buildings plan(s):**

SUNY Construction Fund (SUCF), Dormitory Authority of State of New York (DASNY), and campus administration.



**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

See website below for information:

<https://binghamton.sodexomyway.com/planet/local.html>

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

See website below for information:

<https://binghamton.sodexomyway.com/planet/local.html>

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Binghamton University Auxiliary Services through a contract with Sodexo Dining Services.

**A brief description of the plan(s) to advance sustainability in Energy:**

New York State Governor's Executive Order 88:

<http://system.suny.edu/capital-facilities/executive-order-88/>

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

New York State Governor's Executive Order 88 requires that all state agencies reduce their energy usage intensity from the source by 20% by 2020 (as compared to the baseline year performance in 2010-2011). All buildings will be submetered and benchmarked to determine energy efficiency improvement priority.

**Accountable parties, offices or departments for the Energy plan(s):**

EO 88 is managed by the Office of the Governor, New York Power Authority, and New York State Energy Research and Development (NYSERDA). State University of New York (SUNY) Office for Capital Facilities with University's Physical Facilities Department follow

the guideline for implementation.

**A brief description of the plan(s) to advance sustainability in Grounds:**

NA

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

NA

**Accountable parties, offices or departments for the Grounds plan(s):**

Committee for the University Environment (CUE) was approved by the Faculty Senate in June 2003. Now a joint Faculty Senate-Administration committee. CUE is charged with preserving and enhancing the quality of the University environment. Chaired by Julian Shepherd, associate professor of biological sciences, and co-chaired by Anthony Ferrara, vice president for administration, CUE is focusing on four areas: energy, transportation, natural areas and recycling waste.

**A brief description of the plan(s) to advance sustainability in Purchasing:**

New York State Governor's Executive Order 4:

<http://www.ogs.ny.gov/EO/4/Docs/FinalGreenProcurementEO.pdf>

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

A list of approved purchasing specifications can be found on the website below:

<http://www.ogs.ny.gov/EO/4/ApprovedSpecs.asp>

**Accountable parties, offices or departments for the Purchasing plan(s):**

Office of General Services, New York State Environmental Conservation, and campus procurement group.

**A brief description of the plan(s) to advance sustainability in Transportation:**

NA

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

NA

**Accountable parties, offices or departments for the Transportation plan(s):**

NA

**A brief description of the plan(s) to advance sustainability in Waste:**

Information can be found on the website:

<http://www.binghamton.edu/sustainability/campus-initiatives/waste-reduction-recycling.html>

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Information can be found on the website:

<http://www.binghamton.edu/sustainability/campus-initiatives/waste-reduction-recycling.html>

**Accountable parties, offices or departments for the Waste plan(s):**

Physical Facilities Resource Management Office

**A brief description of the plan(s) to advance sustainability in Water:**

NA

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

NA

**Accountable parties, offices or departments for the Water plan(s):**

NA

**A brief description of the plan(s) to advance Diversity and Affordability:**

Binghamton University recently created an Office of Diversity, Equity and Inclusion - ODEI, in partnership with the campus community, works to foster a diverse and inclusive culture that is welcoming for all students, faculty, staff and the Greater Binghamton community.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

<http://www.binghamton.edu/diversity-equity-inclusion/policies/harassment.html>

<http://www.binghamton.edu/diversity-equity-inclusion/resources/hiring.html>

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of Diversity, Equity and Inclusion

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

See website below:

<http://www.binghamton.edu/bhealthy/>

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Mission

Through collaborative efforts across Binghamton University's divisions, the Healthy Campus Initiative strives to cultivate a culture that is supportive of individuals and groups in pursuit of their optimal potential.

## Purpose

To generate an identity for the initiative that creates an awareness of the abundance of healthier living options available to the University community

To showcase Binghamton University as a healthy campus by highlighting unique resources and celebrating institutional and personal achievements.

To effectively change the culture and environment of the campus in a way that supports the pursuit of the constituents' optimal potential and improves their overall health status.

## 2013-14 Goals

Solidify the committee infrastructure

Brand the initiative visually and develop a website

Review current campus data to help prioritize needs and analyze gaps in services

Prepare for the implementation of the NCHA in fall 2014

Inventory University resources/programs related to initiative

Set goals for next 2-3 year window

## **Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

The B-Healthy Committees

Steering Committee

The Steering Committee serves as the leadership board for the Healthy Campus Initiative. In addition to the Steering Committee, there are currently five sub-committees working on more focused topics — branding and marketing, evaluation and assessment, tobacco-free initiatives, faculty and staff initiatives, and programming.

Cindy Cowden (chair), Campus Recreation

Gerri Britton, Decker School of Nursing faculty

Sara DeClemente-Hammoud, Human Resources

Jenna Moore, Campus Recreation

Zach DuBord, International Students and Scholar Services

Katie Ellis, Communications and Marketing

Garrett Fitzgerald, Dean of Students Office

Chris Knickerbocker, Student Affairs Assessment and Strategic Initiatives

Bridget McCane Saunders, Decker Student Health Services Center

Mary Ellen Neifer, Employee Assistance Program

Sharon O'Neill, Residential Life

Leanna Rice, University Counseling Center

Maria Roberts, Auxiliary Services

Deirdre Rocklein, College of Community and Public Affairs graduate student

Alexa Schmidt, Binghamton University Dining by Sodexo

Sarah Thompson, Department of Health and Wellness Studies

## **A brief description of the plan(s) to advance sustainability in Investment:**

NA

## **The measurable objectives, strategies and timeframes included in the Investment plan(s):**

NA

**Accountable parties, offices or departments for the Investment plan(s):**

NA

**A brief description of the plan(s) to advance sustainability in other areas:**

NA

**The measurable objectives, strategies and timeframes included in the other plan(s):**

NA

**Accountable parties, offices or departments for the other plan(s):**

NA

**The institution's definition of sustainability:**

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**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

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**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

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**The website URL where information about the institution's sustainability planning is available:**

<http://www.binghamton.edu/tae-original/sustainable-communities/index.html>

# Governance

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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



# Diversity & Affordability

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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

## Criteria

### *Part 1*

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### *Part 2*

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

# Assessing Diversity and Equity

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

# Support for Underrepresented Groups

## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

## Support for Future Faculty Diversity

### Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

# Affordability and Access

## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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



# Assessing Employee Satisfaction

## 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.

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

# Wellness Program

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

# Workplace Health and Safety

## Criteria

### *Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

# Sustainable Investment

## 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

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# Investment Disclosure

## 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.

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

# Innovation

## Innovation

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
Innovation 1
Innovation 2
Innovation 3
Innovation 4



# Innovation 1

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 2

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 3

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 4

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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