



SUSTAINABILITY PLAN

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1. Introduction

SUNY Adirondack (“SUNY ADK”) is a community college in upstate New York which supports approximately 4,708¹ students, staff, and faculty. Approximately 385² students reside on campus in the Residence Hall for nine months of the year. The SUNY ADK campus is comprised of 14 buildings, with 485,248 square feet of space, all of which reside on our 145-acre campus in Queensbury, NY, and on an extension site in Wilton, NY.

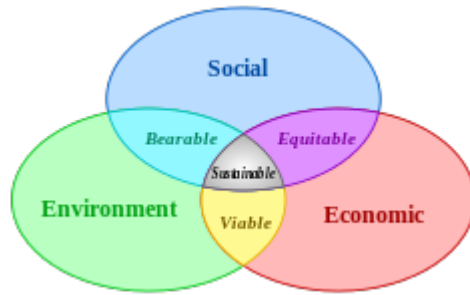
In the Fall of 2014 the President re-activated a previously created Sustainability Committee and charged the committee with serving as the central body to guide the College in creating and committing to a sustainability plan that challenges the College community to conduct ongoing assessment and implementation of initiatives that ensure responsible stewardship of our resources. On behalf of the college, the Committee joined the Association for the Advancement of Sustainability in Higher Education (AASHE) and agreed to utilize AASHE’s Sustainability Tracking, Assessment & Rating System (STARS) to track, assess and measure the college’s sustainability efforts. Large sections of this plan have been taken, with permission, from the STARS technical manual³. There are four STARS ratings available; Bronze, Silver, Gold, and Platinum. The outline of this plan has been drafted in such a way as to enable SUNY ADK to achieve Gold status within a 36 month period. The purpose of this plan is to guide SUNY ADK into our future in ways that minimize waste, save money, educate us, and model sustainable practices for our broader community. It is intended to be a “living document” that will be reviewed and updated regularly, addressing new challenges as they are identified, and adopting new technologies and practices as they emerge. It is also intended to be a document that we develop together to address the needs of SUNY ADK as an educational institution and a community of students, faculty, staff and neighbors.

Most definitions of sustainability recognize three essential dimensions that must be balanced: environment, society, and economy. The following figure shows one way of visualizing this relationship. Notice that is difficult to envision a healthy and enduring world without incorporating all three elements: leaving out any one – absence of social justice in society, lack of economic responsibility, or ignorance of environmental impact – will surely lead to difficult conditions that cannot be sustained for long.

¹ 4,247 students at Fall ’14 census plus 461 employees from November 2013 IPEDS

² Fall ’14 census

³ A glossary of standards and terms adopted by AASHE and used in this plan is located here: http://www.aashe.org/files/documents/STARS/2.0/stars_2.0.2_standards_and_terms.pdf.



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Currently, the term “sustainability” has become increasingly popular, sometimes to the point of being meaningless or used for “green-washing” business-as-usual. It is important that we at SUNY ADK use the term with real meaning and actions. This means bearing in mind and respecting all three dimensions of sustainability: the environment, economy, and social equity. It also means identifying specific, meaningful, and achievable goals. This sustainability plan provides a road map for identifying goals, activities, time-frames, and processes for achieving a sustainable campus.

2. Planning and Administration

2.1. Coordination, Planning, and Governance

Sustainability requires participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges through access to and involvement in institutional governance. The Sustainability Committee is comprised of a membership that represents all members of the campus community and is responsible for advising on and implementing policies and programs related to sustainability on campus. In creating a plan for SUNY ADK, the committee focuses on a broad definition of sustainability and a wide range of topics that covers the entire institution. The plan affords us the opportunity to clarify our vision of a sustainable future and provides a road map to help guide strategic planning and decision-making. The plan includes measurable goals and objectives and allows the institution to track its future progress, identify and document its successes, and manage the levels of resources devoted to and required for the attainment of its sustainability goals. It is intended to be a “living document” that will be reviewed and updated annually, addressing new challenges as they are identified, and adopting new technologies and practices as they emerge. It is also intended to be a document that we as a college develop together to address the needs of SUNY ADK as an educational institution and a community of students, faculty, staff, and neighbors.

Challenge: Sustainability is a strategic priority for SUNY ADK, however, a sustained effort in creating, managing, and executing a detailed plan has historically been a challenge as dedicated personnel resources have not been committed to this task. SUNY ADK is a relatively small institution with limited resources for strategic investment. As a result, the college’s successes to date have largely been the result of “grass roots” efforts and have been sporadic in nature.

⁴ Adams, W.M. (2006). "The Future of Sustainability: Re-thinking Environment and Development in the Twenty-first Century." Report of the IUCN Renowned Thinkers Meeting, 29–31 January 2006. Retrieved on: 2009-02-16.

Opportunity: A focus on sustainable practices, curriculum and engagement has the potential to reduce college expenditures, increase enrollment, and garner financial support from external sources. Active, persistent management of this plan that engages the entire college community, as well as the broader educational and regional community, has the potential to help SUNY ADK achieve its vision of being the educational provider of choice and pathway to success.

Goal: SUNY ADK will maintain an active committee, office and/or officer charged by the Administration with [sustainability coordination](#).

Responsible Party:	Sustainability Committee
Timeline:	2015-2016 Academic Year
Assessment Measure:	The Sustainability Committee will actively coordinate sustainability efforts on campus including researching the possibility of appointing/hiring a sustainability coordinator for the campus.
Budgetary Implication:	TBD.
Goal Status:	

Goal: SUNY ADK will develop a comprehensive [sustainability planning framework](#) that may include various formally adopted plans (*e.g.* Facilities Master Plan, Campus Strategic Plan, Sustainability Plan, *etc.*), measurable objectives and timeframes, and will cover a wide range of areas including academics, engagement, operations, and planning & administration.

Responsible Party:	Sustainability Committee
Timeline:	2014-2015 Academic Year
Assessment Measure:	Framework identified
Budgetary Implication:	None.
Goal Status:	

Goal: SUNY ADK will continue engage student, staff and faculty in the ongoing [governance](#) of the college.

Responsible Party:	Governance Leaders Group (“GLG”)
Timeline:	2015-2016 Academic Year
Assessment Measure:	Report submitted to AASHE STARS
Budgetary Implication:	None.
Goal Status:	

2.2. Diversity and Affordability

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. SUNY ADK has historically been one of the lowest-cost institutions in the NYS community college system.

Challenge: SUNY ADK has historically supported a region with a limited diverse population and as a result has itself a limited diverse population of students and staff. The addition of the residence hall in 2013 has increased the diversity of our student population, but we do not have a very diverse employee population. In addition, as state support for NYS community colleges is decreasing, the burden is falling to our students as tuition becomes the only revenue-driving factor we can control. More than 63% of our students qualify for need-based federal Pell grants.

Opportunity: Diversity has become a strategic priority for the institution and in 2014 the President created a Diversity Task Force to rigorously review the campus climate for students and employees, employee recruitment and retention practices, and current campus efforts in order to achieve the diversity related goals of the strategic plan. In relation to affordability, more than 75% of SUNY ADK students are eligible for and receive financial aid, including scholarships, grants, and loans.

Goal: Work with the Diversity Task Force to identify challenges, opportunities, and specific goals to attain that will result in obtaining a minimum of 5 of the 10 STARS points available in this category. Credits are awarded in areas such as [*diversity and equity coordination*](#), [*assessing diversity and equity*](#), [*support for underrepresented groups*](#), [*support for future faculty diversity*](#), and [*affordability and access*](#).

Responsible Party:	Diversity Task Force
Timeline:	2016-2017 Academic Year
Assessment Measure:	This section of the plan is drafted, including the identification of responsible parties and timelines.
Budgetary Implication:	TBD
Goal Status:	

2.3. Health, Well-Being, and Work

An institution’s people define its character and capacity to perform; thus, 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.

Challenge: SUNY ADK is faced with limited new funding sources, decreasing high school enrollments, and strained financial resources. In addition, the majority of our labor force is unionized and the resulting contractual obligations prohibit our ability to react quickly to these environmental factors. The increasing cost of health care as well as regulatory taxes being imposed on high-level benefit plans will make maintaining our current benefit structure unsustainable.

Opportunity: External pressures outside of our control will force us to become innovative and find ways to become more efficient with our human capital resources.

Goal: Work with the Director of Human Resources/Payroll and the Director of Facilities to identify specific challenges, opportunities, and goals to attain that will result in obtaining a minimum of 3 of the 7 STARS point available in this category. Credits are awarded in areas such as [employee compensation](#), [assessing employee satisfaction](#), [wellness programs](#), and [workplace health and safety](#).

Responsible Party:	Director of HR/Payroll; Director of Facilities
Timeline:	2016-2017
Assessment Measure:	This section of the plan is drafted, including the identification of responsible parties and timelines.
Budgetary Implication:	TBD
Goal Status:	

3. Operations

3.1. Air and Climate

Global climate change is having 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 the spread of diseases. The impacts are particularly pronounced for low-income communities and countries. Measuring and reducing greenhouse gas and air pollutant emissions is critical to a sustainable future. In addition, taking steps to inventory and reduce air pollutant emissions can positively impact the health of the campus community, as well as the health of the local community and region as a whole.

Challenge: SUNY ADK has not previously inventoried its greenhouse gas emissions and therefore does not have a baseline from which to measure reductions in emissions. In addition, the college has not inventoried its pollutant emission from mobile sources.

Opportunity: Inventorying the campuses greenhouse gas emissions and making the data publically available allows us as a community to understand where we are and establish a reasonable plan for reducing greenhouse gas emissions to less than .02 metric tons of carbon dioxide equivalent per gross square foot⁵. The purchase of third-party verified Renewable Energy Certificates and carbon offsets are also opportunities for mitigating the campuses impact on the environment. In addition, the college can adopt policies and guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile and stationary sources on campus.

Goal: SUNY ADK will contract with a third-party to inventory and verify the campuses Scope 1 and Scope 2 [greenhouse gas emissions](#) as well as the following Scope 3 greenhouse gas emissions:

- Business travel
- Commuting
- Purchased goods and services
- Capital goods
- Fuel- and energy-related activities
- Waste generated in operations

The inventory will be made publically available on the college’s website.

Responsible Party:	Sustainability Committee
Timeline:	2017-2018
Assessment Measure:	Inventory Completed and made available on the college’s website
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will adopt policies and guidelines to improve [outdoor air quality](#) and minimize air pollutant emissions from mobile and stationary sources on campus. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling and restricting the use of powered lawn care equipment.

Responsible Party:	Assistant Director of Facilities
Timeline:	2016-2017 Academic Year
Assessment Measure:	Policy created and implemented; outdoor air quality improves.
Budgetary Implication:	None.
Goal Status:	

3.2. Buildings

SUNY ADK recognizes that our buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on our campus. Our buildings also use a significant amount of potable water. SUNY ADK strives to design, build, and maintain buildings in ways that provide safe, healthy, and productive indoor work, learning, and

⁵ Calculated in accordance with the STARS technical manual.

living spaces for our community members while simultaneously mitigating the building’s impact on the outdoor environment.

Challenge: The SUNY ADK campus is composed of 14 buildings, with 335,248 square feet of space, owned and leased. All of these reside on our 145-acre campus in Queensbury, NY, and a satellite campus in Wilton, NY. The Residential Hall located at the Queensbury campus is an additional 150,000 square feet and is operated by the Adirondack Housing Association, LLC.

SUNY ADK currently supports a community of approximately 4,350 students, staff, and faculty. Approximately 395 of those students reside on campus in the Residence Hall for nine months of the year. During the past decade, SUNY ADK has continued to expand, with future plans for newly renovated Day Care Center, and a state of the art STEM building.

Opportunity: By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces. In addition, decisions made during the design phase of new buildings and renovations, such as where to locate the building and how it is oriented, can yield significant energy savings and reduce impacts on the site. By designing and building for enhanced indoor environmental quality, SUNY ADK can ensure its buildings provide safe, healthy, and productive spaces for the campus community. Finally, by protecting the human health of building occupants by monitoring and protecting indoor air quality, productivity in the workplace and classroom can be promoted with improved ventilation and managing exposure to indoor pollutants.

Goal: Existing buildings will be operated under a green building rating system such as LEED for Existing Buildings: [*Operation & Maintenance \(O&M\)*](#). When this is not feasible, buildings will be 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

Responsible Party:	Director of Facilities
Timeline:	2018-2019 Academic Year
Assessment Measure:	Policies created and adopted.
Budgetary Implication:	TBD
Goal Status:	

Goal: All new building construction will be, and comprehensive renovation projects will generally be, certified under a green building rating system such as the LEED for New Construction and Major Renovations as well as Certified Living under the Living Building Challenge. When this is not feasible, [building design and construction](#) will be 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

Responsible Party:	Director of Facilities
Timeline:	2015-2016 Academic Year
Assessment Measure:	Policy created
Budgetary Implication:	TBD
Goal Status:	Green building guidelines and policies adopted

Goal: The institution will implement an [indoor air quality](#) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plan to implement any corrective measures required in response to audits, monitoring or complaints.

Responsible Party:	Assistant Director of Facilities
Timeline:	2016-2017 Academic Year
Assessment Measure:	Policy created.
Budgetary Implication:	TBD
Goal Status:	

3.3. Dining Services

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. 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 distances, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities. Finally, animal derived foods generally require more energy, land, and water resources and have a higher carbon footprint than plant-based diets, making vegan options a more sustainable alternative.

Challenge: Chartwells operates the SUNY ADK’s dining hall and Einstein Brother’s Bagel Shop under a five-year contract with the Faculty-Student Association that remains in force until May 31, 2019. As a result the college has limited authority under the current agreement to set standards for food and beverage purchasing and low impact dining.

Opportunity: Chartwell’s is acutely aware of the impact its operations have on our community and on society in general and are well known for their sustainability efforts. They are committed to offering foods that are earth, body, and community friendly. Chartwell’s can utilize its purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it travelled. They can use their food purchases to support the local economy; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. In addition, they have the ability to offer and appropriately label vegan options at every meal. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Goal: Chartwells will work to ensure that at least 25% of its [food and beverage purchasing](#) for on-campus dining operations and catering services are third-party verified to be ecologically sound, fair and/or humane and/or sourced from local community-based producers.

Responsible Party:	Executive Director of the FSA
Timeline:	2017-2018 Academic Year
Assessment Measure:	At least 25% of food/beverage purchases meet goal.
Budgetary Implication:	TBD
Goal Status:	

Goal: Chartwells will promote [low impact dining](#) by offering complete-protein vegan options and providing appropriate labels/signage at all meals, as well as limiting purchase of conventionally produced animal products to less than 25% of total dining services food purchases.

Responsible Party:	Executive Director of the FSA
Timeline:	2017-2018 Academic Year
Assessment Measure:	Low impact dining options identified and labeled.
Budgetary Implication:	TBD
Goal Status:	

3.4. Energy

For SUNY ADK, energy consumption is one of the largest sources of greenhouse gas emissions, which contributes to 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.

Challenge: During fiscal year 2014, SUNY ADK spent approximately \$632k on energy to heat/cool buildings, electricity, transportation, and maintenance functions⁶. Equally important is the total amount of fossil fuel consumed to operate the institution. The College used 4,537,924kw of electricity and 126,598 therms of natural gas⁵. Instructional services and business activities consume a large quantity of electricity and fossil fuels. The campus heating/cooling plant uses a combination of natural gas furnaces (87% efficiency), electricity, and geothermal systems in its buildings to provide heating and cooling. Currently all of our electrical consumption is provided by “on grid” services.

Opportunity: SUNY ADK can continue to reduce our energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. Examples of energy conservation and efficiently technologies or strategies that can be employed are building temperature standards, LED lighting, occupancy and/or vacancy sensors, passive solar heating, ground-source heat pumps, co-generation, building recommissioning or retrofit programs, energy metering and management systems, energy-efficient landscape design, vending machine sensors, etc. In addition, SUNY ADK can support the development and use of energy from clean and renewable sources.

Goal: Utilizing a base year of 2005⁷, SUNY ADK will reduce [*building energy consumption*](#) per gross square foot by 25%.

Responsible Party:	Sustainability Committee
Timeline:	2019-2020 Academic Year
Assessment Measure:	Consumption reduced by 25%
Budgetary Implication:	TBD
Goal Status:	

⁶ Exclusive of student housing.

⁷ Baseline year established per START technical manual.

Goal: SUNY ADK will obtain 25% of its energy from [clean and/or renewable energy](#) sources and/or by purchasing RECs or green power from the electric utility.

Responsible Party:	Sustainability Committee
Timeline:	2019-2020 Academic Year
Assessment Measure:	25% of energy from clean/renewable energy
Budgetary Implication:	TBD
Goal Status:	

3.5. Grounds

SUNY ADK seeks to plan and maintain our grounds with sustainability in mind, minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources. Sustainable landscape management integrates economic, social, and ecological considerations to meet human needs and maintain healthy ecosystems.

Challenge: As in many other regions around the country, shrinking farm land and open space, together with expanding suburbs and sprawl, not only threaten the aesthetic appeal of our campus, but of the Glens Falls and Queensbury communities at large. The challenge, therefore, is to find ways to maximize open space on campus while meeting the demands of a growing community and campus.

Opportunity: SUNY ADK’s main campus in Queensbury is uniquely located in the foothills of the Adirondack Mountains, quite near to the Adirondack Park. Open spaces, wilderness, healthy eco-systems, and natural beauty are fundamental to quality of life in our region as well as a driving and sustaining economic force. The maintenance of healthy natural ecosystems is key to the economic and aesthetic future of this area, and it is incumbent on SUNY ADK, as an institutional leader, to provide both an example and a model for a sustainable campus that values and maximizes open space. We can provide aesthetically pleasing and welcoming campus grounds while minimizing the use of resources and toxic chemicals, as well as protecting wildlife habitats.

Goal: SUNY ADK will establish a formal [landscape management](#) plan that includes Integrated Pest Management, Sustainable Landscape Management, and organic, certified and/or protected areas.

Responsible Party:	Sustainability Committee
Timeline:	2016-2017
Assessment Measure:	Plan adopted
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will establish a [biodiversity](#) management strategy that includes conducting an assessment or assessments to identify endangered and vulnerable species and/or environmentally sensitive areas and establishes plans or programs

to protect or positively affect any species, habitats and/or environmentally sensitive areas identified.

Responsible Party:	Sustainability Committee
Timeline:	2018-2019
Assessment Measure:	Management Strategy Adopted
Budgetary Implication:	TBD
Goal Status:	

3.6. Purchasing

SUNY ADK recognizes the need to use their purchasing power to help build a sustainable local and global economy. Collectively, institutions spend many millions of dollars on goods and services annually. Each purchasing decision represents an opportunity for SUNY ADK to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Challenge: During fiscal year 2014, SUNY ADK spent approximately \$4.6M on goods and services⁸. We currently are using bulk purchasing power and spending \$1.2M annually for electronics/technology and \$35k annually for cleaning products and \$29k annually for paper products⁷. SUNY ADK does not employ a centralized purchasing function and therefore strategic purchasing ability and purchasing power are diminished.

Opportunity: SUNY ADK has the opportunity to support markets for environmentally responsible goods and services. EPEAT®-registered electronic products meet strict environmental criteria that address the full product lifecycle, from energy conservation and toxic materials to product longevity and end-of-life management. As a result, EPEAT®-registered electronic products offer a reduced environmental impact across their lifecycles. Purchasing green cleaning and janitorial products reduces exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces. By supporting markets for environmentally preferable paper, SUNY ADK can contribute to conservation of water, energy, and virgin forest. By purchasing inclusively and locally, SUNY ADK can contribute toward the development of a just and resilient local economy. Employing a Life Cycle Cost Analysis (LCCA) process to estimate the total cost of ownership in making purchasing decisions reduces our risk of incurring avoidable use-phase and disposal-phase liabilities and encourages investment in higher quality and more durable goods and establishes “whole systems” thinking as a cultural norm in institutional resource planning. Finally, by implementing sustainability policies or guidelines for our vendors, contractor and business partners, we can engage the broader community to employ more sustainable practices and instill a culture of sustainability throughout the campus.

Goal: SUNY ADK will review its policies, guidelines and/or directives for [electronics purchasing](#) to include a preference to purchase computers and/or other electronic

⁸ Exclusive of Student housing.

products that are EPEAT® registered or meet similar multi-criteria sustainability standards of electronic products.

Responsible Party:	Chief Information Officer
Timeline:	2016-2017 Academic Year
Assessment Measure:	Purchasing policy revised
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will review its policies, guidelines, and/or directives for [cleaning product purchasing](#) to include a preference to purchase cleaning and janitorial products that are Green Seal or UL Environment (EcoLogo) certified and/or meet similar multi-criteria sustainability standards.

Responsible Party:	Director of Facilities
Timeline:	2015-2016 Academic Year
Assessment Measure:	Purchasing policy revised
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will review its policies, guidelines, and/or directives for [office paper purchasing](#) to include a preference to purchase office paper that has a recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper.

Responsible Party:	Director of Business Affairs
Timeline:	2015-2016 Academic Year
Assessment Measure:	Purchasing policy revised
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will review its policies, guidelines, and/or directives for [inclusive and local purchasing](#) to include a preference to purchase from disadvantaged businesses, social enterprises, and/or community-based businesses.

Responsible Party:	Director of Business Affairs
Timeline:	2016-2017 Academic Year
Assessment Measure:	Purchasing Policy Revised
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will review its policies, guidelines, and/or directives for purchasing energy- and water-using products and systems to include [Life Cycle Cost Analysis](#) in its evaluation and decision making process.

Responsible Party:	Director of Business Affairs
Timeline:	2017-2018 Academic Year

Assessment Measure:	Purchasing Policy Revised
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will review its policies, guidelines, and/or directives to include [*guidelines for business partners*](#) that set expectations about social and environmentally responsible behavior.

Responsible Party:	Director of Business Affairs
Timeline:	2018-2019
Assessment Measure:	Purchasing Policy Revised
Budgetary Implication:	TBD
Goal Status:	

3.7. Transportation

Transportation systems are currently largely dependent on fossil fuel, a non-renewable resource that is responsible for significant environmental damage through greenhouse gas emissions and road surface contamination that contribute to health problems such as heart and respiratory diseases and cancer. 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.

Challenge: SUNY ADK is primarily a commuter school (only 9.1%⁹ of its students live on campus in the residence hall) and serves a large, mostly rural community mainly comprised of Warren, Washington, and Saratoga counties, an area of approximately 2,622 square miles. Due to its rural location, an extensive public transportation system does not exist; however, the Faculty-Student Association has contracted with the local GGF Transportation authority to provide bus service for college members with appropriate ID at no cost to the end user. Finally, the College’s satellite campus in Wilton creates additional vehicle miles from faculty and students travelling between the two locations.

Opportunity: SUNY ADK can help shape markets by creating a demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality. In addition, promoting and using alternative modes of transportation will reduce local air pollution and GHG emissions. Walking and biking add health benefits as well.

⁹ As of Fall ’14, per the Director of Institutional Research.

Goal: SUNY ADK will strive to support alternative fuel and power technology (e.g. hybrid, electric, compressed natural gas, hydrogen, biofuel) in its motorized [campus fleet](#).

Responsible Party:	Director of Facilities
Timeline:	2024-2025 Academic Year
Assessment Measure:	At least ½ of the campus fleet will be alternatively fueled.
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will support active and sustainable [transportation and commuting alternatives](#) for its [students](#) and [employees](#) and increase the student and staff use of sustainable modes of transportation to and from campus including walking, bicycling, carpooling, and using public transportation.

Responsible Party:	Sustainability Committee
Timeline:	2018-2019
Assessment Measure:	% of students who use alternative modes of transportation to get to and from class
Budgetary Implication:	None
Goal Status:	

3.8. Waste

SUNY ADK recognizes that moving toward zero waste by reducing, reusing, recycling, and composting materials reduces the need to extract virgin materials from the earth. It generally takes less energy and water to make a product with recycled material than with virgin resources. These actions also reduce 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. Source reduction and waste diversion can also save financial resources. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Challenge: SUNY ADK currently disposes of an unmeasured amount of solid waste annually. This does not include waste produced from renovations and construction. No data exist at present on volume, tonnage, carbon footprint, or proportion of different categories of this waste. The College contracts with a local company to collect trash and single-stream recyclables separately, but campus education about using these services properly is limited. Both Instructional Technology services and business activities generate a large (but unmeasured) quantity of high quality paper and printer toner. Campus Food Services generates a large (but unmeasured) amount of food waste that is disposed of as trash; only a small amount is composted by the College Gardens program. Science and Nursing programs use and throw away a large (and unmeasured) amount of disposable plastic and glass lab-ware that potentially could be recycled.

The amount of solid waste produced can be cut in a number of ways that can be categorized by the “3R’s”: Reduce, Re-use, and Recycle. Reduce refers to conservative practices that cut back the amount of materials used and wasted. Re-use refers to passing along items that can still serve a function, be valued by another user or have salvageable parts. Recycling is the saving and reprocessing of used materials and forming them into new products; composting is a form of recycling for biodegradable materials. To illustrate, printing paper solid waste can be cut by double-sided printing (reduce), saving bad print jobs for scrap paper notes (re-use) or setting it in the recycling bin when finished. The 3R’s prevent useful material resources from being wasted, reduce the consumption of raw materials, reduce energy usage, and reduce associated greenhouse gas emissions required to generate virgin product.

Opportunity: Actively educating the campus community about ways to reduce paper use, utilize trash and recycling services properly, and collect organic wastes for composting will provide quick and significant improvements in reducing our solid waste volume. Measuring quantities of waste (paper, trash, compost) and calculating carbon footprints and dollar costs will provide data on waste activity and provide a means of measuring improvements in the future. Incorporating some of this monitoring and data analysis into academic courses (carbon foot print calculations using College data, tracking disposable lab-ware use, etc.) will provide real-world experience and engagement for students.

Goal: SUNY ADK will minimize waste decreasing the total amount of materials that are used and discarded by 25% over the next three years through the implementation of source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user. Materials management and [waste minimization](#) strategies that may be employed include waste audits, procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk), and reducing paper and ink consumption. This goal includes on-campus dining services but does not include construction, demolition, electronic, hazardous, and chemical waste, which are covered in another goal.

Responsible Party:	Sustainability Committee
Timeline:	2018-2019
Assessment Measure:	Waste reduced by 25%
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will divert 25% of its waste from landfills and incinerators over the next three years through recycling, composting, reusing, donating, or re-selling. Food donation, pre- and post-consumer food waste composting and recycling campaigns are some of the [waste diversion](#) strategies that may be employed. This goal includes on-campus dining services but does not include construction, demolition, electronic, hazardous, and chemical waste, which are covered in another goal.

Responsible Party:	Sustainability Committee
Timeline:	2018-2019
Assessment Measure:	25% of waste diverted from landfills and incinerators
Budgetary Implication:	TBD
Goal Status:	

Goal: When conducting major construction, renovation, and/or demolition projects, SUNY ADK will make reasonable efforts to [divert construction and demolition waste](#) from landfill's and/or incinerators (non-hazardous waste only).

Responsible Party:	Sustainability Committee
Timeline:	2015-16
Assessment Measure:	Guidelines established; results measured
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will document its current recycle, reuse, and/or refurbish *electronic waste* program and identify areas to expand the program, including making it available to include its students.

Responsible Party:	Chief Information Officer
Timeline:	2016-17
Assessment Measure:	Asset disposal policy updated
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will maintain its [hazardous waste management](#) program and continue to safely disposing of all hazardous, special, universal and non-regulated chemical waste and seek to minimize the presence of these materials on campus.

Responsible Party:	Director of Facilities and Public Safety
Timeline:	2015-16
Assessment Measure:	Program documented
Budgetary Implication:	None
Goal Status:	

3.9. Water

SUNY ADK strives to conserve water, protect water quality, and treat 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.

Challenge: SUNY ADK’s campus currently consumes over 3.2M gallons of potable water annually¹⁰. Water is used for sanitation, residences, laboratories, the college garden and green house, as well as food preparation and serving, and irrigation. At SUNY ADK, energy is used to cool significant quantities of water to provide campus buildings with air conditioning and to reduce humidity levels in laboratories, classrooms, administrative buildings, and the library. Exacerbated by the prospect of increased drought caused by climate change and population increase, the potential for unprecedented stress on the available supply of clean freshwater is a vulnerability our college should consider and prepare for.

Opportunity: SUNY ADK has the opportunity to be a model for efficient water use by developing and implementing a strategy for sustainable water use that addresses all areas of college operations. In doing so, SUNY ADK can reduce the quantity and increase the quality of water output to the local sewer system.

Goal: SUNY ADK will strive to reduce its [water use](#) by 30%.

Responsible Party:	Sustainability Committee
Timeline:	2016-17 through 2019-20
Assessment Measure:	Initial water reduction study completed
Budgetary Implication:	None
Goal Status:	

Goal: When conducting major construction, renovation, and/or demolition projects, SUNY ADK will make reasonable efforts to apply Low Impact Development practices to [rainwater management](#). In addition, SUNY ADK will consider adopting a rainwater/stormwater management plan that treats rainwater as a resource rather than a waste product.

Responsible Party:	Sustainability Committee
Timeline:	2015-16
Assessment Measure:	Plan adopted
Budgetary Implication:	TBD
Goal Status:	

4. Academics

4.1. Curriculum

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

¹⁰ Exclusive of student housing.

issues help equip their students to lead society to a sustainable future. Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, or introduce students to sustainability concepts. Institutions that integrate sustainability concepts throughout the curriculum prepare students to apply sustainability principles in their professional fields. Having sustainability courses and content offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses and content in numerous departments can increase student exposure to sustainability topics and themes.

Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help SUNY ADK identify strengths and opportunities for growth. In addition, a list and description of sustainability courses and other courses that include sustainability helps current and prospective students find and understand sustainability course offerings, a major advantage in structuring their academic studies.

Sustainability learning outcomes associated with program degrees and/or courses of study are essential to helping students develop specific sustainability knowledge and skills. These learning outcomes also will provide SUNY ADK with standards against which to assess student learning.

SUNY ADK is committed to offer formal, undergraduate-level degree programs focused on sustainability. Developing such programs signals our institution's commitment to sustainability. Such programs also provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

Offering sustainability-focused immersive experiences such as community-based internships and "study abroad" programs will give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable and experiential way for SUNY ADK students to deepen and expand their knowledge of sustainability.

Assessing the sustainability literacy of our students will help us evaluate the success of our sustainability education initiatives and develop insight into how these initiatives could be improved.

Offering incentives will help faculty expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives will help faculty broaden and deepen sustainability curriculum. These incentives will help faculty determine how best to include sustainability in their courses. Providing such incentives lends institutional support to increased sustainability course offerings.

SUNY ADK recognizes the importance of utilizing our infrastructure and operations as living environments for multidisciplinary learning, applied research, and practical work that advances sustainability on campus. Students who actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation.

Challenge: Often we think of “sustainability” efforts as purchasing green or recycling, and we focus a significant amount of discussion and resources on those aspects; however, 20% of the credits available towards AASHE’s STARS certification are focused on curriculum. We cannot achieve the goals of this plan, and impart lasting change on our student body without infusing the topic of sustainability into the academic curriculum.

Opportunity: As educational leaders, the faculty have the opportunity to inspire the entire campus to do their part in making SUNY ADK a model of sustainability and to educate all about practices that can benefit their lives, their community, and the world.

Goal: An inter-disciplinary group of faculty members will be convened to read the AASHE STARS Technical Manual related to Academics and to consider and provide feedback on adopting the remainder of the goals in this section of this plan.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2016-2017 Academic Year
Assessment Measure:	Responsible parties and timelines assigned to the remainder of this plan based on recommendations from the inter-disciplinary group of faculty.
Budgetary Implication:	None.
Goal Status:	

Goal: SUNY ADK will conduct an inventory of [sustainability courses](#) (a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenges) and make the inventory of those course publically available. At a minimum the inventory will include 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.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2015-2016 Academic Year
Assessment Measure:	Inventory completed and posted on website
Budgetary Implication:	None
Goal Status:	

Goal: SUNY ADK will conduct an inventory of [courses that include sustainability](#) (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) and make the inventory of those course publically available. At a minimum the inventory will include the title, department (or equivalent), and level of each course, as well as a brief description if the sustainability focus of the course is not apparent from its title.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2015-2016 Academic Year
Assessment Measure:	Inventory completed and posted on website
Budgetary Implication:	None
Goal Status:	

Goal: SUNY ADK will establish goals for the percentage of all [academic courses](#) that are a sustainability course or a course that includes sustainability.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2016-17 Academic Year
Assessment Measure:	Goals created
Budgetary Implication:	TBD
Goal Status:	

Goal: All [academic departments](#) will offer at least one sustainability course or course that includes sustainability.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2017-18 Academic Year
Assessment Measure:	Courses offered
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will create [incentives for developing courses](#) that focus on sustainability or include sustainability. This program specifically aims to increase student learning of sustainability.

Responsible Party:	Vice President for Academic Affairs
Timeline:	2016-17 Academic Year
Assessment Measure:	Incentives Proposed
Budgetary Implication:	TBD
Goal Status:	

Goal: Academic Divisions will establish sustainability [learning outcomes](#) associated with each of their program degrees and/or courses of study and all students will graduate from programs that have adopted at least one sustainability learning outcome.

Responsible Party:	Vice President for Academic Affairs
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Timeline:	2016-17 Academic Year
Assessment Measure:	Learning Outcomes Established
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will have at least one sustainability-focused [*undergraduate program*](#) (major, degree program, or equivalent) and/or sustainability-focused minor or concentration (e.g. a concentration on sustainable business with a business major).

Responsible Party:	Vice President for Academic Affairs
Timeline:	2017-18 Academic Year
Assessment Measure:	Enrollment in program
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will offer at least one [*immersive experience*](#) focused on sustainability. The program will be one week or more in length and may take place off-campus, overseas, or on-campus. The program will 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.

Responsible Party:	Coordinator of Career Connections
Timeline:	2017-18 Academic Year
Assessment Measure:	Immersive experience established
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will conduct a [*sustainability literacy assessment*](#) of its students. The sustainability literacy assessment will focus on knowledge of sustainability topics including knowledge, values, behaviors, and/or beliefs. A follow-up assessment of the same cohort using the same instrument should be considered.

Responsible Party:	Director of Institutional Research
Timeline:	2017-18; 2019-20
Assessment Measure:	Assessment Completed, results improve
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will utilize its [*campus as a living laboratory*](#) by creating substantive work (e.g., class projects, thesis projects, term papers, published papers) from the areas listed below that involve active and experiential learning and contribute to positive on-campus sustainability outcomes.

Air & Climate

Buildings

Dining Services/Food

Energy	Grounds	Purchasing
Transportation	Waste	Water
Investment	Public Engagement	Diversity & Affordability
Coordination, Planning & Governance		Health, Wellbeing & Work
Other		

Responsible Party:	Coordinator of Career Connections
Timeline:	2016-17
Assessment Measure:	Opportunities created and advertised
Budgetary Implication:	TBD
Goal Status:	

4.2. Research

By researching sustainability issues and refining theories and concepts, we as educators can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. SUNY ADK has not historically been research-focused and funding for such work is limited; however, many faculty members are conducting research projects (some of which include students). This topic will be expanded upon in later version of this plan.

5. Engagement

5.1. Campus Engagement

SUNY ADK seeks to provide its students with sustainability learning experiences outside the formal academic 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 help integrate sustainability into the campus culture and set a positive tone for the institution. In addition, the college is committed to supporting 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 essential to creating a sustainable campus.

Challenge: Historically a “commuter campus,” SUNY ADK faces many new challenges in engaging and educating the campus community since the opening of its Student Housing building in 2013. Staff and students are now brought into much more direct contact over sustainability issues with the addition of residential facilities, and these facilities also present greater and more complex draws on resources like water, power, HVAC, food service, recycling, and so on.

We believe that perhaps the biggest challenge in engaging our campus is the lack of student continuity inherent in a community college. We also acknowledging that this could be our greatest opportunity looking forward.

Opportunity: With the addition of residential facilities, SUNY ADK has an unprecedented opportunity to bring students and staff into the fold regarding

sustainable practice. Students of all ages and backgrounds now call SUNY ADK home for a large portion of the year, many of these young men and women having their first experiences in living outside of their families' homes. We see this as an opportunity to have an early and positive impact on their adherence to sustainability in all forms. Habits developed while living on-campus at SUNY ADK could carry on for students into their adult life and have long-term impact we could only begin to calculate.

As our staff and faculty numbers grow to accommodate this increasing enrollment, likewise we see more opportunity to create a groundswell movement around sustainable best practices and compliances that carries over into people's personal lives and in the community.

Goal: SUNY ADK will coordinate a peer-to-peer sustainability outreach [Student Educators Program](#) for degree-seeking students.

Responsible Party:	Dean for Student Affairs
Timeline:	2017-18
Assessment Measure:	Program established; students enrolled
Budgetary Implication:	TBD
Goal Status:	

Goal: [Student Orientation](#) will include sustainability activities and programming intended to educate students about the principles and practices of sustainability, demonstrate that sustainability is an institutional goal, adopt sustainable habits in their new school environment and set the tone for a sustainable campus environment.

Responsible Party:	Dean for Enrollment Management
Timeline:	2016-17
Assessment Measure:	Inclusion in orientation
Budgetary Implication:	TBD
Goal Status:	

Goal: To engage students outside of the classroom, sustainability programs and initiatives will be included in [Student Life](#) programming.

Responsible Party:	Dean for Student Affairs
Timeline:	2016-17
Assessment Measure:	Programs created
Budgetary Implication:	TBD
Goal Status:	

Goal: To produce [outreach materials and publications](#) that enhance student learning about sustainability outside of the formal classroom.

Responsible Party:	Director of Marketing and Media Relations
Timeline:	2017-18
Assessment Measure:	Publications created
Budgetary Implication:	TBD
Goal Status:	

Goal: To engage in a sustainability [outreach campaign](#) that yields measurable, positive results in advancing the institution's sustainability performance (e.g., a reduction in energy or water consumption).

Responsible Party:	Director of Marketing and Media Relations
Timeline:	2017-18
Assessment Measure:	Campaign held, impact measured
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will administer or oversee an ongoing peer-to-peer [Employee Educator Program](#) that engages all employees on a regular basis, disseminates sustainability messages more widely, and encourages broader participation in sustainability initiatives.

Responsible Party:	Sustainability Committee
Timeline:	2018-2019
Assessment Measure:	# employees served/targeted (ft&pt)
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will cover sustainability topics in new [Employee Orientation](#) and/or in outreach and guidance materials distributed to new employees, including faculty and staff, to help establish sustainability as an institutional priority and part of the campus culture. The topics covered include multiple dimensions of sustainability (*i.e.*, social, environmental, and economic).

Responsible Party:	Director of Human Resources
Timeline:	2016-2017
Assessment Measure:	Percentage of New Employees Offered Orientation and/or Outreach and Guidance Materials that Cover Sustainability
Budgetary Implication:	None
Goal Status:	

Goal: SUNY ADK will make available training and/or other [Staff Professional Development](#) opportunities in sustainability at least once per year.

Responsible Party:	Sustainability Committee
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Timeline:	2015-2016
Assessment Measure:	Training made available
Budgetary Implication:	TBD
Goal Status:	

5.2. Public Engagement

SUNY ADK is committed to serving the broader community through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. SUNY ADK can contribute to its surrounding communities by harnessing our financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them.

Challenge: While SUNY ADK is well known in the Queensbury and Southern Adirondack Region, this reputation hinges largely on our career-focused academic offerings. However, over the past decade, investments in infrastructure, the addition of four-year “regional extension” degree offerings, and, most notably, the opening of the Student Housing building have significantly increased the complexity of our relationship with the community around us. While we strongly believe the community knows they have a SUNY college nearby, the greater challenge is making them aware and engaging them with how this college impacts them directly.

Opportunity: As a community college, SUNY ADK is strategically positioned to make a valuable, lasting impact on its surrounding counties and to be a leader in sustainability for the area.

Goal: Establish at least one – and, ideally, many – formal [community partnerships](#) to advance sustainability within the community that are either supportive, collaborative or transformative¹¹.

Responsible Party:	Sustainability Committee
Timeline:	2017-2018
Assessment Measure:	Partnership formed
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will harness its advantage as a member of the State University of New York system, the largest in the nation, by pursuing [inter-campus collaborations](#) with other SUNY colleges and universities, as well as regional private institutions, to help build the campus sustainability community. By exchanging information, co-hosting events, and bringing together staff and faculty, we’ll increase our footprint for sustainable impact.

¹¹ As defined by the AASHE STARS Technical Manual

Responsible Party:	Sustainability Committee
Timeline:	2017-2018
Assessment Measure:	Cross-campus collaborations achieved
Budgetary Implication:	TBD
Goal Status:	

Goal: To offer [continuing education](#) courses, programs, training, and certificate programs to community members in areas of sustainable practice and knowledge through SUNY ADK's Office of Continuing Education.

Responsible Party:	Director of Continuing Education
Timeline:	2016-2017
Assessment Measure:	% of sustainability-themed courses offered; 1 sustainability certificate program offered
Budgetary Implication:	TBD
Goal Status:	

Goal: SUNY ADK will engage the student body in [community service](#) projects such as trash removal, invasive species removal, volunteering at a food bank, tutoring children, etc. The measure of our success will be both the percentage of involved students and average hours contributed per full-time student per year.

Responsible Party:	Coordinator of Student Development
Timeline:	2015-2016
Assessment Measure:	% of students that contribute to community service
Budgetary Implication:	TBD
Goal Status:	