

**Sustainability Committee  
Faculty Committee Report**

Date: Oct 16, 2012

Attending: Amy Babcock, Pat McHenry, Byron Harris, Nicole de Vries, Kelly Wilson, Mike Medlock, Eric VanBibber, Kory Baggarley, Danny Redding, Troy Keller (chair)

Topic Considered	Action or Recommendation
<ul style="list-style-type: none"> <li>1) Considered external sustainability related certification programs</li> <li>2) Strategic Planning</li> <li>3) Next meeting</li> <li>4) Oct 26, 2012</li> </ul>	<ul style="list-style-type: none"> <li>1) No existing programs appeared to fit our needs however the American Colleges and University President's Climate Commitment might work with administrative support</li> <li>2) Developed 8 potential University-wide strategic goals for consideration in the strategic planning process               <ul style="list-style-type: none"> <li>a) Create infrastructure for coordinating and implementing University-wide Sustainability Activities</li> <li>b) Develop and implement a sustainability master plan</li> <li>c) Attain leadership in energy and environmental design (LEED) certification for major new capital building projects</li> <li>d) Encourage the use of mass transit or alternative commute options</li> <li>e) Integrate sustainability in the curriculum</li> <li>f) Serve as a model of excellence in sustainability for peer institutions</li> <li>g) Seek funding to initiate high priority sustainability-related projects</li> <li>h) Seek to achieve external sustainability certification standards</li> </ul> </li> </ul>

Recommendation(s) for consideration by the Academic Administrative Council: Evaluate whether sustainability can and should be integrated into the university curriculum

Recorder: Troy Keller





AMERICAN COLLEGE & UNIVERSITY  
PRESIDENTS' CLIMATE COMMITMENT

American College & University Presidents' Climate Commitment

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities.

Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality:

1. Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.
  - a. Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.
  - b. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
  - c. Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:
    - i. A target date for achieving climate neutrality as soon as possible.
    - ii. Interim targets for goals and actions that will lead to climate neutrality.
    - iii. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
    - iv. Actions to expand research or other efforts necessary to achieve climate neutrality.
    - v. Mechanisms for tracking progress on goals and actions.

(continued...)

Office of  
Sustainability

GHG Emissions  
Report

Sustainability  
Master  
Plan

2. Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.
  - a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
  - b. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
  - c. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
  - d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.
  - e. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.
  - f. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
  - g. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.
3. Make the action plan, inventory, and periodic progress reports publicly available by submitting them to the ACUPCC Reporting System for posting and dissemination.

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

\_\_\_\_\_  
President/ Chancellor Signature

\_\_\_\_\_  
President/ Chancellor Name

\_\_\_\_\_  
College or University

\_\_\_\_\_  
Date

Georgia Tech  
Georgia Southern  
Valdosta State  
Kennesaw State

3K/yr

Please send the signed commitment document to:

Presidents' Climate Commitment  
c/o Second Nature  
18 Tremont St., Suite 308  
Boston, MA 02108

or fax to: 320-451-1612  
or scan & email to: ACUPCC@secondnature.org

Idea:

### 1) Teach Students Sustainability Concepts

- Offer a CSU Elective Class on “Sustainability”
- Target students from MBA, MPA, MS programs, and top undergraduates
- Practical approach to problem solving
- Guest lectures from practitioners in the community
  - Ft. Benning, Tsys, Columbus Water Works, Georgia Power, CSU, Aflac, etc.

- Field Trips (2-4) – **Aflac**
  - News week ranked #69 of 500
  - Made the DJSI list 2011/2012
  - Made the Ethisphere list since inception

**Newsweek 2012**

**GREEN RANKINGS**

**Dow Jones Sustainability Indexes**  
Member 2011/12

**2012** | **WORLD'S MOST ETHICAL COMPANIES**

### 2) Students Act to Improve the Community

tackle a sustainability project at a local business, office of government, or non-profit.

- Provide sustainability consulting services to organizations (businesses, government, non-profits) throughout Columbus

### 3) Future internships not tied to class

## Curriculum

- Cross Disciplinary (Business, Law, Politics, Environment, Planning, Architecture, Psychology)
- Text Knowledge / Case Studies / Documentaries
- Practicum (Local Field Studies/Projects)



Harvard University  
Extension School

### **ENVR E-105 Strategies for Sustainability Management**

The concept of sustainability is discussed along with how it is managed at the nexus of a local business, the local government, and the citizens in the community. Sustainability includes consideration of environmental stewardship, social well being, and economic prosperity. The course explores the use of management systems and performance frameworks to make sustainability part of what every person in any organization does every day. Cases are used to reinforce the concepts and develop the skills to enable students to use the knowledge imparted in the course. (4 credits)

Spring term (21808)

Robert B. Pojasek, PhD, Sustainability Leader, The Shaw Group.

### **ENVR E-117 Catalyzing Change: Sustainability Leadership for the Twenty-First Century**

We need an army of skilled change managers to navigate the complexity and urgency of our global environmental crisis. To inspire and enable people of all persuasions to engage in effective sustainability leadership, as part of an existing or new career path, this course enhances individual change agency skills as applied to a variety of organizational contexts (education, business, government, nonprofit, church, community). It explores what leadership for sustainability is, including the competencies, skills, knowledge, and strategies needed. The personal, organizational, and technical dimensions of effective change management are addressed. A variety of case studies and examples of sustainability in practice, including green building design, renewable energy, and environmental purchasing are explored. Harvard University is one of the primary case studies. (4 credits)

Fall term (13543)

John D. Spengler, PhD, Akira Yamaguchi Professor of Environmental Health and Human Habitation, Harvard School of Public Health.

Leith Sharp, MEd, Chair, Sustainable Futures Academy.