SUNY Orange Sustainability Master Plan 2015

Executive Summary

When SUNY Orange crafted its inaugural Sustainability Master Plan in 2009, its goal was quite clear: formulate a vision and accompanying action plan that would guide the College in the implementation and expansion of sustainability-related initiatives.

The College's 2009 Strategic Plan included sustainability as one of five strategic priorities, and it was imperative that SUNY Orange have a framework by which it could advance the ideals, awareness and growth of sustainability both internally and externally.

The initial Sustainability Master Plan was intended to guide the creation and implementation of overarching policies that would govern the College's future decision-making, target potential campus operations that could be modified or instituted, and create methods for promoting awareness of general sustainability practices alongside the College's progress toward becoming more sustainable.

Today, more than five years after the College's initial sustainability plan was crafted, the College can demonstrate great progress in areas of policy creation, showcase operational changes that have reduced the College's environmental footprint, highlight examples of sustainable design and construction, and boast a more aware and informed populace. (A listing of the College's accomplishments related to the initial Sustainability Master Plan can be found in the appendix to this document.)

Yet, issues related to environmental preservation, stewardship and sustainability continue to be examined and discussed on local, regional and global levels by a wide array of businesses, industries, organizations and groups. As a community catalyst, SUNY Orange remains uniquely positioned to expand its leadership of those discussions, while at the same time demonstrating its own commitment to sound environmental stewardship and implementation of sustainable practices.

This 2015 edition of the SUNY Orange Sustainability Master Plan, like its predecessor, will ensure that the College remains a responsible caretaker of the environment with a refined focus on areas of Planning, Administration and Engagement, Operations, and Education and Research. This plan is also aligned with the Sustainability Tracking, Assessment & Rating System (STARS) rubric as developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). This connection offers SUNY Orange not only a method for evaluating its progress relative to sustainability over the years, but also assures that the College is connected with like-minded institutions who are all committed to bringing environmental issues to the attention of higher education administrators nationwide.

The Plan is divided into three sections: (1) Planning, Administration and Engagement, (2) Operations, and (3) Education and Research. The overarching goals of the Plan, which transect all three areas, are to:

- infuse the Sustainability Master Plan into the College's Strategic Plan

- formulate and implement a Climate Action Plan to reduce significantly the College's greenhouse gas emissions

- incorporate sustainability concepts & principles more deeply into academic curricula and extra-curricular activities and programs

- strengthen the campus "culture" of environmental stewardship

- involve the College more fully in community and regional matters pertaining to sustainability

- hire employees who will implement sustainable initiatives and establish reward systems for those who do so

(1) Planning, Administration and Engagement

Coordination and Planning: Develop policies and procedures to promote sustainability principles in College-wide decision making.

- Frame revisions to the Facilities Master Plan within a context of sustainability that is supported by results of energy audits, STARS reports and input related to the Climate Action Plan.

- Conduct periodical reviews of the Sustainability Master Plan in accordance with the College's three-year STARS evaluation cycle; revise/update as necessary.

- Support the efforts of the Sustainability Coordinator, along with the Sustainability Committee and volunteers, by effectively managing current projects and new initiatives. (ongoing)

- Establish a regular cycle for the completion of energy audits and use the results to identify and target long-range goals and improvements to College operations.

- Develop a process for the Sustainability Coordinator to regularly advise senior College leadership on emerging sustainability trends to help the College pursue available "green" methods related to operations, purchasing and curriculum.

Human Resources: Create programs that enhance the campus "culture" of environmental stewardship.

- Orient new employees and students to the College's sustainability policies and procedures, and commit to ongoing awareness and promotion programs for all employees and students that stress current trends, the College's sustainability policies and procedures, and ways that the College community can become involved.

- Work with the Center for Teaching and Learning (CTL) to offer more sustainability related trainings and programs for faculty and staff.

- Encourage appropriate personnel/offices to record sustainability information (number of parking passes issued, amount of electricity purchased, amount of material recycled, etc.) and make this information more available to the Sustainability Coordinator upon request.

- Work with the Sustainability Coordinator to include a "sustainability report card" as part of the coordinator's annual report in order to bring awareness to the College's sustainability efforts and progress.

Public Engagement: Expand the College's community outreach related to sustainability awareness and programming.

- Collaborate with external agencies and organizations to assist the College in employing sound sustainability practices and advancing sustainability initiatives. (ongoing)

- Partner with sister colleges within the Hudson Valley Education Consortium to share best practices related to operations, education, planning and engagement, and advance sustainability initiatives on the institutions' respective campuses as well as throughout the region. (ongoing)

- Work with Continuing and Professional Education (CAPE) to develop sustainability courses and certifications that prepare area residents for green careers, allow existing professionals to advance careers in sustainability, and help businesses and organizations become more environmentally conscious. (ongoing)

- Track community service ("volunteer") hours of students and employees and promote the College's impact upon the community.

- Provide sustainability-related community service opportunities for students and employees and partner with local organizations in need of community volunteers.

- Support the College's creation of a "co-curricular" transcript that includes community service hours and involvement with College clubs and organizations.

- Partner with local/regional/statewide governmental agencies and elected officials to advocate for policies that advance sustainability in general and at the College.

- Collaborate with the SUNY Orange Foundation on methods for building relationships with community partners/donors who share the College's commitment to environmental stewardship and sustainable practices. (ongoing)

(2) Operations

Operate and maintain buildings using sound sustainable practices.

- Operate and maintain existing buildings (including indoor air quality) according to the College's Sustainability Policy. (ongoing)

- Install permanent signage in buildings that have sustainable features and include temporary signage where reminders are needed to conserve energy (turning off lights, shutting down computers, etc.). (ongoing)

Construct and renovate buildings according to LEED specifications. (ongoing)

Reduce greenhouse gas emissions.

- Submit greenhouse gas emissions reports inventory of greenhouse gas emissions according to the American College and University Presidents Climate Commitment requirements. (ongoing)

- Expand the Greenhouse Gas Inventory to include all Scope 3 emissions (e.g., travel, solid waste).

- Include the establishment of a local offsets program in formulating and implementing a Climate Action Plan.

Develop a culture that supports the local food economy, provides nutritious, responsibly produced food, and minimizes food and recycling waste generated by food services.

- Provide food that is produced and processed within 250 miles of the institution and grown locally, organically, or via fair trade. (ongoing)

- Incorporate composting in food preparation and disposal. (ongoing)

- Utilize recycled content napkins, re-usable containers and renewable products in food presentation/delivery. (ongoing)

- Post signage in the cafeteria that educates employees and students about local food, composting, and recycling at SUNY Orange.

Serve as a partner in strengthening community consciousness of environmental issues and enhance social equity within the community, as it pertains to food procurement.

- Donate non-perishable products to public service organizations. (ongoing)

- Utilize vendors who act in a socially responsible manner. (ongoing)

- Purchase products from underutilized and local businesses. (ongoing)

Reduce energy usage.

- Install occupancy sensors and timers, for both lighting and temperature. (ongoing)

- Replace lighting with more energy efficient designs. (ongoing)

- Install motion sensors in vending machines.

- Utilize a campus-wide energy management system to track energy consumption and performance in multiple buildings in a central location.

- Improve the energy efficiency of operating equipment (including heating & cooling of buildings, landscaping, and electronics). (ongoing)

- Consolidate summer classes into those buildings that are most energy-efficient. (ongoing)

Obtain 100% of all energy (electricity, heating & cooling, transportation fuels) on site from clean, renewable sources that have low environmental impact (e.g., solar, wind, geothermal).

Use landscaping practices that minimize runoff and other environmental impacts.

- Reduce the use of toxic chemicals and synthetic fertilizers. (ongoing)

- Compost or mulch grounds-keeping waste (e.g., grass trimmings, woody debris).

- Use alternatives to salt for snow and ice removal that are less environmentally damaging.

- Use native, drought-tolerant plant species instead of exotics. (ongoing)

- Reduce nonpoint source pollution into nearby waterways by using green infrastructure practices (e.g., rain gardens, porous pavement, green roofs). (ongoing)

- Restore and maintain a healthy vegetative buffer along the banks of the campus stream. (ongoing)

Adopt purchasing practices and strategies that minimize the environmental impacts associated with the production, distribution, use, and disposal of paper products, technology hardware, office supplies, furniture, equipment and energy resources.

- Purchase electricity generated from renewable sources (as an intermediate step to obtaining renewable energy on site).

- Purchase EPEAT Gold or Silver computers, monitors and laptops. (ongoing)

- Purchase New York State approved green cleaning products (OGS Memorandum CL-700).

- Reduce the indoor use of toxic cleaning products. (ongoing)
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- Purchase 100% recycled content office paper. (ongoing)

- Purchase items with minimal packaging. (ongoing)

Encourage the adoption of alternative transportation methods by employees and students through education and partnerships.

- Reduce commuting via single occupancy vehicles through education, ride share programs, public transit opportunities, promotion of bicycling, etc. (ongoing)

- Reduce emissions from commuting faculty, staff and students through awareness programs. (ongoing)

- Reduce emissions from campus vehicles and equipment by converting to more sustainable fuels.

Reduce the amount of total waste generated (all forms-- garbage, recyclables, compost).

- Conduct a waste audit periodically and implement its recommendations.

- Reduce the amount of paper used by employees and students. (ongoing)

- Encourage the use of refillable containers for beverages. (ongoing)

- Initiate a college wide exchange program for equipment, furniture and supplies.

- Use paper-free document storage. (ongoing)

Decrease the proportion of waste disposed of via landfill/incinerator (i.e., by recycling, composting, reusing, donating, or re-selling).

- Expand the number of locations for recycling receptacles. (ongoing)

- Expand the types and varieties of items that are recycled by the College. (ongoing)

- Encourage students and employees to use proper recycling receptacles. (ongoing)

- Ensure the transport of recyclables from major campus recycling receptacles to off-campus recycling centers. (ongoing)

- Compost appropriate waste materials generated by campus activities. (ongoing)

- Use recycled material in all relevant maintenance projects.

- Divert all non-hazardous construction and demolition waste from the landfill and/or incinerator. (ongoing)

- Institute a program to recycle/reuse/refurbish electronic waste generated by employees and students; ensure such e-waste is recycled responsibly. (ongoing)

- Safely dispose of all chemical waste (hazardous, universal, and non-regulated) and reduce the use of these materials. (ongoing)

Reduce water usage.

- Install waterless urinals and toilets and/or low-flow fixtures on bathroom and laboratory sinks. (ongoing)

- Capture and use rain water (e.g., use of rain barrels at rooftop downspouts, installation of "green" roofing). (ongoing)

- Conduct a water audit and implement recommendations.

- Use weather data/sensors to adjust irrigation practices.

(3) Education and Research

Incorporate sustainability topics and issues across the curriculum by:
Providing students with sustainability learning experiences in both credit and non-credit courses.

- Draft sustainability learning objectives that will apply to all students and integrate them into current curricular and co-curricular objectives.

- Establish a sustainability certificate to award to students upon graduation who meet specified sustainability learning objectives.

- Offer an interdisciplinary course on sustainability that fulfills a SUNY General Education requirement and is part of the Learning Community Program.

- Develop a more technical/applied sustainability 200 level elective for architecture or engineering majors and others pursuing careers related to sustainability.

- Emphasize the already existing sustainability component in any course that is "sustainability-focused" or "sustainability-related" by denoting it as such in the course catalog and updating the course descriptions to include sustainability wording.

- Market new sustainability courses to students through collaboration and communication with departments and student services to ensure that they will become regular offerings.

- Meet and collaborate with academic departments to discuss how they can adopt at least one sustainability learning outcome (SLO) for their program(s).

- Hire new faculty and staff that have taught sustainability courses, have past experience promoting sustainable initiatives, have served on sustainability committees, and/or are members of environmental organizations.

- Require a section or question relating to promoting sustainability initiatives in departmental plans, annual reports, and/or PBIE initiatives.

Incorporate sustainability topics and issues across the curriculum by:
Providing faculty with incentives to conduct sustainability-related research and/or develop sustainability lesson plans and courses.

- Provide support, release time, sabbaticals, funding for professional development, training, and other incentives for faculty who show interest in developing sustainability units or courses.

- Create an application process for faculty interested in undertaking projects relating to sustainability inclusion.

- Provide support, funding, leave or incentives for faculty members to take groups of students on outdoor, educational and fun trips.

Incorporate sustainability topics and issues across the curriculum by:
Providing faculty with the resources and the programming they need to learn how sustainability principles can be integrated into all areas of the curriculum.

- Provide a budget, grant money, and support to have regular and relevant professional development opportunities to help faculty learn how sustainability principles can be integrated into all areas of the curriculum. (ongoing)

- Create and update an online resource pool with cross-disciplinary lesson models and project templates. (ongoing)

- Collaborate with the librarians to add and update into the Sustainability Resources Library Research Guide resources for infusing sustainability topics. (ongoing)

- Update the Sustainability Website with a current list of "Get Involved' projects. (ongoing)

Integrate sustainability into campus culture by: Providing students with sustainability learning experiences outside of the formal curriculum.

- Include in potential building plans of future residence halls a designated model room that has visiting hours and demonstrates sustainable living.

- Include in potential building plans of future residence halls sustainability-themed housing (residence hall, floor, or theme house) where residents learn about sustainability together and to which residents must apply.

- Improve student orientation by making it a mandatory one- or two-day event with sustainability activities and tours.

- Provide a budget or grant money to have regular, relevant programming and/or campus activities that educate students about sustainable living and practices. (ongoing)

- Plan, schedule, and market innovative workshops with educational speakers who appeal to students' needs. (ongoing)

- Schedule, market, and garner student support for one major sustainability event each semester around a national/global environmental awareness program such as *America Recycles Day* in November and *Earth Day* in April; involve student clubs, all areas of the college, and area businesses and non-profits.

- Meet and collaborate with faculty to garner support for and curriculum ties with *America Recycles Day* and *Earth Day* events so that related student projects can be presented on these days.

- Institute a Club or Student Activities program that organizes hiking, camping, kayaking, backpacking, skiing, and other outings and follows "Leave No Trace" principles.

- Encourage interested students to establish a sustainability club, or ask existing clubs to become more involved in the College's sustainability efforts, or both.

- Use the College's existing internship program to create student learning opportunities relating to sustainability.

- Create a garden and utilize the Newburgh campus greenhouse where students, faculty, staff, and community members can gain organic farming and gardening experience.

- Find creative ways to market sustainability awareness programs and the work of the Sustainability Committee (Facebook, Twitter, SUNY Orange website, the library, and other social media).

- Educate all campus stakeholders and the community about SUNY Orange's commitment to sustainable practices and education by marketing the college's support of sustainability initiatives, goals, and accomplishments.

Implement sustainable practices in all educational endeavors by: Using technology and other campus resources wisely to reduce our carbon footprint.

- Strongly encourage all faculty to provide classroom materials in electronic formats using course management software.

- Strongly encourage all areas of the college to share handouts, flyers, memos and any other forms of information and communication in electronic formats or via the new portal.

- Strongly encourage and teach students to share handouts, flyers, memos, educational projects, and any other forms of information and communication in electronic formats.

- Strongly encourage Admissions to accept all registering students' paperwork via email and online applications.

- Improve the College's Information Technology infrastructure to support more distance learning and hybrid courses to reduce commuter traffic.

- Update and improve the Sustainability Website and find a prominent place for this resource on the new web portal. (ongoing)

- Provide technical training for students, faculty and staff in reducing paper/toner use (i.e. cutting and pasting into Word and knowing how to print double-sided or multiple slides per page in different programs/Adobe, PowerPoint/Word, etc.).

- Encourage collaboration with College Library and Center for Teaching and Learning (CTL) to store and index all sustainability projects.

- Encourage collaboration between Information Technology (IT), the CTL, the library director and librarians, and the Academic Technology Committee to monitor technological changes in information delivery methods and adopt current, sustainable technology tools including, but not limited to, e-books, standards for electronic materials, and compatible delivery systems.

- Create an online document with specific guidelines for campus event organizers in order to make all campus activities sustainable (e.g.: which brand of cups are made of corn, rather

than petroleum products, whom to contact for recycling bins, and where to buy local food products).

Demonstrate SUNY Orange's commitment to sustainable practices to the community by: Participating in reputable environmental rankings and highlighting its achievements.

- Participate in the American College and University Presidents Climate Commitment. (ongoing)

- Evaluate sustainability initiatives using the Association for the Advancement of Sustainability in Higher Education's (AASHE's) Sustainability Tracking, Assessment, & Rating System (STARS).

- Place signage in new buildings and at retrofitted sites to describe sustainable features. (ongoing)

- Create sustainability education signage and offer sustainability tours to the public. (ongoing)

Illustrate SUNY Orange's commitment to sustainable practices by: Collaborating with outside organizations to solve local sustainability issues.

- Partner with the cities of Middletown and Newburgh to create a framework for student internships and other collaborations.

- Partner with area businesses and nonprofit organizations to create hands-on learning and service learning experiences for students to see the value in sustainable practices. (ongoing)

- Partner with outside groups to hold a sustainability summit to bring together county stakeholders. (ongoing)

- Coordinate with appropriate municipal and county bodies to strengthen public transit systems.

APPENDIX

Accomplishments since 2009 Sustainability Master Plan

(1) Planning, Administration and Engagement

Coordination and Planning

- Secured approval to establish and hire a part-time Sustainability Coordinator.

- Developed a College-wide Sustainability Master Plan.

- Updated College's original Sustainability Master Plan in order to align it with the Sustainability Tracking, Assessment & Rating System (STARS) and to provide the College with a way to effectively assess and measure its sustainability progress.

- Became a member of the Association for the Advancement of Sustainability in Higher Education (AASHE)

- Developed in-house grant program to help fund sustainability innovation and curriculum expansion.

Administration

- Worked with the College's Board of Trustees to raise sustainability to the level of an institutional priority that was among five strategic priorities included in SUNY Orange's 2009-2014 Strategic Plan.

- Elevated the status of the Sustainability Committee from an ad hoc committee to a standing committee (and thus is now part of SUNY Orange's College-wide shared governance system).

- Incorporated sustainability questions into the Student Opinion Survey and Faculty & Staff Opinion Survey in order to learn more from faculty, staff and students about their attitudes and perceptions about diversity and respect at the College.

- Developed a College policy (BP2.31) entitled "Sustainable Capital Construction" that requires the College to employ all means possible to ensure that all new construction projects of 20,000 square feet or larger will be certified LEED Silver or higher.

- Developed a College policy (BP2.33) entitled "Sustainable Practices in College Operations" that directs the College "to the best extent practicable" employ sound sustainable practices in all areas of College operations.

- Acquired $1.88 million Title III grant that will allow the College to more directly communicate with students via the MySUNYOrange portal. Additionally, the College can create student support materials (online print and video) to support completion and retention.

- Created a "Welcome to SUNY Orange Sustainability" bookmark that highlights information about the College's sustainability commitment. This bookmark is provided to all new employees as part of their "new employee package."

- Incorporated sustainability awareness information and presentations into College's I-Connect Week, a weeklong orientation program for new and current students that is directed by the Student Activities Office each September.

Public Engagement

- Expanded partnerships with Cornell Cooperative Extension and Cornell Master Gardeners to broaden campus sustainability efforts and outreach, including development of wetland gardens, rain gardens on both campuses and the Educational Gardens.

- Collaborated with New York State Association for Reduction, Reuse and Recycling, Inc., for access to recycling support, grants and information.

- Partnered with 511NYRideShare to provide access for students and faculty to ride-sharing.

- Forged ongoing partnerships between the Biology Department and local organizations such as: Orange County Soil and Water Conservation District, Orange County Water Authority, Wallkill River National Wildlife Refuge, Orange County Audubon and CUNY Institute for Sustainable Cities. Via courses in Environmental Conservation (BIO148) and Avian Biology (BIO146), students have collaborated with these organizations in conducting projects relating to water quality, impacts of climate change and wildlife surveys.

- Membership in the Hudson Valley Educational Consortium allows the College to provide students the opportunity to enroll in SUNY Sullivan's Green Building Maintenance and Management degree program.

- As a member of the Clean Energy Technology Training (CETT) Consortium, SUNY Orange has helped develop a standardized curriculum that is utilized by the Colleges for the 40-hour, non-credit Photovoltaic Installer course.

- Joined Environmental Consortium of Hudson Valley Colleges and Universities.

- Hosted a weekly farmer's market, open to all students, employees, and community members, and also supports a Workplace CSA that serves college employees and students who elect to register.

- Collaborated with Orange County to provide students access to a shuttle bus that runs from Port Jervis to Middletown several times daily.

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(2) Operations

Buildings
- Installed signage in rain garden and educational gardens on Middletown campus (AY 11/12 through AY 13/14).

Greenhouse Gas Emissions
- Conducted Greenhouse Gas Inventory annually or as required by ACUPCC since 2005.
- Hired a consultant to assist the College in formulating a Climate Action Plan (2015).

Food
- Much of the food and beverages purchased by the College's food services is either (or both): (1) grown and processed within 250 miles of the College; or (2) third-party certified (USDA Certified Organic, Food Alliance, Fair Trade, etc.).
- Established a farmer's market / community-supported agriculture (CSA) at the Middletown campus.
- Expanded the Community Supported Agriculture (CSA) Program to the Newburgh campus (Spring 2014).
- Uses two composters to decompose pre-consumer food waste generated by the College's cafeteria.
- Food services offer reduced price refills when a mug is supplied.
- Initiated Eco-to-Go program, where reusable takeout containers are sold in the cafeteria and given out as prizes at the College's sustainability events.

Energy
- Installed occupancy sensors for lighting in bathrooms.
- Replaced all indoor incandescent bulbs with compact fluorescent bulbs.

Landscaping

- Has contracted with Ehrlich Pest Control (since 2009) which uses integrated pest management approaches (e.g., non-chemical methods adopted first, and only when control judged necessary) to control pests in all major buildings and grounds.

- Developed several areas showcasing native plants (Educational Woodland Garden, Xeriscape Garden, and Rain Garden).

- Mulches grounds keeping waste (wood refuse, grass clippings).

Purchasing

- Purchases only EPEAT Gold computers/monitors (Energy Star 5.2 Cat.D).

- Uses Kaivac green products to steam clean bathrooms.

- Purchases GreenSeal paper towels.

- Purchases 50% recycled content office paper.

- Purchases campus vehicles from a company with a strong sustainability record.

Transportation

- Reduced work week in June and July to four days.

- Launched rideshare program (AY10/11).

Waste

- Recycles waste from all electronics owned by the College.

- Provides for recycling of personal electronic waste from College employees.

- Implemented a single sign-on and print management system to limit student printing in libraries on both campuses. (Oct 2011)

- Offers several publications in electronic form only (limited number of print copies). Print copies of numerous publications are printed on partially-recycled paper through the Forest Stewardship Council program.

- Placed additional outdoor recycling receptacles on premises and added and paired them with trash containers (Summer 2012).

- Participated in the TerraCycle program, where various types of packaging are sent for recycling/upcycling (since 2009).

- Sends CDs, DVDs, and floppy disks for recycling (since May 2014).

- Participates in America Recycles Day.
- Use paper-free document storage.

Water

- Adopted a comprehensive green infrastructure initiative that incorporates stormwater management principles into strategic planning, plans for new buildings, parking and site work, budgets and capital project planning, and other longer-term frameworks.
- Installed rain gardens on Middletown and Newburgh campuses.
- Installed rain-capture cisterns on Middletown Campus.
- Incorporated a "green roof" into the design of the parking garage near Kaplan Hall on Newburgh Campus (Jan 2011).
- Uses captured rain water for all outside irrigation on Newburgh Campus.
- Equipped the Educational Garden's irrigation system with weather sensors to control the amount of irrigation cycles.

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(3) Research & Education

- Participates in the American College and University Presidents' Climate Commitment.
- Evaluates its sustainability initiatives using the Association for the Advancement of Sustainability in Higher Education's (AASHE's) Sustainability Tracking, Assessment, & Rating System (STARS).

Curriculum

- Conducted a sustainability course inventory and made it available via the sustainability website.
- Identified courses as either "sustainability-focused" or "sustainability-related" as per the STARS criteria.
- Added courses on sustainability topics to non-credit programs (CAPE) (put under curriculum because this is integral to the mission of a community college).
- Offer more distance learning and hybrid courses to reduce commuter traffic.
- Improved providing Angel shells to faculty so that more student coursework is available in electronic rather than print format (IT/CTL).

Co-Curriculum Education

- Chose sustainability as the 2009 Global Initiative theme and hosted numerous sustainability themed speakers and events.

- Held Earth Day Fairs at both Middletown and Newburgh campuses with student/club supported tables and appropriate speakers.

- Created the Sustainability Grant which was used to fund several faculty-driven sustainability initiatives.

- Offered quality programming to teach faculty about technology (via CTL).

- Created an informational sustainability website, available via the SUNY Orange homepage.

- Provided resources on sustainability and highlighted sustainability lesson plans and projects for use by faculty, staff and administration on the website.

- Created a "Get Involved" link on the college's sustainability website.

- Created community awareness of SUNY Orange events relating to sustainability (e.g., Global Initiative activities, films and lectures) by advertising events to the public.

- Encourages administration to distribute all flyers, memos and other forms of information electronically rather than in paper format.