

**THE
NEW
SCHOOL**

The New School 2017

CLIMATE ACTION PLAN

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FOREWORD

In 2015 The New School's Board of Trustees approved a motion to divest from fossil fuels, making The New School the second largest university in the country to do so. Compared to many other colleges contemplating divestment, this decision came quickly. It was an issue raised by our students, and supported by a number of faculty, staff, and the university's Advisory Committee on Investor Responsibility. For many, the moral argument in favor of removing university endowment funds from investments in fossil fuels was clear and easily supported. Ultimately, the crux of much debate at The New School was the question "Is divestment enough?"

Divestment was a mostly symbolic action the university would take to address the climate crisis. The New School is not the place, however, for symbolic action alone. The Board of Trustees challenged the university to really walk the walk: to become the place and space for climate action rooted in social justice. The Board called for an expanded array of courses on climate change and climate justice, additional research and projects focusing on environmental challenges from design and policy perspectives, and review of our organizational culture and operations to identify opportunities for scalable change. This Climate Action Plan catalogues The New School's ongoing efforts and goals to reduce our climate impacts and advance solutions both in terms of university operations and academic pursuits.

I joined The New School in November 2013, just as talks and debate around divestment were gaining traction. Coming from the U.S. EPA where I served as Assistant Administrator for International and Tribal Affairs, I was proud to be joining an institution with a commitment to sustainability and social justice, and eager to support climate action on campus.

This is an era in which the causes of climate change are well known, the effects are already being felt -- most often by those who are most vulnerable: the poor, people of color, women, children, and the elderly -- and the time to act is now. As purveyors of knowledge, information, and ideas, institutions

of higher education have a responsibility to contribute to climate action through research, education, and community engagement that will help society reduce greenhouse gas emissions and advance socially just and equitable solutions for the many effects of climate change.

The New School is committed to being a preeminent intellectual and creative center leading the effort to address climate change, a defining issue of our age. This Climate Action Plan represents the steps we are taking post-divestment. It lays out a path toward carbon neutrality and a plan for engaging The New School's students, faculty, and staff in climate action and justice.

Michelle DePass

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and Urban Policy

Director, Tishman Environment and Design Center

Tishman Professor of Environmental Policy and Management

EXECUTIVE SUMMARY

This 2017 Climate Action Plan outlines the methods The New School will use to reduce the university's greenhouse gas (GHG) emissions, and describes how these methods can become a model for solutions create a more resilient and more equitable future. This document also serves as an educational tool and a vehicle for communicating these commitments within the campus community and beyond.

BACKGROUND

Sustainability is a core value at The New School. Driven by its mission to confront real-world problems through bold and creative solutions, The New School is tackling the global climate crisis head on.

“The New School has a long history of engaging in and offering creative solutions to society’s most pressing issues. Climate change, the effects of which are already being felt by our most vulnerable populations, is one of the greatest challenges we are facing in the 21st Century. With our formidable talents in design and the social sciences, this new plan sets the course for our leadership in the field.”

– **New School President David Van Zandt**

“Human influence on the climate system is clear, and recent anthropogenic emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems.”

– **Fifth Assessment Report of the Intergovernmental Panel on Climate Change (2014)**

The New School recognizes the importance of developing a mitigation plan to reduce its GHG emissions in light of strong scientific evidence that human activity, particularly fossil fuel use, is at the root of global climate disruption. As an institution of higher learning, the university's contribution to addressing climate change goes beyond reducing emissions: our students, staff, and faculty are influenced by curriculum and campus culture- using their research and practice to create real world solutions that address the impacts of climate change.

The New School's dependency on finite natural resources is neither sustainable nor a proactive business strategy. Price volatility in energy markets and future federal, state, and local climate and energy legislation present an opportunity to seek alternatives to fossil fuel use. But there is good reason to address the use of other natural resources and, in particular, the part the university plays in local environmental quality issues, societal equity, and the sustainability literacy of the campus. Taking a leadership role in these efforts will yield educational benefits, reduce financial and operational risk, and, in some areas, reduce cost.

With these objectives in mind, The New School has committed to emissions reductions and other guiding climate actions under the following initiatives. The New School's Climate Action Plan addresses many of the commitments and memberships outlined below and serves as a roadmap for achieving them.

COMMITMENTS AND MEMBERSHIPS

The Talloires Declaration

The first public commitment by leaders in higher education to become more sustainable, this 10-point plan incorporates sustainability and eco-literacy in teaching, research, operations, and communications on campuses. Since its development in 1990, over 400 university presidents and chancellors in over 40 countries have signed the declaration. The New School signed this pledge in 2009.

NYC Carbon Challenge

The New School was one of the original nine college or university signatories of the NYC Carbon Challenge in 2007, a voluntary leadership program for universities, hospitals, commercial offices, and multifamily buildings to reduce their building-based GHG emissions by 30-50% in ten years. The program builds on a strong partnership between the City and the private and institutional sectors and will help pave the pathway towards New York City's 80x50 goal.

The university's building portfolio has undergone significant changes since 2007, including turnover and new building construction resulting in the need to create a new baseline. This new baseline (2014) has been updated, and The New School set an updated goal of 35% reduction by 2025.

Second Nature Carbon Commitment

The Second Nature Carbon Commitment (originally named the American College & University Presidents' Climate Commitment) was initiated in 2006, committing institutions of higher learning to set a goal of climate neutrality and to prepare students to develop the solutions for a just, healthy, and sustainable society. In 2008, The New School signed the ACUPCC, committing to achieve carbon neutrality by year 2040, and binding The New School to the following:

- ▶ Within two months of signing, form institutional structures to lead the development and Implementation of the plan.
- ▶ Within a year of signing, complete a comprehensive inventory of all GHG missions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year.
- ▶ Within two years of signing this document, develop an institutional action plan for carbon neutrality that also addresses how the institution intends to make sustainability and carbon neutrality a part of curriculum, research, an community outreach.

Association For The Advancement Of Sustainability In Higher Education (AASHE)

The New School signed on to this initiative of the Association for the Advancement of Sustainability in Higher Education in August 2010 as a Charter Participant, one of approximately 200 schools to sign on as early adopters. A rating system by universities for universities, STARS® is a framework for assessing a university's performance as a sustainable institution across the categories of Education and Research, Operations and Planning, Administration, and Engagement. The New School earned a Silver rating in 2011. The university will prepare a second STARS® report in Fall 2017.

REV Campus Challenge

The REV (Reforming the Energy Vision) Campus Challenge promotes clean energy efforts by recognizing and supporting colleges and universities in New York State that implement clean energy projects and principles on campus, in the classroom, and in surrounding communities. The REV Campus Challenge recognizes colleges and universities for GHG emissions reductions; energy research and development curricula; and community engagement. The New School joined at the level of Achiever in 2016.



INTRODUCTION

ABOUT THE NEW SCHOOL

The New School was founded in New York City nearly a century ago by a small group of prominent American intellectuals and educators, among them Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen. Frustrated by the intellectual timidity of traditional colleges, they envisioned a new kind of academic institution where faculty and students would be free to address honestly and directly the problems facing societies in the 20th century. In 1919, they created a school of advanced adult education to bring creative scholars together with citizens interested in improving their understanding of the key issues of the day through active questioning, debate, and discussion. The founders named their new school The New School for Social Research.

Over the years, The New School for Social Research, now formally named The New School, grew into an urban university with five colleges. The university is enriched by the diversity of its students, who represent a wide range of ages, social backgrounds, aspirations, perspectives, interests, and talents. The New School has more than 138 degree and diploma programs and majors, as well as more than 50 minors, housed in our five colleges:

- ▶ Eugene Lang College of Liberal Arts
- ▶ College of Performing Arts
- ▶ Schools of Public Engagement
- ▶ The New School for Social Research
- ▶ Parsons School of Design

SUSTAINABILITY CONTEXT

Operational campus climate and sustainability initiatives focus on the reduction of waste, water and energy consumption. Energy consumption, and in particular, electricity, is responsible for the vast majority of scope 1 and 2 emissions. New York City provides The New School with the access to the country's most expansive public transit network. Within a three-block radius of the Greenwich Village campus there are 16 subway lines and six bus routes, plus an increasing number of bike lanes and Citi Bike stations. The New School does not own a campus fleet of vehicles, and while there are emissions associated with staff and student commuting, they are not currently tracked. The only scope 3 emissions currently tracked are those explicitly associated with air travel, and the production of waste.

The University Center represents the largest, and newest addition to the campus (25% of total space) with a distinct emphasis on sustainability. The LEED Gold certified building is not only the most important from a carbon-emissions standpoint, it's also the most versatile, capable, and affords the most flexibility to optimize advanced building systems. These include wastewater treatment, a cogeneration plant, ice storage, adaptive lighting, CO₂-monitoring based ventilation, and a green roof.

In its efforts to reduce carbon emissions on campus, The New School recognizes both the opportunities and limitations of existing infrastructure, and seeks to update, retrofit, or optimize where appropriate.



SUSTAINABILITY STAKEHOLDERS

The following entities at The New School are involved in sustainability policies and programs, including the Climate Action Plan.

University Leadership

- ▶ President David Van Zandt
- ▶ Provost Tim Marshall
- ▶ Board of Trustees

Climate Change Working Group

President David Van Zandt convened the Climate Change Working Group in 2014 to advise on climate action at The New School. The Climate Change Working Group's three central recommendations were to:

- ▶ Make climate impact an active element of a New School education.
- ▶ Facilitate evolution from awareness to active personal engagement.
- ▶ Carry change to the community.

Climate Change Working Group Members

- ▶ Tokumbo Shobowale, Chief Operating Officer
- ▶ Roy Moskowitz, Chief Legal Officer and Secretary of the Corporation
- ▶ Anne Adriance, Chief Marketing Officer
- ▶ Joel Towers, Executive Dean, Parsons School of Design
- ▶ Michelle DePass, Dean, Milano School of International Affairs, Management, and Urban Policy

Buildings

Buildings is comprised of the following offices:

- ▶ Capital Infrastructure
- ▶ Design & Construction
- ▶ Facilities Management
- ▶ Fire & Safety
- ▶ Space Planning

More than 100 building staff members strive each day to make The New School a friendly, sustainable environment in which to work and learn. There are five primary means of change that will enhance the long-term sustainability of our facilities. Reductions in the consumption of energy and water and the reduction of waste are of foremost importance. Building operations can aid in reductions and help ensure overall well-being, and goals and commitments provide a way to unify and track the success of our efforts. The ongoing process of baselining our consumption, identifying projects, and assessing progress helps tie our goals together, connect us to the community, and incrementally improve our long-term sustainability.

Tishman Environment and Design Center

The Tishman Environment and Design Center fosters the integration of bold design, policy, and social justice approaches to environmental issues to advance just and sustainable outcomes in collaboration with communities.

Made possible through an endowment from former New School Trustee John L. Tishman, the Tishman Center is a university-wide research and practice center that is committed to bringing an interdisciplinary and environmental justice-based approach to contemporary environmental challenges.

Advisory Committee on Investor Responsibility

The mission of the Advisory Committee on Investor Responsibility (ACIR) is to develop strategies for incorporating consideration of social, environmental, and corporate governance (collectively “SEG”) issues into the management of The New School’s investments. Issues under consideration include but are not limited to: human rights, labor standards, environmental sustainability, equity, diversity, discrimination, and corporate governance and disclosure. Authorized by the university Board of Trustees’s policy and procedures on Investment Responsibility, the ACIR presents recommendations on SEG issues that arise in the management of the university’s endowment to the Investment Committee of the Board of Trustees.

The ACIR help to inform the discussion around fossil fuel divestment at The New School by conducting research on the socially responsible investing policies of peer institutions and of the fund managers with which the university’s endowment is invested, as well as industry-leading practices of other fund managers and pension funds.

Other Offices And Departments

Climate action and sustainability are university-wide efforts that touch all members of the New School community. Many offices and departments across The New School help steer the university toward becoming more sustainable, including:

- ▶ IT
- ▶ Student Housing and Residence Life
- ▶ Libraries and Archives
- ▶ Finance and Business
- ▶ Dining



DEVELOPING THE CLIMATE ACTION PLAN

The New School takes a holistic approach to sustainability, encompassing facilities management and operations, curriculum, campus culture, and connection with the broader community. As an institution The New School recognizes that our actions have impacts not just on our students, faculty and staff, but also on the city, region, and planet. Establishing a goal of carbon neutrality is a critical exercise for The New School as it presents an educational opportunity, addresses risk management against uncertainties in energy commodity markets, and considers the financial liabilities of inaction. The purpose of this plan is to create a blueprint for the next five years of climate action, on the path to a 35% CO₂e reduction between 2014 and 2025 (including 5% RECs), and carbon neutrality by 2040.

More on **Carbon Neutrality**

Carbon neutrality is defined as producing no net greenhouse gas emissions through minimizing emissions to the lowest level possible and offsetting the remaining emissions.

More on **Renewable Energy Certificates (RECs)**

A REC represents the property rights to the environmental, social, and other non-power qualities of renewable electricity generation. For the NYC Carbon Challenge, these certificates are allowed to account for up to 5% of The New School's total emissions intensity reduction. RECs are just one tool the university is using attempt to reduce our impact.

The variables that we must anticipate and contend with in the coming years include changes in the sources of energy in the electricity supplied to New York City; variations in energy markets that will affect the cost of energy; improvements in and the cost-effectiveness of technology; climate change legislation; and changes to the campus building portfolio.

The New School's climate action efforts also contribute to the goal laid out in Mayor Bill de Blasio's OneNYC plan, and Governor Andrew M. Cuomo's comprehensive energy strategy for New York, Reforming the Energy Vision (REV). OneNYC's vision outlines a strategy for New York City to become "the most sustainable big

city in the world and a global leader in the fight against climate change.” The New School is contributing to the citywide effort to achieve 80 percent lower greenhouse gas emissions by 2050 than in 2005 through our participation in the NYC Carbon Challenge. REV sets three statewide goals for 2030: a 40% reduction in greenhouse gas emissions from 1990 levels, a mandate for 50% of New York’s electricity to be generated from renewable sources, and a 23% reduction in energy consumption of buildings from 2012 levels. The New School is participating in this state level initiative through our participation in the REV Campus Challenge.

This climate action plan will be a working document that is open to revision as we gauge the progress and the feasibility of our carbon reduction targets. Setting interim goals is crucial to assessing if strategies are working and we are on track to meet our carbon neutrality target date.



CLIMATE ACTION TIMELINE

2006:

- ▶ The New School signs on to the Second Nature Carbon Commitment

2007:

- ▶ The New School joins the NYC Carbon Challenge

2011:

Office for Sustainability/Facilities Management writes The New School's first Climate Action Plan

2013:

- ▶ LEED Gold Certified University Center opens, representing 25% of total campus area

2014:

- ▶ President David Van Zandt convenes Climate Change Task Force to create a stronger emphasis and integration of climate change across all aspects of The New School experience
- ▶ The New School's Board of Trustees approves a motion to divest from all fossil fuels
- ▶ The Tishman Environment and Design Center is re-launched as the new hub for sustainability at The New School, with a mission to support environmental justice

2015:

- ▶ Buildings begins annual Sustainability reporting with 2015 baseline
- ▶ The New School creates two full time sustainability-focused staff positions: Buildings Assistant Director for Sustainable Initiatives, and Tishman Center University Sustainability Associate

2016:

- ▶ The New School joins the REV Campus Challenge at the level of Achiever

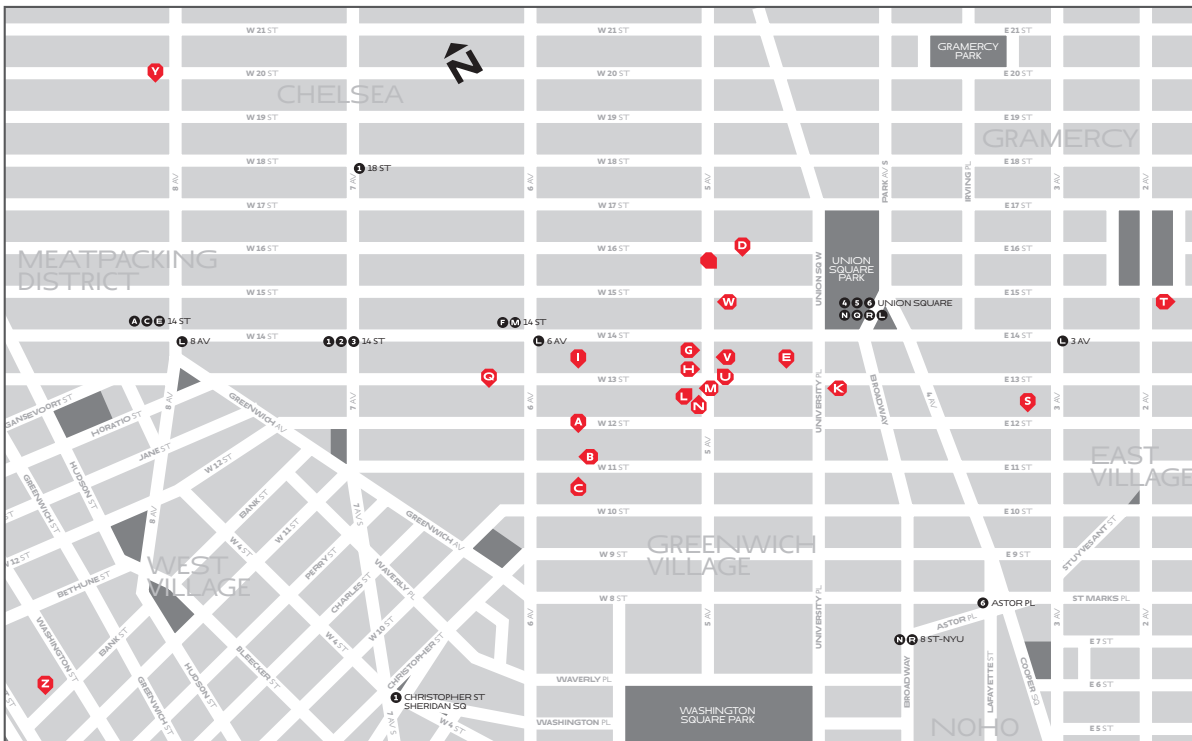
CAMPUS CARBON FOOTPRINT

The New School's carbon footprint is tracked and calculated in harmony with the methodology specified for the NYC Carbon Challenge.

Campus Map

CAMPUS DIRECTORY

A Johnson/ Kaplan Hall 66 W 12 St	H Fanton Hall/ Welcome Center 72 Fifth Ave	Q 13th Street Residence 118 W 13 St	Y 20th Street Residence 300 W 20 St
B Eugene Lang College 65 W 11 St	I Arnhold Hall/ College of Performing Arts 55 W 13 St	S Loeb Hall 135 E 12 St	Z School of Drama 151 Bank St
C Lang Annex 64 W 11 St	K 113 University Place 113 University Pl	T Stuyvesant Park 318 E 15 St	79 Fifth Avenue 79 Fifth Ave
D List Center 6 E 16 St	Z3F Sheila C. Johnson Design Center 2 W 13 St, 68 Fifth Ave, and 66 Fifth Ave	U University Center/ Kerrey Hall 63 Fifth Ave and 65 Fifth Ave	W 71 Fifth Avenue 71 Fifth Ave
E Parsons East 25 E 13 St			
G 80 Fifth Avenue 80 Fifth Ave			



EMISSION SCOPES

Carbon emissions are separated into three components based on their source:

- ▶ **Scope 1** - On-site emissions (combustion of natural gas and fuel oil)
- ▶ **Scope 2** - Indirect emissions (consumption of electricity, and purchased steam)
- ▶ **Scope 3** - Other indirect emissions (air travel, employee and student transportation, waste generation, building materials) note: while some scope 3 sources are tracked, The New School currently does not report scope 3 emissions or include them in the analysis to follow.

MORE ON SCOPE 3 EMISSIONS

Scope 3 emissions can originate from a number of indirect sources, and range in impact from negligible, to substantial. Sources of scope 3 emissions are relatively scarce at The New School, however, they are not negligible. For example, employee air travel would add an additional 5.5% to total campus emissions, and waste would add another 4.9%. Further research and quantifying efforts might yield additional sources of scope 3 emissions, and a future goal would entail further such analysis.

METHODOLOGY

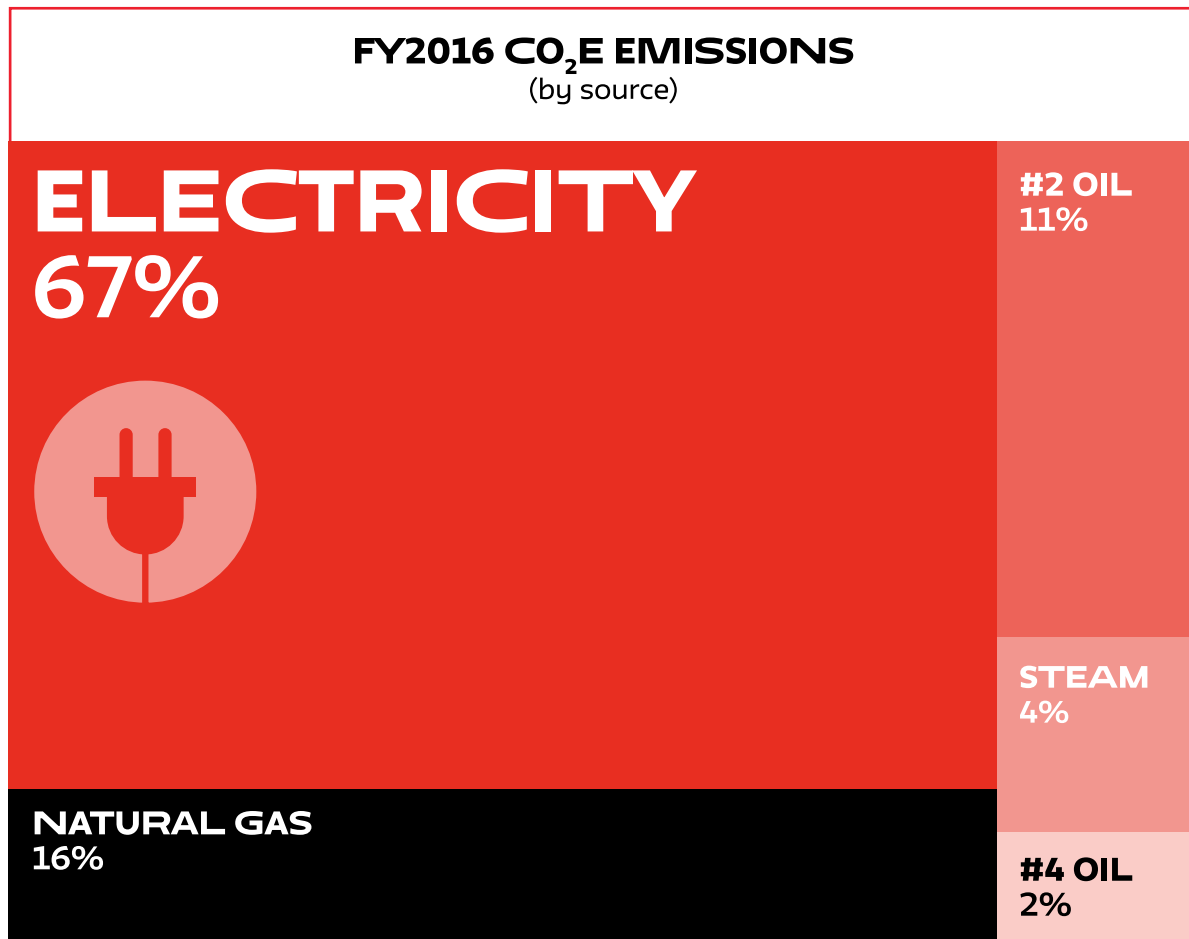
Carbon emissions are calculated using factors by energy type - as provided by the city of New York. The New School leases a significant amount of academic and administrative space at several locations on campus, including 6 E 16th St., 113 University Place, 71 5th Ave, 151 Bank St. and 80 5th Ave. One challenge in calculating carbon emissions at leased spaces is that common building heating systems are not under the control of The New School. Fuel consumption data is often incomplete or unobtainable. To account for this uncertainty, each building's systems are analyzed, and the missing component of data is accounted for as an added percentage of total energy use- in essence, this is the "missing" energy that we would have used, had it been under our control.

As a way of simplifying the array of greenhouse gases emitted, all reported data is converted to and reported as CO₂e, in which all GHGs are converted to what would be the amount of CO₂ required produce the same greenhouse effect. The following coefficients are those recommended by the NYC Mayor's Office, and are used to calculate Scope 1 & 2 emissions.

CARBON FACTORS USED: TONS CO₂E/UNIT				
Electricity: Metric tons per kWh	Natural Gas: Metric tons per Therm	#2 Fuel Oil Metric tons per gallon	#2 Fuel Oil Metric tons per gallon	Steam Metric tons per Mlbs
0.00042	0.00532	0.01026	0.01102	0.08663

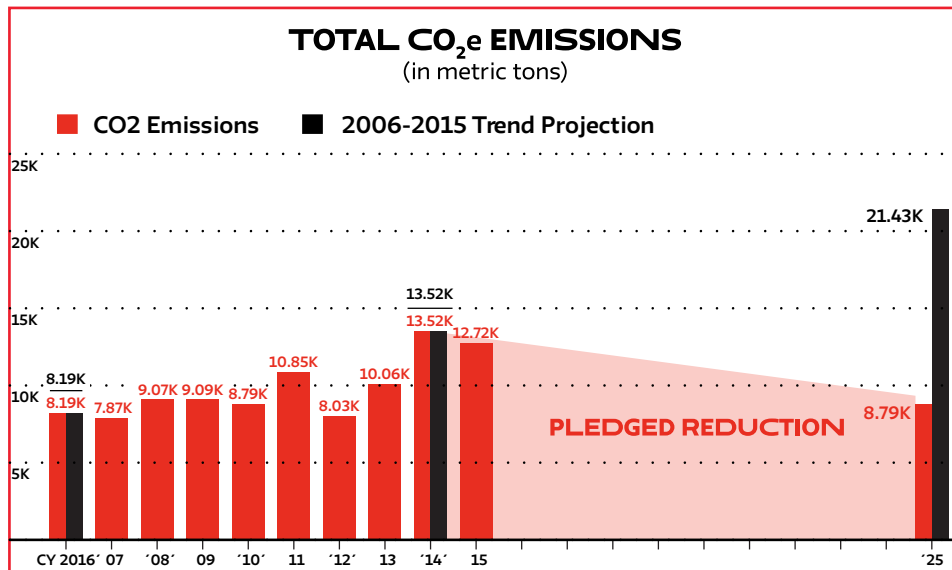
EMISSIONS BY SOURCE

A snapshot of the sources (Scope 1 & 2) of the The New School's emissions.
Electricity use is the dominant root of The New School's emissions.



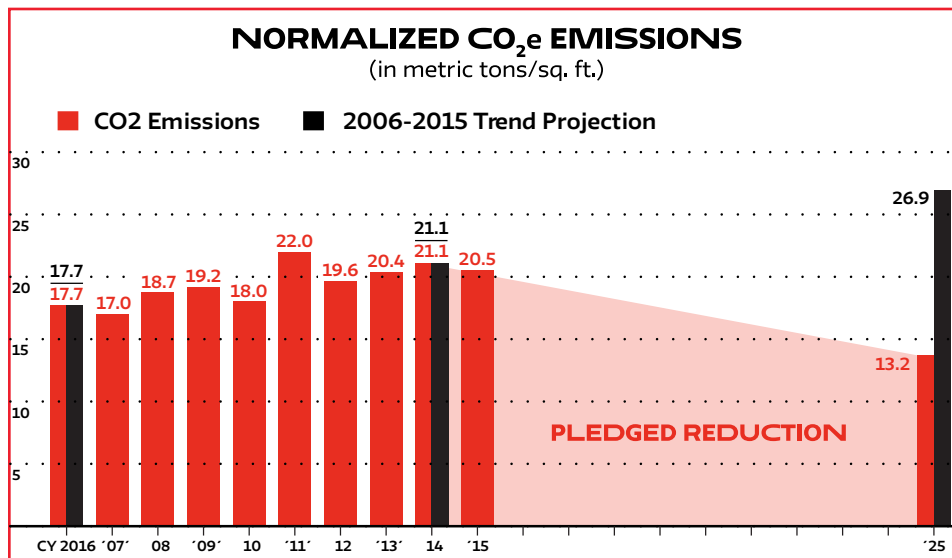
TOTAL CO₂E EMISSIONS

Total historical emissions since 2006 at The New School, and our goal to reduce emissions 35% over the next decade.



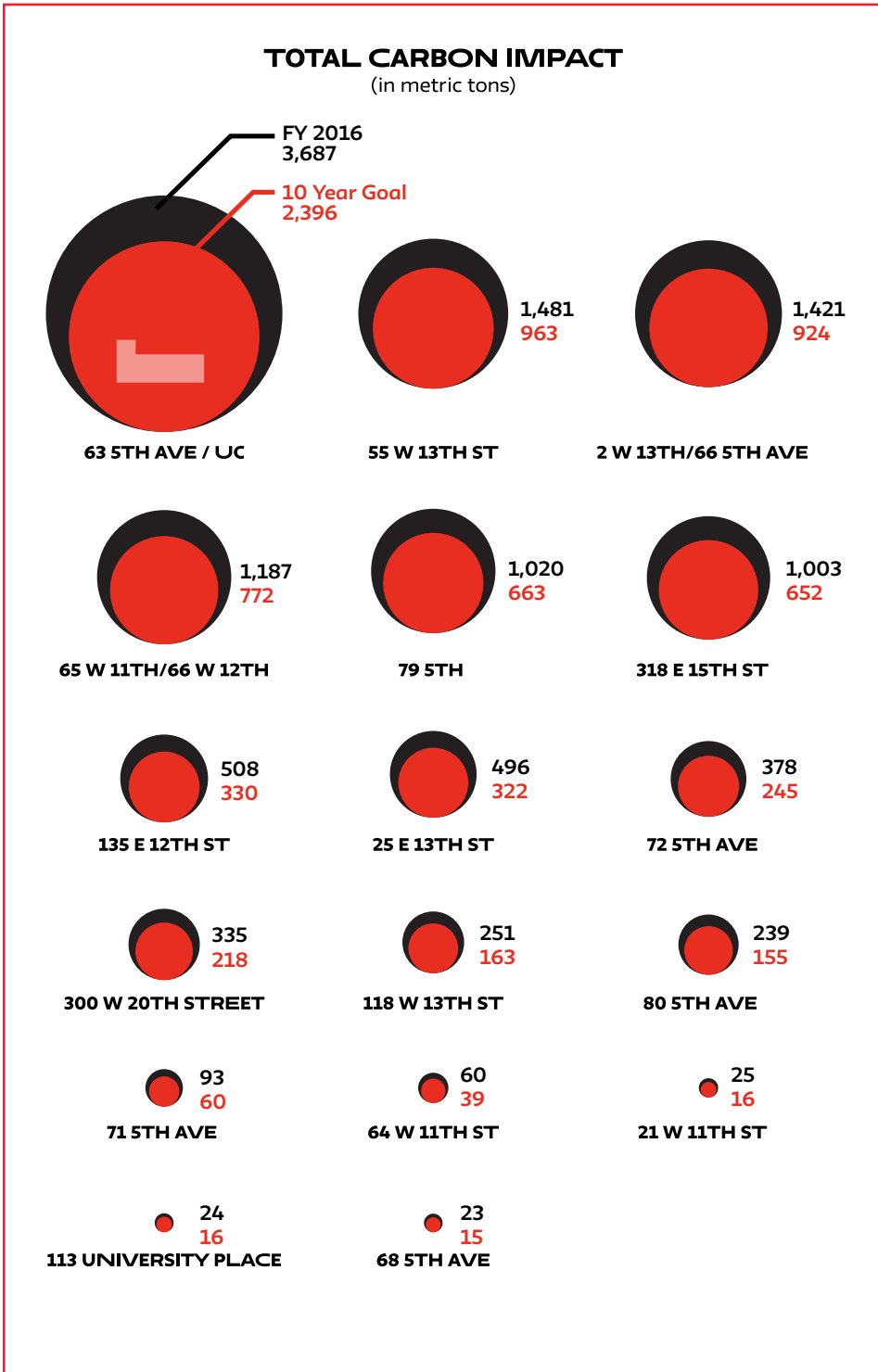
NORMALIZED CO₂E EMISSIONS

Emissions are normalized on a per-square foot basis. This is among the most important sustainability metrics, and takes growth and contraction of the University into account.



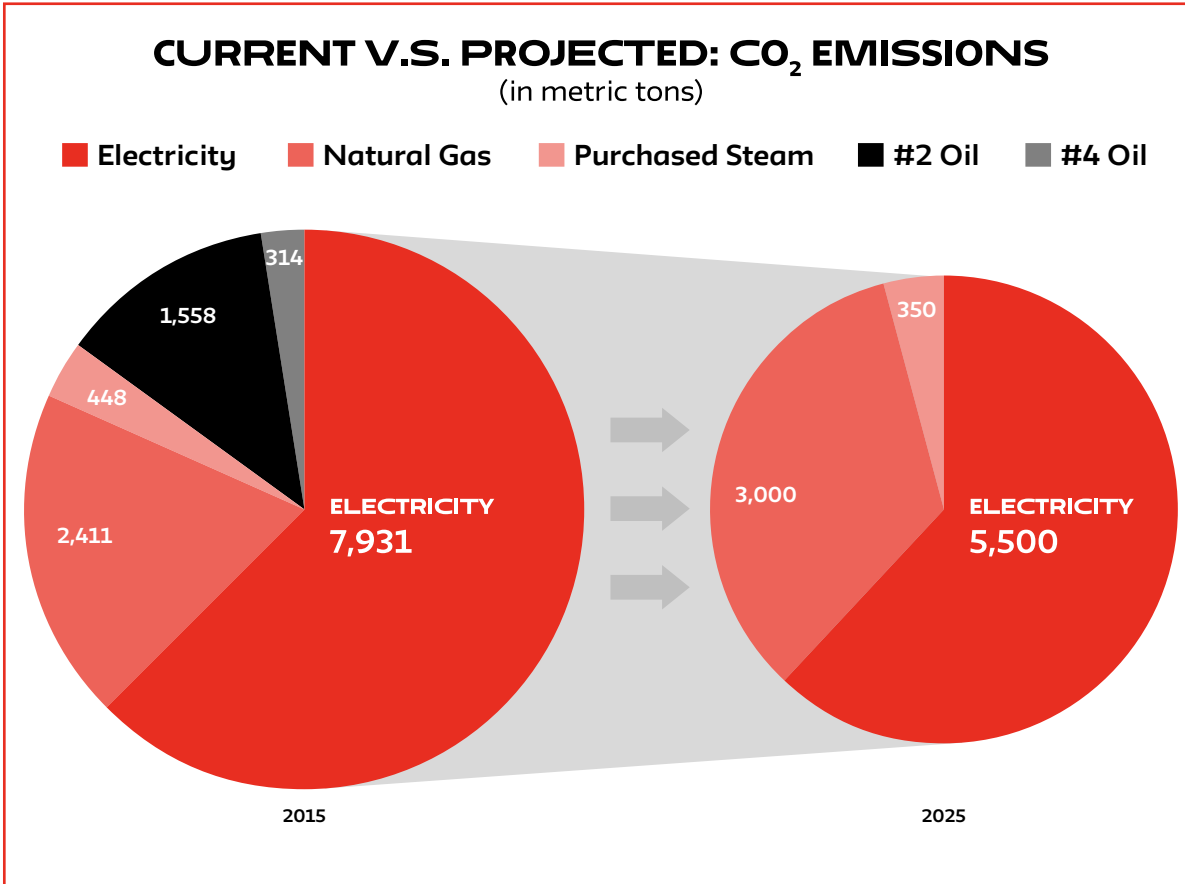
PORTFOLIO CARBON IMPACT

Total carbon emissions released as a result of energy consumed by each building on campus.



CURRENT VS PROJECTED EMISSIONS

A 10- year outlook on The New School’s CO₂ reduction commitment, and anticipated change in portfolio profile. Oil will be replaced by natural gas and thus gas consumption will increase over time, however, gas is less carbon-intensive fuel than oil.



Outlook Rating	
★★★	Positive outlook, goals met, further progress likely
★★	Neutral assessment
★	Additional progress required to stay on track

CO ₂ EMISSIONS		TOTAL CO ₂ EMISSIONS	
(in lb/sf-yr)		(in metric tons)	
FY2015 (Baseline)	21.0		12,979
FY2016	19.9		12,347
FY2016	▼ 3%		▼ 3.0%
5-Year	▼ 15%		▼ 15.0%
10-Year	▼ 30%		▼ 30.0%
Total Progress to Date	▼ 5.1% ★★★		▼ 4.9% ★★★

SECTION 1: MITIGATION PLAN

ENERGY

Electricity makes up 51 percent of all energy consumed by The New School, and yet it accounts for a disproportionately large proportion of carbon emissions — 67 percent. Most of The New School’s ongoing energy efficiency efforts are aimed at upgrading existing systems where feasible, replacing electricity-consuming equipment, improving operational procedures, and rethinking the ways occupants’ behaviors intersect with these systems.

GOALS

The New School uses oil and steam for heat, natural gas for heat and cogeneration, and electricity. The following chart lays out 5 and 10 year goals for Natural Gas, Fuel Oil, Steam, and Electricity, as well as the resulting total mixtures of On-Site and Source Energy. These energy reduction goals are aligned with, and are necessary steps on the path to our carbon emissions goals.

ENERGY METRICS

1. Electricity

Units of Measurement: Kilowatt-hour (kWh)

Why it's Important: Electricity is the dominant form of energy use on campus at The New School, and it's the cause of 2/3rds of our carbon emissions.

2. Natural Gas

Units of Measurement: Therm

Why it's Important: Natural gas is important because it's a cleaner-burning alternative to oil. Gas will gradually replace oil on campus, growing from 28% of our energy consumption, to 42%.

3. Oil

Units of Measurement: Gallon

Why it's Important: Oil is burned to heats many of our buildings. Converting to natural gas boilers will reduce carbon emissions of such these systems by 28%.

4. Steam

Units of Measurement: Million pounds (Mlb)

Why it's Important: Purchased steam is the primary source of heat and hot water at the Stuyvesant Park/318E 15th St residence hall.

5. Site Energy

Units of Measurement:

British Thermal Units per Square Foot per Year (kBtu/sf-yr)

Why it's Important: Site energy is important because it's indicative of how much total energy we use on the premises of our campus. The formula evenly weights all forms of energy in units of British thermal units, or BTU's.

6. Source (total & indirect) Energy

Units of Measurement:

British Thermal Units per Square Foot per Year (kBtu/sf-yr)

Why it's Important: Source energy is perhaps more important than site energy, because it takes into account the amount of energy required to create particular forms of energy, such as electricity. More than 3 units of energy are used in a power plant to produce one unit of usable electricity on our campus.

OUTLOOK RATING

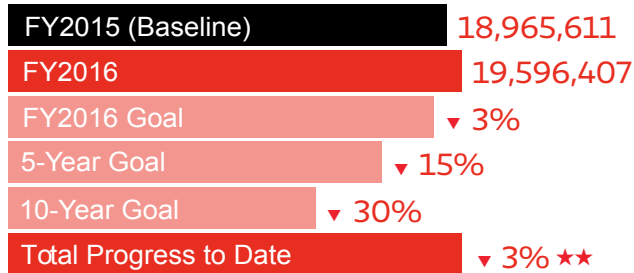
The outlook rating is a subjective assessment of whether or not we're on track to meet our goals. This not only takes into account the obvious data, but also more complex technical factors such as the weather.

Outlook Rating

- ★★★ Positive outlook, goals met, further progress likely
- ★★ Neutral assessment
- ★ Additional progress required to stay on track

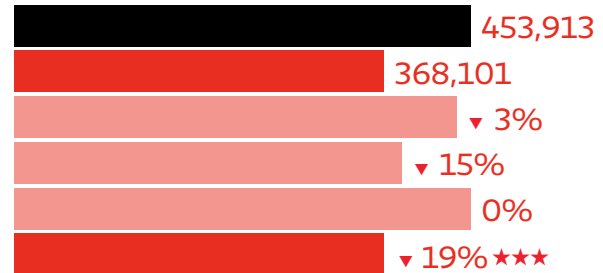
ELECTRICITY

(in kWh)



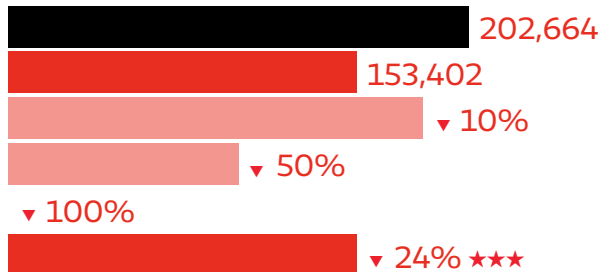
NATURAL GAS

(in therms)



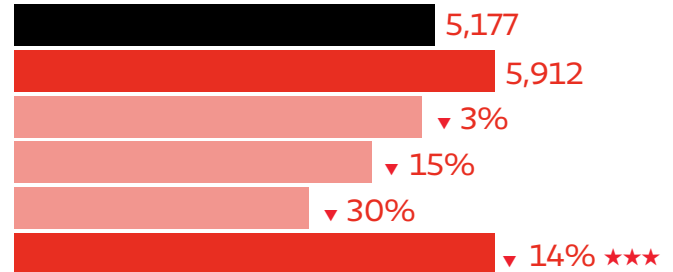
OIL #2 & #4

(in gallons)



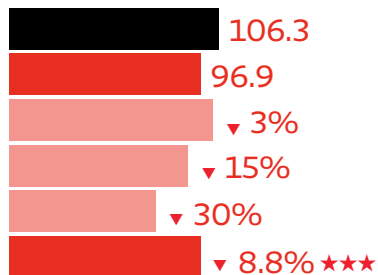
STEAM

(in Mlbs)



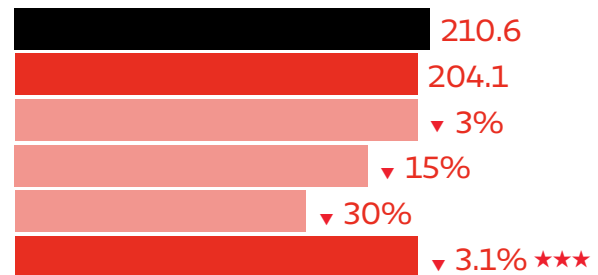
ON-SITE ENERGY USE

(in kBtu/sf-yr)



TOTAL INDIRECT ENERGY USE

(in kBtu/sf-yr)



STRATEGIES

Our **5-year** carbon emissions reduction keep us on track by guiding us toward longer-term goals. Efforts focus on initiatives that will significantly reduce electricity, fuel oil, natural gas and steam- while laying the groundwork and infrastructure for future efforts. While near-term goals focus on reducing natural gas consumption, its overall usage is expected to rise as it replaces fuel oil in some locations.

1. Heating System Upgrades

New York City summers are hot, but the region's climate is dominated by its winters, which drive heating expenditures to be one of the largest drivers of carbon emissions. Heat makes up between 30 - 50% of most New School building's energy consumption, and therefore is of utmost importance when considering how carbon emissions goals will be met.

Cleaner Heating Fuels

Natural gas fired heating systems produce 28% fewer carbon emissions than an equivalent system fueled with oil. Several buildings on the New School campus already use natural gas, although many still use oil.

Upgrading existing oil boilers to gas would cut campus carbon emissions by 4-6% of total, but these decisions must be balanced with the large capital investments they require.

System Optimization & Maintenance

Steam and hot-water heating systems involve many moving parts throughout the building, which must be tested and maintained on a regular basis. An optimized heating system relies on the proper operation of all of these components. Our carbon emissions plan involves the continuous improvement & testing of components such as steam traps, air vents, and thermostatic radiator valves. Proper scheduling, temperature, and occupancy setbacks are also important in saving energy and providing a comfortable indoor environment.

2. Cooling Efficiency

Mechanical air conditioning accounts for a substantial part of campus electricity consumption, and is a primary contributor to "peak" loads that strain the electricity grid during the hottest summer days. A critical component of our climate action plan is upgrading campus air conditioning systems, and optimizing their operation.

High-Efficiency Cooling Equipment

Upgrading cooling plants on campus will mean a shift toward more efficient, centralized, water-cooled equipment. In some cases, this will drive an increase in water consumption, but will greatly increase cooling efficiency. The New School's climate plan will involve the replacement of many cooling systems that serve particular floors, and in some cases will involve replacing equipment that serves an entire building.

Sheila Johnson Design Center Chiller Interconnect

The Sheila Johnson Design Center recently was upgraded to a chilled-water plant capable of cooling the entire building. Current infrastructure in the building does not allow for the new chiller to serve all spaces yet. Renovations over the coming years will allow individual floors to connect to the high efficiency chiller- improving the energy-efficiency and control of the building.

Mannes Chiller Replacement

The cooling plant that serves 55 W. 13th St. will be due for replacement in the coming years. Such equipment would improve the efficiency and comfort of the building, which currently uses more electricity per square foot than any other building on campus.

3. IT Equipment Management

Audio/Visual equipment, computers, and server rooms on campus combined consume 20% of electricity at The New School. With increasing computer and connectivity requirements, these loads will continue to rise if unaddressed. The operation of server rooms, and the cooling they require represents an enormous opportunity to reduce the carbon footprint.

Data Center Consolidation

Data centers and server rooms require energy to run, and cooling systems to prevent them from overheating. There is currently a large network of server rooms on campus, each of which requires expensive, redundant cooling systems and other hardware. Over the next five years, we will make substantive progress formulating a long-term plan to consolidate this equipment. The University Center has a high-efficiency data center that is purpose-built, and intended to house a large amount of equipment in an efficient manner.

A/V Equipment Networking & Control

Much of the Audio/Visual equipment in computer labs and classrooms currently operates 24hr/day. Active steps are being taken to ensure that all equipment is network connected and has the ability to be programmed to turn off at appropriate times. This will require hardware upgrades and investments that are achievable over the next five years.

Automated Computer Shutdown Software

Similar to Audio-Visual equipment, many computers on campus operate more than they should because of technical complications, and the inability to change settings across campus throughout the year. Automated-shutdown software is currently being piloting that would solve this problem and reduce the operating hours of approximately 3,000 computers on campus. Our goal is to fully implement and optimize this software in the near term.

4. Metering & Data

A key component of The New School's carbon emissions reduction strategy involves improving the energy data granularity, quality, and accessibility- so that it can be better managed.

Sustainability Dashboard & Annual Reporting

A core tenant of our philosophy is that goals, and the data supporting progress toward those goals should be robust and transparent. As part of a transparency effort, The New School's sustainability dashboard has been launched, which makes sustainability data readily available to the community in several layers of depth. In 2015, the Buildings department began publishing an annual sustainability report which highlights actions taken that year, planned initiatives, and many other key performance indicators.

Metering Infrastructure

A multi-phase initiative is underway to make all energy and water data for the campus available through a New School online portal- to be housed as a data-intensive layer within the university sustainability dashboard. This project involves extensive metering infrastructure that enables access to live-data. The portal through which this data is viewed will give students and faculty access to historical and real-time trends. It will also support facilities staff and building superintendents who can leverage this data to inform energy-related operational decisions.

Building Management System (BMS) Expansion

Many building HVAC systems are connected to the campus BMS system, which allows facilities staff to monitor and control a large proportion of equipment. An initiative is underway to better integrate additional systems into the BMS, and all future system upgrades would include being tied into this system as well.



5. Lighting and Other Equipment Upgrades

Lighting accounts for upwards of 40% of electricity consumption in many buildings on campus. While an individual fixture is insignificant, a single building may contain thousands of lamps, some of which operate continuously- all year long. LED lighting upgrades and other controls are a major focus of our carbon emissions reduction plan

Lighting & Controls

Over the next five years, The New School will aim to convert all lighting to LED. Additionally, all non-emergency lighting will be controlled by a sensor or other control device. These actions alone have the potential to reduce electricity consumption on campus by up to 20%, and in buildings with such retrofits- similar savings have been achieved.

Dormitory Occupancy Systems

There are five dormitories on campus. Kerry Hall, which is part of University Center, makes use of the InnComm system- designed to reduce heating and cooling loads in living spaces during periods of inactivity. This goal aims to install similar systems in the other four dormitories on campus over the next five years.

More on InnComm:

InnComm uses a series of sensors- occupancy, door contacts, and window contacts- to determine whether spaces are occupied or not. If they're not occupied, or for example, the window is open, space temperatures are adjusted to more energy-efficient levels.

Variable drives/Motor Controls/High Efficiency Motors

This goal entails a detailed analysis of existing fans, pumps and motors to either replace or upgrade the controls to reduce energy consumption.

6. Continuous Optimization & Commissioning

It is common for building systems to not fully be installed to their intended capacity, or to drift from the original intent of their operation. A campus is a living and breathing environment that undergoes rapid change, and building systems must continually adapt to operate at optimum efficiency. This goal aims to continually analyze building systems, seek out areas for improvement, and verify that equipment is functioning to its intended capacity.

Heating, Cooling, and Cogeneration

The continuous-optimization process will apply to all building systems-both new and old. Heating and cooling will take center stage- are the systems operating as efficiently as possible? What are areas of improvement? Is equipment scheduling matching the occupancy of the building? These are a few of the questions that will be asked of each building system.

Issue Logging & Tracking

Many pieces of information are gathered about a building: day-to-day measurements, occupant complaints, changes in building performance etc. that cannot inherently be logged automatically by a Building Management System. This goal articulates the importance of acknowledging the fine details of building maintenance- logging notations, tracking performance, and reviewing ongoing issues through a well-defined continuous-improvement procedure.

Local Law Compliance & Energy Audits

Local Law 87 in NYC requires the commissioning of equipment in buildings above a certain size in addition to the completion of a building energy audit. Six buildings on The New School's campus are undergoing this required work over the next five years. This work, and the recommendations it produces are an integral part of our carbon emissions reduction plan. Equipment commissioning will improve energy efficiency, and the recommendations contained within the energy audits will help inform future initiatives. We will also expand this mode of thinking, where beneficial, to buildings outside of the scope of Local Law 87 requirements.

7. Weatherization

Space heating and cooling can be achieved with more efficient equipment, but it is difficult to do when spaces do not maintain a tight barrier between the inside and the outdoor elements. Improved building envelope sealing is a primary focus of this plan.

Perimeter Sealing (Insulation & Glass Treatments)

This action involves the improvement of perimeter sealing- including weather-stripping around windows and doors, general insulation, and improved thermal performance of windows as a result of window films.

Interior Insulation

Internal building piping is important for energy efficiency, and involves steam and hot water piping, as well as chilled water insulation.

8. Operational Policies

These actions focus on the policies and behaviors that affect our energy consumption. It involves both how our occupants and staff conduct activities, and the policies we set that impact how spaces are used.

Occupant Behavior and Engagement

Building occupants- staff, faculty, students, and the public all touch, and make, our campus- and have a profound impact the energy it consumes. It's important that our community is aware, educated, and engaged in reducing our footprints many dimensions. This requires action on the part of our campus, and it requires response and interest from our community.

Green Building Protocols for New Spaces

Green building policies are dictated to some degree by local energy codes- but this just lays the groundwork for what's possible. Sustainability is part of every design decision that the school makes when renovating new spaces. The New School will further clarify, expand, and formalize existing sustainability protocols for new spaces and major renovations.

Operations & Maintenance Expanded Policies

Operations and maintenance procedures have wide ranging impacts on the sustainability of our buildings- from how our buildings are shut down at night, to how our heating and cooling systems are maintained, and what cleaning products are used. Our goal is to further expand on our existing standards to improve the energy efficiency performance of our spaces further.

Demand Response

In July 2016 during Con Edison Demand Response Events, the University Center successfully shed 600kW of load- helping to reduce strain on the NYC electricity grid. These events were an opportunity for the LEED Gold building to make use of much of the technology that allows it to shift load, and it was a testament to the coordinated ability of the staff there to respond quickly. Over the coming years as cooling systems are upgraded, The New School will add additional buildings to the standard demand response procedure- similar to that used at University Center. Demand response doesn't reduce overall emissions significantly on its own, but it does reduce demand on the grid for a short period of time- and creates awareness, and leads to operational flexibility.

More on Demand Response:

On particularly hot summer days during peak electricity demand hours, the New York City grid can sometimes have a difficult time keeping up with demand. The New School participates in Con Edison's Demand Response program, during which we voluntarily cut electricity consumption when called upon on short notice- in order to help reduce strain on the grid and reduce associated carbon emissions.



WASTE

The New School disposes of 2.5M pounds of waste annually, of which approximately 1.2M pounds is diverted for recycling and composting. Fiscal Year 2015 marked a record year of e-Waste collection (33k lb) by The New School's e-Stewards/B- Corp certified e-waste vendor, 4th Bin. Collections during student move-outs have been an effective method of collecting e-waste, in addition to scheduled pickups of e-waste from decommissioned IT equipment.

Most New School buildings have trash pickups three times per week by Action Carting Inc., which tracks a number of parameters, such as recycled material, compost, and landfilled waste. For the remaining pickups each week (for most buildings) the NYC Department of Sanitation conducts trash pick-up, but it does not collect or provide any data. Based on known information, and pick up intervals, each building's waste stream is modeled to provide the uncertain, but expected total amount of waste.

Waste Metrics

Diversion Rate:

Units of Measurement: Percentage (%) diverted

Why it's Important:

Diversion rate is the percentage of total waste generated that is kept out of landfills. Tracking our diversion rate a way of measuring how well The New School's initiatives to recycle and compost are working.

OUTLOOK RATING

The outlook rating is a subjective assessment of whether or not we're on track to meet our goals. This not only takes into account the obvious data, but also more complex technical factors.

Outlook Rating

- ★★★ Positive outlook, goals met, further progress likely
- ★★ Neutral assessment
- ★ Additional progress required to stay on track

WASTE DIVERSION RATE

(in %)

FY2015 (Baseline)	45%
FY2016	47%
FY2016 Goal	▲ 2%
5-Year Goal	▲ 5%
10-Year Goal	▲ 10%
Total Progress to Date	▲ 2% ★★★

GOALS

1. Increase our waste diversion rate by 5% over the next 5 years.
2. Improve data collection methods, monitoring, and accuracy of waste-related data.
3. Reduce paper consumed annually.
4. Develop a robust Facilities Green Cleaning Program.
5. Incorporate materials requirements into green building policies, and leverage The New School's Healthy Materials Lab.

STRATEGIES

1. Updated Waste Signage

As a part of our effort to support improved waste diversion efforts across campus, The New School will redesign and unify all waste signage across campus, and embark on an awareness campaign to improve proper separation at the point of disposal. Updating signage will make waste, recycling, and compost bins more obvious, and it will help bring attention to the importance of properly separating waste.

2. Reduce printing volume

The New School has reduced administrative printing volumes through efforts to digitize paper-based document management processes and use E-procurement platform to eliminate paper invoices. We will continue to track and analyze paper-purchasing patterns across the university and explore opportunities to reduce printing by New School staff.

3. Expand Availability of Specialty Pickups

Materials Collection and Reuse

As a design school, The New School community commonly disposes of large amounts of course-related materials- fabrics, construction materials, and art supplies, throughout the year in fairly regular intervals. Some of these materials are recyclable or reusable, and others aren't. By better coordinating events and drives, more materials can be diverted, or reused by other students. Similarly, large amounts of living supplies are moved in and out of dormitories, and represent a further opportunity to improve product and material reuse.

The Tishman Environment and Design Center will lead a new initiative, Good As New, to decrease the large amount of waste often thrown away by New School students at the school year's end. The New School will institutionalize collection of gently used school supplies, materials, and dorm items from students at the end of the spring semester. These items will be stored and sorted over the summer, then made available to students at no cost at the start of the next school year. This work will build on and concretize irregular small-scale work already happening in some schools and departments.

The Tishman Center will also support other departments across the university in their efforts to divert waste and reuse materials when possible. Examples of this effort include:

1. Piloting and expanding the use of re-fashionNYC bins in New School residence halls to collect unwanted clothing. Re-fashionNYC is a partnership between the NYC Department of Sanitation and Housing Works, a local nonprofit organization. Clothing and accessories donated through re-fashionNYC are sorted out at the Housing Works warehouse in Queens. All proceeds from donations support the charitable mission of Housing Works to end the dual crises of homelessness and AIDS. No donated material is sent to landfills.
2. Supporting the installation of a permanent materials donation and exchange space in the new Parsons Making Center.

Assess Composting Effectiveness

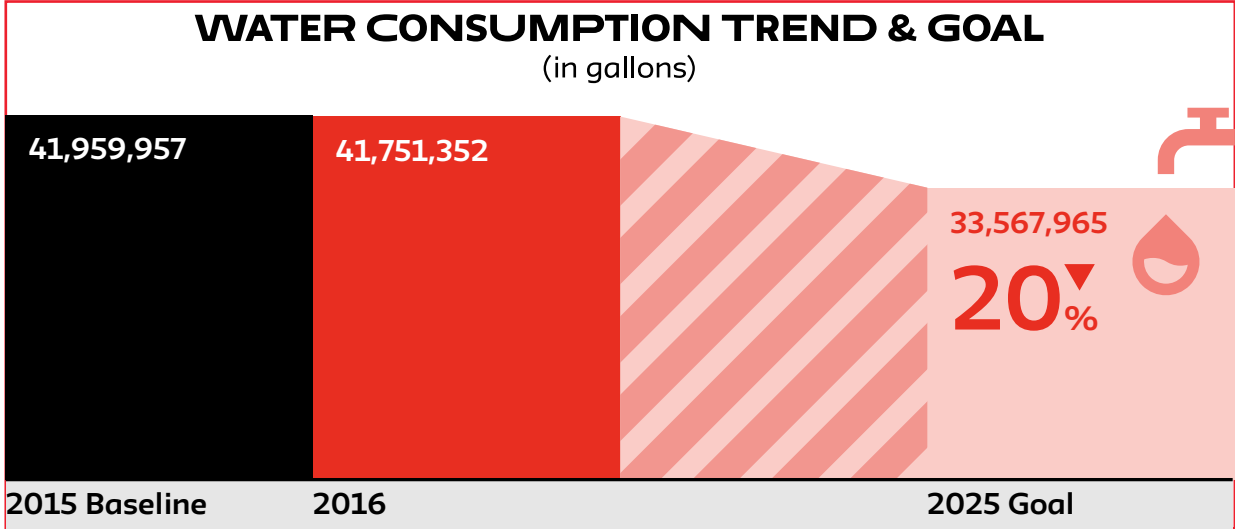
Compost makes up a large percentage of diverted waste at The New School, and the majority of collections originate from the University Center dining hall. While several other cafes and dining facilities also compost, it is not currently available in many portions of the campus because it is not economical below a substantial threshold. We aim to analyze compost volume in various locations to determine if additional locations would improve compost pickup volume.

4. Expand Green Cleaning Standards

Many cleaning products used on campus are certified as green- either by Green Seal or other reputable third-party standards. Over the next five years, The New School will reassess cleaning products being used to determine if greener alternatives exist that can fulfill the role of existing cleaning products.

WATER CONSUMPTION TREND & GOAL

Our goal is to reduce water consumption on campus by 20% over the next decade. This will be achieved by controlling water-intensive mechanical equipment, installing high-efficiency fixtures, and through awareness campaigns.



OUTLOOK RATING

The outlook rating is a subjective assessment of whether or not we’re on track to meet our goals. This not only takes into account the obvious data, but also more complex technical factors such as the weather.

Outlook Rating

- ★★★ Positive outlook, goals met, further progress likely
- ★★ Neutral assessment
- ★ Additional progress required to stay on track

WATER
(in gallons)

FY2015 (Baseline)	41,959,956
FY2016	41,751,352
FY2016 Goal	▼ 2%
5-Year Goal	▼ 10%
10-Year Goal	▼ 20%
Total Progress to Date	▼ 0.5% ★★

GOALS

1. Reduce water consumption by 10% over next 5 years.
2. Complete a comprehensive plan to submeter buildings and subsystems in real-time.

STRATEGIES

1. Water Fixture Retrofits

Upgraded fixtures can use less than half of existing fixtures. Several buildings have undergone fixture retrofits and have seen promising results. The New School will expand water fixture retrofits across campus to encompass all buildings.

2. Monitoring & Controls

An important tool in reducing water consumption is active monitoring of buildings, and sub-systems that use large amounts of water. In the near-term each building will be upgraded to a real-time water meter for closer monitoring. Additionally, HVAC cooling towers, which use a large amount of water, will have real-time meters installed and monitored.

3. Reduced/More Efficient Air Conditioning Loads

Improving the efficiency of air conditioning systems, and reducing the overall air conditioning load will reduce the water consumption associated with systems that involve evaporative cooling towers, which are large consumers of water on campus.

FOOD

New School Dining plays an integral role in the University's climate change strategy. New School Dining's mission is to provide just, good, real food that balances culinary creativity, complexity and diversity with stewardship, conservation, community and conscious purchasing. Our vision is to create an integrative and interactive relationship between producers and eaters to foster trust, build community and address issues of health, access, carbon impact, sustainability and responsibility.

As a values- not profit-driven system, New School Dining partners with The Food Recovery Network, The Humane Society of the United States, The Green Restaurant Association and The Real Food Challenge among others in our commitment towards building a sustainable dining system.

GOALS

1. Collaborate with University constituents toward the further development and implementation of a holistic, full-cycle model to completely understand and mitigate the “carbon footprint” of New School Dining in relation to the greater Climate Action Plan.

STRATEGIES

1. Responsible Sourcing

Sourcing from a natural supply chain ensures that resources are procured from local and community based, ecologically sound, fair and humane companies with a shared belief in social justice, carbon mitigation, humane treatment and sustainable action. New School Dining will increase this sourcing as is fiscally responsible while balancing the needs of the consumers we feed in the academic setting. New School Dining will maintain transparency in sourcing methodologies and practices.

2. Waste Stream Diversion

New School Dining promotes reusable, low waste options for dining and reward consumer behavior which moves towards lessening waste and disposable items, such as offering a reduced cost for coffee refills when students bring their own reusable mug.

In order to divert waste from landfills, we will source compostable disposable wears with the least amount of impact on communities, food supplies, energy use and fiscal resources. New School Dining will also benchmark waste in all areas and continue to find opportunities to reduce and quantify opportunities for reductions.

3. Education and Engagement

New School Dining will continue to engage in education and engagement strategies throughout the larger university community, such as collaborating with faculty to engage students through coursework directly related to Dining operations and practices.

We will partner with community organizations and agencies in education and outreach, and collaborate on greater university initiatives for carbon mitigation that directly correlate to food systems, food procurement, dining and food studies. (i.e. urban agriculture, rooftop gardening, composting, waste to water systems, etc).

4. Menu Design

New School Dining will strive to offer menu items with a lower carbon and ecological impact while maintaining fiscal responsibility, culinary creativity and increasing social justice and humane treatment of animals.

PROCUREMENT

The Procurement Department supports the university's educational and administrative needs by assisting faculty and staff in obtaining the best possible products and services available while remaining fiscally responsible. Procurement staff research and develop sources of supply, offer expert recommendations for products and services, and coordinate their procurement, delivery, and installation. By adhering to best business practices and professional ethics, we enable our co-workers to engage with both changing needs within the university and emerging opportunities in the marketplace.

GHG emissions related to the production and transportation of the goods and services purchased by The New School are Scope 3 emissions, thus they are not incorporated into the university's current GHG accounting model. However, The New School recognizes that the goods and services we use as an institution have environmental and social impacts that can be mitigated by making a concerted effort to seek out the most sustainable options possible.

GOALS

- 1. Provide systemic opportunities for end users to make the best purchasing choices with regard to environmental impact.**
- 2. Guide behavior towards goods and services that maximize the impact of our efforts for sustainable purchasing.**



STRATEGIES

1. Formalize the review and prioritization of goods and services

The Procurement Department will continue to actively promote the use of environmentally friendly products to ensure they provide the maximum level of sustainable criteria yielding the lowest impact. Products with sustainable features or certifications are given preferred status and prioritized within search results on the MyNewSource e-procurement platform. The New School will publish a policy statement regarding the prioritization of such products.

2. Publish sustainability criteria for sustainable purchasing

Procurement agents use a checklist of sustainable attributes to balance issues of performance, cost, and sustainability: waste reduction, material source, energy efficiency, supplier environmental record, labor practices, and locality.

3. Benchmark sustainability metrics

The Procurement team monitors the proportion of total purchases of products and services that are considered sustainable. The New School will benchmark current sustainable procurement levels, then set targets to increase the proportion of purchased items that meet our sustainability criteria, or consider implementing higher thresholds for designation as a sustainable or preferred item where appropriate.

3. Electronics Purchasing

As we track spend trends and opportunities to standardize a commodity arise, New School Purchasing works with IT to ensure newly implemented catalog standards meet preferred levels of sustainable certification. Currently, 100% of standard computers in our MyNewSource catalogs are EPEAT certified for sustainability. The Procurement group will strive to further increase sustainable catalog content.

4. Cleaning and Janitorial Purchasing

Procurement coordinates with Facilities to optimize the catalog for janitorial supplies by working with preferred suppliers to replace products that are not eco friendly. The Procurement group will strive to further increase sustainable catalog content.

SECTION 2: SUSTAINABILITY IN EDUCATION AND RESEARCH

ACADEMICS AND RESEARCH

The Tishman Environment and Design Center fosters the integration of bold design, policy, and social justice approaches to environmental issues to advance just and sustainable outcomes in collaboration with communities.

From its inception in 2005, the Tishman Center has played a vital role at The New School and has contributed greatly to the university's environmental philosophy, most notably through the launch of an interdisciplinary undergraduate Environmental Studies degree program that has provided students from three colleges a wide array of academic experiences and supported internships.

The Tishman Center will lead development of new academic programming and research that fosters the integration of design strategies and creative social justice and ecological approaches to environmental issues.

GOALS

- 1. Engage students throughout the university in project-based learning and multidisciplinary classes that investigate and assess the climate and environment impacts of their actions.**
- 2. Challenge students to promote sustainable and just living in innovative ways.**

STRATEGIES

1. Curriculum Development

Sustainability literacy is increasingly important for graduating students in a society faced with climate disruption and adaptation as well as limited natural resources. As an institution that is uniquely formed from the integration of art, design and the social sciences and has expressly committed itself to sustainability, this is an opportunity to express the values of The New School. At The New School, there will be ample opportunities for graduates to contribute to real-world solutions from applying green design principles in architecture to shaping environmental policy.

The Tishman Center aims to support these existing models as well as other approaches. The Tishman Center will facilitate the adoption of shared sustainability learning outcomes, including social justice values and environmental literacy, by all schools and programs at The New School. Through this effort, students graduating from The New School will be able to demonstrate deep knowledge of environmental issues, a heightened awareness of their social justice implications, and a measure of responsibility for action. This university-

wide initiative will be flexible and responsive to differing approaches and expertise that can be leveraged at each school, highlighting the array of roles the various disciplines can play in advancing real world solutions to climate change.

The Tishman Center will leverage and expand existing curricular models at The New School, as well as developing new offerings in collaboration with schools and faculty to create opportunities for all new school students to engage with climate and sustainability in their coursework. Existing sustainability programs and curricular models include:

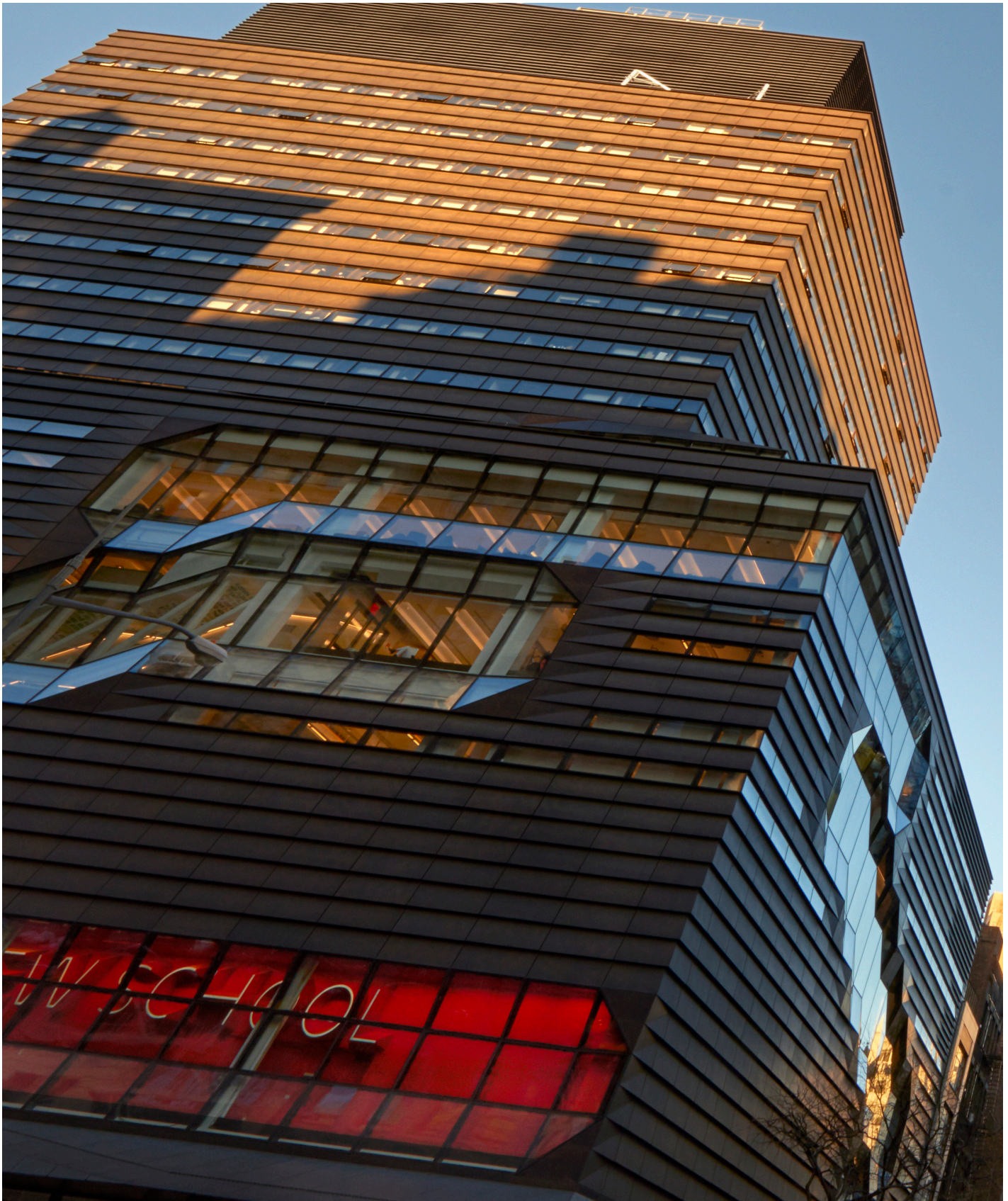
1. Parsons School of Design introduces sustainability and systems thinking to all first year undergraduate students through the mandatory Sustainable Systems course.
2. Dedicated degree programs, minors, and certificates allow students to study climate and sustainability in more depth. These programs include the Sustainable Cities Minor at Parsons School of Design, the BA/BS Environmental Studies Program in the Schools of Public Engagement, and the MS Environmental Policy and Sustainability Management program and the Sustainability Strategies Post-masters Certificate at the Milano School of International Affairs, Management, and Urban Policy.

2. Research Support

The Tishman Center supports innovative interdisciplinary research that advances the concept of climate citizenship with a core focus on social justice, climate change, and urban systems.

In 2015, The Tishman Center launched an annual competitive faculty research grant opportunity providing awards of up to \$10,000. The grant is open to all full-and part-time faculty, and emphasizes interdisciplinary research, creation of practice and service opportunities for students, as well as community engagement

The Tishman Center will also support real-world research opportunities for students by engaging them in Center-sponsored research, or by matching them with our partner organizations, or other departments at The New School seeking student support for climate and environment research support.



SECTION 3: CAMPUS CULTURE AND COMMUNITY ENGAGEMENT

CAMPUS CULTURE

The goal of many New School sustainability and climate action efforts is to increase the efficiency and sustainability of university buildings without impacting the comfort and learning or working experience of the building occupants and visitors. However, efficiency alone will not account for the New School community's cumulative climate impact. The habits and behaviors of New School students, faculty and staff will contribute to the achievement of our climate and sustainability goals on campus, as well as to the advancement of climate and sustainability solutions in the surrounding community.

GOALS

- 1. Encourage sustainability awareness and action in everyday activities**

STRATEGIES

- 1. Encouraging Public Transportation**

The New School does not operate a campus fleet, thus the university assumes the emissions associated with its transportation footprint are small. The University's integration into the Greenwich Village neighborhood with proximity to New York City's subway, train, and bus network, street bike lanes, and Citi Bike stations keep commuter emissions low at The New School.

As an incentive to take advantage of the many public transportation options near the university, the university offers a Qualified Transportation Expense (QTE) Plan, administered by EBPA. The QTE Plan enables faculty and staff to reduce taxable income by setting aside pre-tax dollars to pay for eligible commuting expenses.

- 2. Continuing Education for Staff**

A key part of our campus energy efficiency plan involves building superintendent, engineer, and maintenance staff energy-efficiency training. This funding will support ongoing training, such as that which was completed by 15 staff through the USGBC, and future plans to use training available through the CUNY Building Performance Institute.

- 3. Engagement and Feedback**

Sustainability staff from the Tishman Environment and Design Center and Buildings will host annual focus groups for staff and students to share their priorities, questions, and ideas for sustainability at The New School and in our surrounding community. Feedback from these sessions will help to inform future initiatives and planning.

COMMUNITY ENGAGEMENT

GOALS

- 1. Serve as a resource for climate and environmental justice research and practice, with a specific focus on deep engagement with underserved urban communities.**
- 2. Act as a leader on engagement in climate and environment issues in our surrounding community, region, and the country.**

STRATEGIES

1. Becoming an Environmental Justice Resource Center

Drawing on The New School's expertise in design, policy, and social research, and the professional experience of the Tishman Center leadership in the environmental justice movement, the Tishman Center is uniquely positioned to be a resource center for organizations working together to create real world solutions to environmental justice issues. The Tishman Center's four pillars (design, policy, social justice, and interdisciplinary approaches) are the foundation of the distinctive approach that the Tishman Center and The New School can offer to partners and collaborators.

Through our collaborative efforts, we intend to influence research, practice, and policy that contributes to environmental justice. The Tishman Center offers technical support to community-based organizations, advocates, and policymakers and co-produce and promote cutting-edge research with organizations, faculty, and students. The Tishman Center will be a model for collaborative research, with an emphasis on supporting the co-production of knowledge and expertise with front-line communities. We aim to be good allies and partners by promoting collaboration grounded in the Jemez Principles for Democratic Organizing as we engage with community partners, thought leaders, and other stakeholders.

A major strength of the education provided by The New School lies in experiential and practice-based learning opportunities for our students. The Tishman Center's engagement with environmental justice will create opportunities for students and faculty to learn through engaged work with complex issues on the ground. It can also provide communities with access to student and research resources within the university.

2. Full Divestment from Fossil Fuels

In December 2014 The New School's Board of Trustees approved a motion to divest from fossil fuels. The Board's Investment Committee also approved a significant investment of the university's endowment in renewable energy. As of November 2015 The New School has reduced fossil fuel equity holdings to just 0.19% of the university's endowment.

The New School will implement our Climate Action Investment Plan, created by the Advisory Committee on Investor Responsibility. Actions include:

1. Commit to regular review of fossil fuel holdings
2. Divest of all securities related to coal and tar sands held by direct managers
3. Expand portfolio screening from 200 to 9000 companies
4. Evaluate utility of the metric developed by the Advisory Committee on Investor Responsibility: "Carbon Emission Intensity of Endowment"



GLOBAL RESPONSIBILITY

As an academic institution, The New School prides itself on having made sustainability part of our mission. We stand for climate stewardship — through education, advocacy groups, and numerous projects on campus. Many of us will carry this commitment forward into the world for decades beyond our time at The New School.

GOALS

- 1. Incorporate climate action and sustainability grounded in social justice into our campus culture.**
- 2. Mobilize the university's 14,000 students, faculty and staff to become fully aware, service-oriented climate citizens who have a positive impact on our community and the larger society.**

STRATEGIES

1. On-campus collaborations

In addition to being a university-wide research and practice center, the Tishman Environment and Design Center will serve as a hub for campus sustainability. The Tishman Center will assist other departments such as Buildings, Procurement, Dining, and Residence Life in coordinating their climate and environment-focused efforts, and in communicating to the New School community about sustainability initiatives on campus.

2. Facilitate Experiential Learning Opportunities

The Tishman Environment and Design Center will facilitate opportunities that will prepare students, engage staff, and amplify faculty research and practice around issues of sustainability, climate change and environmental justice. Through experiential learning opportunities and other related events our students will be more prepared to be leaders in this change toward a more just and sustainable society, and communities outside of the New School will be positively impacted by our efforts.

To do this we aim to co-create new curricular and extracurricular opportunities for engagement as well as new and innovative university policies that establish sustainability, climate change, and service as required core literacies. The Tishman Center will also take stock of the ways New School community members are currently engaged with their external communities and leverage these relationships to expand our reach beyond the campus.

SECTION 4: FINANCING AND TRACKING EMISSION REDUCTIONS

FINANCING CARBON REDUCTIONS

This climate action plan will be factored into The New School's long-term planning. Cost-benefit analysis of the carbon emissions reduction strategies included in this plan will guide university decision-making. The university will utilize both capital and operating funds to implement projects that present adequate return on investment or sizeable environmental benefits. Over time, as the low-hanging fruit is addressed, the university will weigh the benefits of investment in advanced technologies and/or the continued purchase of offsets.

The New School will also seek outside funding and take advantage of available resources to enhance financing of projects. The New York State Energy Research and Development Authority (NYSERDA) provides incentives for New York State building owners who reduce energy consumption. The New School may also be able to take advantage of funding opportunities for special projects or initiatives through the REV Campus Challenge.

As energy markets evolve, new financing opportunities may emerge as viable options for the university. One example is clean and renewable energy generation projects financed and operated by a third party, a model referred to as a Power Purchase Agreement. In this model, an outside entity would finance, install, and operate an energy generation system such as solar panels or a cogeneration plant on campus, and The New School would pay for the use of the renewable or cleaner electricity or heat at it would to a utility.

TRACKING AND MEASUREMENT OF CARBON EMISSIONS

Monitoring the university's progress through the years will be critical to meeting emission reduction targets and for future planning. A key part of reducing energy consumption (and thus emissions) on campus and facilitating discussion about where our energy is going can be enabled by installing metering infrastructure throughout campus capable of providing real-time data. As an initial phase, six buildings including the University Center will have such metering installed (electricity and gas) and it will be viewable on the campus Sustainability Dashboard.

The University Center in particular has hundreds of sub-meters, which will allow precise monitoring of energy flow throughout academic and dormitory spaces.

Phase one work will be completed by the end of 2016, and the entire project, including the online portal that will enable viewing real-time data is scheduled to be completed for all buildings by the end of 2017.

BECOMING CARBON NEUTRAL BY 2040

Carbon neutrality is a long-term goal for The New School that will not be achieved in the five-year span of this Climate Action Plan update. Reaching neutrality will depend on multiple factors, including continued dedication to maximizing building efficiency, and a cleaner energy grid in New York City. The school's focus over the next ten to twenty years will be on upgraded systems that use less energy. Even achieving a 50% reduction in carbon intensity is an ambitious goal that will require rethinking the entirety of how our systems are designed and operated.

The New School will require an engaged community, efficient systems, and an evolving Climate Action Plan as time moves forward- to include transparency, active planning, and active participation. But to achieve true climate neutrality, the energy we consume will need to be clean and renewable. This will entail improvements in the New York City electricity grid, continued offset purchases, and likely, investments in renewable energy.

Climate change is a defining issue of the modern era. It is often described as a “wicked” problem, meaning it has scientific and cultural dimensions; though the global scientific community agrees that climate change is occurring and caused by humans, it is difficult to predict what the precise impacts will be; the economic costs of addressing climate change will be large; and the problem cannot be solved by silver bullets or single actors.

The New School stands committed to play a part in addressing the global climate crisis. Following the goals and strategies outlined in this plan the university will strive to increase the efficiency of our operations in order to decrease our emissions of the greenhouse gasses that drive climate change. Furthermore, The New School will leverage the skills and expertise of our faculty, students and staff to contribute to the design, policy, and social justice solutions that are necessary to transform society and create a more just and sustainable future.

SUSTAINABILITY
AT THE NEW SCHOOL