

*Global Learning for All:
Educating for a Sustainable Future*

Integrating SDG Subcommittee Recommendations



January 15, 2021



Charge

Make recommendations for aligning education, research, operations and community/public relations with the SDGs framework, including case studies that provide examples of good practice

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Overarching Committee Goals

1. Adopt the *Framework for a More Sustainable SUNY* that emphasizes the Sustainable Development Goals and new draft targets across the SUNY enterprise that align education, research, engagement and operations within the SDG context
2. Create a user-friendly and ongoing reporting mechanism to compile campus *Framework* data that provides an incentive and self-interest for SUNY institutions to engage with
3. Collect and showcase campus best practices from the *Framework for a More Sustainable SUNY*

Actions Requested for SUNY System

1. Adopt the *Framework for a More Sustainable SUNY* (included in this document) that emphasizes the Sustainable Development Goals and new draft targets across the SUNY enterprise that align education, research, engagement and operations within the SDG framework
 - SUNY System to review *Framework* in relation to other SUNY and New York State policies and initiatives and modify and or align accordingly
 - SUNY System to formally approve and promulgate *Framework*
 - SUNY System to mandate compliance across all SUNY campuses
2. Create a user-friendly and ongoing reporting mechanism to compile *Framework* data that provides an incentive and for SUNY institutions to engage with
 - SUNY to develop and own the intake process and reporting mechanism (look to models created by Dr. David Steingard at Saint Joseph's University)
 - Make sure the reporting mechanism is compatible and complimentary with other metric systems that address the SDGs such as the Association for the Advancement of Sustainability in Higher Education's Sustainability, Tracking, Assessment and Rating System, the Times Higher Education Impact Rankings, NYS Executive Order 4 and others
 - Assess what organizations (such as the Sustainable Development Solutions Network) and third party metric systems (STARS, THE, etc) SUNY System should engage with in relation to this work while gaining critical input from SUNY campuses
3. Collect and showcase campus best practices from the *Framework for a More Sustainable SUNY*
 - SUNY System to evaluate data submitted to the reporting system and select exemplary practices
 - SUNY System to elevate campus examples across state and nation through its vast communication infrastructure
 - SUNY System to connect SDG best practices across entire state
 - SUNY System to identify potential institutional partnerships from SDG best practices that could be leveraged by campuses

Actions to be Taken by SUNY Campuses

1. Adopt the *Framework for a More Sustainable SUNY* that emphasize the Sustainable Development Goals and new draft targets across the SUNY enterprise that align education, research, engagement and operations within the SDG framework
 - Commit, strive and innovate to achieve the *Framework* goals and targets
 - Incorporate *Framework* into existing campus missions (and or reference/articulate)

- Realize that the SDG's provide a purpose driven structure that enables existing and future scholarship, research, engagement and operations
2. Leverage and participate in SUNY System's reporting mechanism to compile campus initiatives that are advancing *Framework* targets and goals
 - Campuses shall participate in submitting SDG information
 - Provide input to system about other relevant metric reporting systems to achieve integrated and streamlined reporting that minimizes redundancy and overlap
 - Recognize the immense value of existing and future partnerships in leveraging SDG work
 - Assess what additional metrics make sense for your campus to participate in (STARS, THE, etc)
 3. Collect and showcase campus best practices from the *Framework for a More Sustainable SUNY*
 - Effectively story tell campus SDG impact through university communication mediums with a specific focus on prospective students as primary audience
 - Recommend strategic priority best practices from your campus to SUNY System for broader distribution and amplification

Provide Counsel & Resources for Campuses

In addition to the guidance provided for in the *Framework for a More Sustainable SUNY*, the subcommittee also engaged in extensive research and interviews with numerous organizations who are advancing the SDG's and recommends that campuses and SUNY System specifically engage with the following entities for counsel:

- [The New York Coalition for Sustainability in Higher Education](#)
- The SUNY Sustainability Coalition (a subcommittee of NYCSHE)
- [The Association for the Advancement of Sustainability in Higher Education](#)
- [The Sustainability Tracking, Assessment and Rating System](#) (a project of AASHE)
- The Haub School of Business [SDG Dashboard](#) at Saint Joseph's University
- The [University Global Coalition](#)
- The [Times Higher Education Impact Assessment](#)
- The [Sustainable Development Solutions Network](#) (USA)
- [Second Nature](#)
- [Greening New York State Report](#)

Feedback on Global Learning Definition

Global learning fosters an understanding of oneself and one's society and cultural influences, which grounds an understanding of the world beyond one's borders, especially the challenges humanity faces. Global learning imparts skills needed to work across differences to forge mutual understanding and devise solutions to those challenges.

- Questions around target audience for the definition—if this is for faculty and students than we may want to alter to increase resonance with these groups as this version is more geared towards administration
- There are other models for this definition from AAC&U (Dickinson College) that could resonate better with faculty including this one:
 - Global engagement at SUNY prepares students for lives of informed contribution in a rapidly changing global society. Through strategic institutional partnerships and innovative academic, experiential and co-curricular programming expressed in diverse and challenging global contexts, students learn to think critically, observe skillfully, reflect thoughtfully and participate meaningfully.
- The SUNY definition should specifically reference students which are not included in the current definition
- The definition is also silent on equity and the SDG's. A way to address this would be to specifically reference the SDGs in the definition which would then include equity (SDG 5, 10, etc)

The Framework for a More Sustainable SUNY

PREAMBLE

We live in complicated and changing times—perhaps more than at any other period in modern history. Long-term prosperity, growth and more holistic returns on capital investments are increasingly influenced by major megatrends like climate change, finite resources, the spread of pandemics, racial justice, a growing global population with diversified needs and the new lifestyle preferences of millennials and Z's. World leaders, innovators, investors, key thought leaders and forward-looking higher education administrators are working to transition to systems that are more circular, regenerative, inclusive, effective, global and that mirror the Haudenosaunee principle: *to make every decision considering the seventh generation to come.*

Higher education is working collaboratively through entities like the United Nations, the World Economic Forum, the Association for the Advancement of Sustainability in Higher Education, Second Nature, the Sustainable Development Solutions Network, the University Global Coalition and others on the readiness of systems, societies and economies to be more adaptive, resilient and responsive to the potentially disruptive economic and social impacts associated with these megatrends. This is creating new value chains and transforming how we think about mobility, the importance of water and ecosystem services, diversity and inclusion, energy generation, human capital, manufacturing and distribution of goods and services, equity, urban development and regeneration of natural resources. It is inspiring new forms of research, teaching, entrepreneurship and innovation that connects with the needs and values closely held by our younger generations, emerging marketplaces, educational institutions, natural systems and more regenerative economies.

These megatrends are not only driving change across the planet but more specifically here in New York and across the State University of New York (SUNY) system. Technology has created greater transparency and transparency is leading to student choice and with that systems change. These forces of change—while at times slow to gain momentum—are powerful and can position SUNY as a bold leader here at home and across the globe. The SUNY Global Learning for All initiative, not only recognizes the vital need to address these challenges but also the opportunity they create to design a new model of integrated teaching, research, engagement and operational goals that can be leveraged to advance the scalable positive change we seek across the globe. Our 64 campuses that cover nearly every county of New York State (which contains 1.4 million students who, along with our faculty and staff, create \$1.7 billion of research expenditures and \$28.6 billion in economic impact) are poised to act as living laboratories that can be strategically leveraged to drive long term sustainable change.

In December of 2019, SUNY Provost Tod Laursen recognized this opportunity and tasked a subcommittee of the Global Learning for All initiative to make recommendations for aligning education, research, operations and community/public relations with the SDGs framework.

This charge is rooted in SUNY strategy that positions sustainability as one of the core tenants to strategically advance SUNY as a leader in higher education. In addition, it is further bolstered by SUNY's international leadership across the globe.

The United Nations Sustainable Development Goals (SDG's) have been adopted by world leaders and universally apply to all, calling upon countries to mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. This innovative framework, which builds from the success of the Millennial Goals, are a shared vision of humanity and a social contract between the world's leaders and its peoples and are a virtual "to-do list for people and planet, and a blueprint for success," as former UN Secretary-General Ban Ki-moon has stated. The SDG's also provide a more integrated framework to deal with the key challenges of our time: climate change, racial justice, income inequality, the current pandemic and so much more.

The SDG's establish 17 goals (along with 230 targets and indicators to demonstrate progress) with the intent of creating a more sustainable world by 2030 and have not only been adopted by all countries but are also being embraced by the business community who sees both opportunity and purpose in achieving them. While the indicators and targets of the original SDGs are set at the nation-state level, recently, several efforts have been made to localize them for cities and counties—including the Sustainable Development Solutions Network's U.S. Cities SDG Index, the World Council on City Data's City Data report, and the Global Platform for Sustainable Cities' Urban Sustainability Framework. In addition, we have also seen efforts at integrating the SDG's into higher education through the SDG Accord, the Association for the Advancement of Sustainability in Higher Education's STARS program and the University Global Compact of which SUNY is a founding member. Finally, and perhaps most importantly, many campuses across the SUNY system are already infusing the SDG's throughout their teaching, research, engagement and operations.

While the specific 290 targets of the SDG's are aimed at the country level, the larger goals that are encompassed by the 17 categories are directly relevant to the work that occurs across SUNY, not only through our own operations but more importantly in our teaching, research and engagement. By adapting the specific targets across the SDG's, while working to maintain the goal structures and spirit of the outcomes, the Global Learning for All SDG Subcommittee has constructed a draft set of targets that work to position SUNY as an innovative leader that is leveraging sustainability as a key strategy to achieve its mission.

We recognize that setting goals and targets is the easy part—creating broad, integrated and systemic change is the real challenge, and to achieve this, we recommend highlighting a series of existing campus based models and case studies that illustrate and bring the SDG targets to life. In addition, we recommend SUNY create a user-friendly and ongoing reporting mechanism to compile campus data that provides an incentive and self-interest for SUNY institutions to engage with

To advance this model, we must strive to expand our inclusiveness, evolve and build resilience by leveraging a triple bottom line approach that works to steward our natural resources, empower our staff, students, faculty and community while creating smart long-term financially

efficient strategies. This *purpose through people, planet and prosperity* approach must be at the core of our internal strategy to achieve not only Global Learning for All but SUNY's mission itself.

The SUNY system is vastly diverse in mission, geography and the constituents it serves. A one size fits all strategy seldom works across the system and we must prioritize flexibility, innovation and organic campus based problem solving to achieve the SDG targets. In addition, while these are sustainable development goals, they will only be achieved if every corner of our campuses work to integrate them into day-to-day teaching, research, engagement, operations, planning and administration. We will fail in achieving this vision if it is viewed as only the sustainably coordinator's responsibility. Sustainability belongs in every job description and performance plan.

These are comprehensive and bold goals, and while they will need creativity, endurance, perseverance, innovation, purpose and entrepreneurship, they will also require tools from SUNY and New York State. While many key policy changes have been enacted recently that will assist this *Framework*, there are more needed. Incentive structures also must be assessed to ensure that campuses are being rewarded for achieving the targets in terms of both operating revenue and capital funds.

THE GOALS AND DRAFT TARGETS



End Poverty in all its forms

1. Engage with New York State governments and stakeholders to ensure sustainable economic development through higher education across the state and nation in an effort to break the cycle of poverty
2. Support under-represented groups to succeed in college by
 - Increasing and improving student based aid through the Tuition Assistance Program, Excelsior Scholarships, federal aid and campus based scholarship funds; increase students' awareness about those opportunities and ensure basic financial education is available to students
 - Enhancing access programs such as the Educational Opportunity Center, Educational Opportunity Program, CSTEP, STEP and others
 - Expanding SUNY's support for justice-involved students, including increasing college-in-prison programming, supporting successful reentry for formerly incarcerated students, and advocating for broad-based funding for current and formerly incarcerated students.
3. Develop partnerships and resources to assist students dealing with housing insecurity

4. Ensure that SUNY employees receive living wage compensation including time for family medical leave
5. Invest in research and service that works to alleviate community, state, nation and worldwide poverty
6. Increase student engagement and service activities that work to leverage existing local initiatives to address poverty in host communities
7. Reduce student debt loads for lower income communities
8. Increase poverty related teaching, research and engagement to ensure that we can alleviate suffering of the poor by 2030



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

1. Continue to support Governor Andrew Cuomo's "No Student Goes Hungry Program," which mandates that all SUNY and CUNY schools have a food pantry or stigma-free food access for students.
2. System Administration and all campuses will ensure that all recoverable food is donated or used to feed those who are food insecure (on campus and in the community)
3. Purchase a minimum of 25% of sustainably and/or locally sourced and produced food by 2030 through a long-term process of menu planning with seasonality of harvests considered
4. Increase food system and sustainable agriculture teaching, research and engagement to ensure that we can end hunger and provide access to all people, in particular the poor and those in vulnerable situations by 2030



Ensure healthy lives and promote well-being for all at all ages

1. Establish and enhance Wellness & Health Centers on campuses which provide accessible and affordable information on mental health, alcohol & drug abuse,

sexually transmitted diseases, wellness programs, healthy eating habits and nutrition, fitness, stress reduction, and other health and wellness issues that prohibit individuals from achieving their full potential

2. Continue to support policy to ensure all campuses become smoke, tobacco and vaping free.
3. Increase active mobility and commuting opportunities (biking/walking) by improving infrastructure
4. Phase out the use of all harmful chemicals included in the Living Building Challenge Red List to protect our workers and campus community
5. Contribute to addressing Global Goal 3 through direct research, teaching and engagement to advance desired outcomes as well as increasing awareness of our students and employees of these challenges and the role they can play in addressing them



Ensure inclusive and quality education for all and promote lifelong learning

1. By 2030, ensure that our campuses achieve sustainability literacy through the development of sustainability learning outcomes for students and outreach to our campus and surrounding communities on lifestyles and operations that work to integrate the triple bottom line principles
2. Integrate sustainability literacy into teacher preparation
3. Ensure all SUNY campuses are open to all students by creating universally accessible buildings and grounds as well as an inviting campus environment for under-represented communities
4. Increase research, teaching and engagement efforts to ensure that all children complete free, equitable and quality primary and secondary education leading to relevant Global Goal 4 effective learning outcomes by 2030—in our host communities, state, nation and globe
5. Strengthen curricular opportunities for community service-based and experiential learning projects
6. Include sustainability and racial justice as a guiding principle in the ongoing review and revision of SUNY's General Education Requirements
7. Make a commitment to promoting life-long learning to ensure students are ready to

accept the need for retraining in the rapidly changing and developing global workplace

8. Offer students the opportunity to acquire new skills at SUNY through micro credentials (specifically the establishment of an SDG content badge) and other incentive offerings



Achieve gender equality and empower all women, girls, and transgender peoples

1. End all forms of discrimination based on gender, gender identity and gender expression throughout every SUNY campus
2. Ensure women's and transgender people's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public university life throughout all SUNY campuses
3. Enforce existing discrimination and empowerment statutes by promoting awareness through training and compliance for Title IX issues and sexual violence reduction discrimination
4. Support and enable greater teaching, research and engagement opportunities throughout faculty, students and staff to achieve Global Goal 5 in our host communities, state, nation and world



Ensure access to water and sanitation for all

1. Decrease potable water use consumption substantially and greatly reduce the amount of untreated wastewater discharged to campus and municipal sewers by 2030
2. Increase green infrastructure tactics and low impact development practices to dramatically reduce the amount of storm water runoff and resultant water pollution through the creation and implementation of comprehensive storm water master plans
3. Establish initiatives to reduce point source discharges and beyond that have an

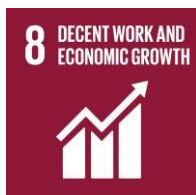
adverse effect on our waterways (sponsoring drug take back programs, labelling campus storm water drains, etc.)

4. Strive to create closed loop water systems on SUNY campuses
5. Play a key leadership role in supporting water quality improvement through teaching, research, and engagement through the Great Lakes and our regional watersheds



Ensure access to affordable, reliable, sustainable and modern energy for all

1. Achieve net zero emissions by 2040 with 100% of campus electricity sourced by renewable sources by 2030
2. All new SUNY capital buildings and major renovations must be designed to achieve net-zero carbon emissions
3. 25% decrease in energy consumption in all campus buildings (from 2012 levels) by 2030
4. Partner with host communities and assist them in achieving Global Goal 7 for their municipalities
5. Assist in curriculum development in the areas such as green building maintenance, construction management, renewable energy and other areas. Increase teaching, research and engagement solutions that will greatly contribute to ensuring universal access to renewable, affordable and reliable energy
6. Lead innovation in clean energy research and host demonstration projects of cutting edge technologies on campus



Promote inclusive and sustainable economic growth, employment and decent work for all

1. Increase our research, education and engagement to decouple economic growth from environmental degradation
2. Achieve full and productive employment and decent work for all peoples on our

campuses by 2030

3. Increase educational literacy rates of what sustainable economic growth looks like with students, staff and faculty
4. Develop and provide education and training programs to help move un- and under- employed people into jobs
5. Connect students of all ages with career and financial planning services, supplemented by continued education and skill training, so that all have the resources required for them to satisfy their personal and professional needs and long-term aspirations in the economy of this century
6. Increase each campus' rankings on the CollegeNET's Social Mobility Index
7. Create an advancement system based on merit and equity across all SUNY campuses
8. Increase the long-term financial health of SUNY campuses and the System by diversifying funding streams



Build resilient infrastructure, promote sustainable development and foster innovation

1. Create the foundation to advance quality, reliable, sustainable and resilient infrastructure across our campuses to support economic development and human well-being, with a focus on affordable and equitable access for all faculty, students and staff and leveraging Second Nature's Resiliency certification
2. Upgrade campus infrastructure and retrofit to make it resilient and sustainable with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and processes with specific focus to increased flooding predictions throughout New York State due to climate change
3. Leverage SUNY campuses as resiliency community centers during climate induced extreme weather events
4. Enhance our scientific research and teaching, upgrade our technological capabilities and encourage innovation and substantially increasing the number of research and development workers
5. Facilitate sustainable and resilient infrastructure in developing places



Reduce inequality and promote diversity and inclusion

1. Empower and promote the social, economic and political inclusion of all, irrespective of race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, immigration status, domestic violence victim status, or ex-offender status
2. Increase opportunities for students to attend SUNY schools from developing countries and indigenous communities in New York State while also working to reduce greenhouse gas emissions from required travel
3. Increase opportunities for sustainable development and civic engagement experiences in our international programs
4. Design a strategic plan in consultation with students that addresses the issues of inequality in their communities, states and nations
5. Recognize and value the identities and cultures of Indigenous Peoples and our First Nations, especially those of New York State; acknowledge that Indigenous Peoples can be among the most marginalized and vulnerable social groups; and incorporate teachings of “traditional ecological knowledge” into the SUNY curriculum
6. Mandate that First Nation Land Acknowledgement be part of all major events on SUNY campuses
7. Infuse diversity and racial justice into SUNY’s faculty, staff, and employment hiring practice to reflect the general populations’ proportions seen throughout New York State



Make cities and communities inclusive, safe, resilient and sustainable

1. By 2030, explore opportunities that provide access to safe, affordable, accessible and low-carbon transportation systems for all students, faculty and staff, improving road

safety, notably by expanding carbon neutral public transport, with special attention to the needs of those in vulnerable situations, including: women, children, persons with disabilities and older persons

2. By 2030, our faculty, students and staff will have worked to:
 - Reduce the adverse per capita environmental impact of campuses including by paying special attention to air quality and municipal and other waste management
 - Ensure universal access to safe, inclusive, accessible sustainable public spaces, in particular for women and children, older persons and persons with disabilities
 - Support positive economic, social and environmental links between urban, and rural areas by national and regional development planning
3. Adopt ECO District six priorities on SUNY campuses:
 - Place Making: encouraging an engaged, inclusive, culturally rich, walkable and vibrant community
 - Prosperity: prioritizing education, employment, and economic opportunities that build prosperity and accelerate innovation
 - Health and Well-Being: creating a community that nurtures people's health and happiness
 - Connectivity: building the most equitable and efficient physical and digital connections between people and place
 - Living Infrastructure: enabling flourishing ecosystems and restoring natural capital
 - Resource Restoration: moving towards a net positive world through clean energy and reduced greenhouse gas emissions



Ensure sustainable consumption and production patterns

1. By 2030, achieve the sustainable management and efficient use of natural resources across all campuses
2. By 2030, achieve zero waste through sustainable materials management including prevention, reduction, reuse, and recycling
3. By 2021, all campuses that generate more than 2 tons of food waste on average per week, shall develop food recycling and donation programs to divert this waste from landfills. By 2030, halve per capita food waste at the retail and consumer levels and reduce food losses along production and supply chains in our dining operations system wide

4. Begin phasing out single use plastics by 2020 and completely eliminate the use of all single use plastics on SUNY campuses by 2025. Eliminate the use of plastic bags in accordance with state law
5. By 2025, achieve the environmentally sound management and operational use of chemicals and all wastes throughout their life cycle, working to eliminate all chemical use on campus that adversely impacts human health and the environment and banning all those included on the Living Building Challenge Red List
6. Promote procurement practices that are sustainable, in accordance with standards set by the Sustainable Purchasing Leadership Council
7. Promote a culture of sustainability on campus that seeks to reduce consumption and advocate for sustainable purchasing practices
8. Promote shared services programs to procure and share goods and services from within and among the SUNY system to create a more closed-loop cycle
9. Increase local purchasing and sharing that promotes collaboration, partnership and economic growth with host communities and beyond (circular economy)
10. End all SUNY contracts for goods and services with prisons and work to support the strengthening of prison education programs dedicated to degree or trade acquisition
11. Increase research solutions—specifically within the green chemistry space—to advance the creation of more sustainable materials and chemical use



Take urgent action to combat climate change and its impacts

1. Work to become net climate neutral as soon as possible but no later than 2040
2. Reduce greenhouse gas emissions by fifty percent by 2030 from 1990 levels, across all emitting activities of SUNY campuses (Executive Order 166)
3. Play a leadership role in providing foundational knowledge to strengthen resilience and adaptive capacity to climate-related hazards and natural disasters throughout the globe
4. Fundamentally reassess the relationship between carbon emissions and international travel throughout all SUNY global exchange programs

5. Improve education, awareness-raising (on campus and in our communities) and human and institutional capacity on climate science, climate change mitigation, adaptation, impact reduction and early warning
6. Increase climate change solution based research strategies across SUNY campuses through the UC3 initiative and other venues
7. Strongly support and contribute to the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change
8. Greatly leverage experiential learning opportunities that assist in reducing carbon emissions from the business, government and NGO sectors
9. Assess and work to mitigate the impacts of Scope 3 emissions generated by activities such as commuting, university related travel, waste, and food purchases



Conserve and sustainably use our waterways

1. Protect and positively affect regional watersheds and life within
2. Through research, minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
3. Procure fish for campus dining from certified sustainable fisheries of 50%
4. Play a vital role in identifying solutions through research to protect vulnerable waterbodies in Upstate New York from harmful algal blooms
5. Reduce (through Integrated Pest Management practices) or eliminate harmful chemicals, including sprays on landscaping and salt on paved surfaces used on campus grounds that runoff into waterbodies
6. By 2030, ensure that all waterbodies on SUNY campuses are capable of supporting robust ecosystems
7. Through education and research, work to protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
8. Increase and support research that works to support Global Goal 14



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt & reverse land degradation and biodiversity loss

1. Protect or positively affect the species, habitats and/or environmentally sensitive areas owned or managed by campuses
2. Integrate ecosystem and biodiversity values into campus development and planning processes with a focus on repopulating our campuses with plants (flora/fauna) native to the region
3. Mitigate the increased population of invasive species
4. Ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in alignment with the Department of Environmental Conservation or more stringent policies
5. Strive to create an ecological inventory across the campuses
6. Preserve and protect campus-managed forests and life within
7. Support teaching, research and engagement that works to support Global Goal 15



Promote just, peaceful and inclusive societies

1. Ensure responsive, inclusive, participatory and representative decision-making at all levels throughout campus governance bodies and specifically strive to mirror representation on all SUNY Boards of Trustees with that of the demographics of the host communities
2. Ensure racial justice and enforce non-discriminatory laws and policies for sustainable development
3. Encourage civic discourse and promote civic engagement through such programs as the American Democracy Project
4. Provide opportunities on campus for new voters to register, become educated on issues and participate in municipal, state and national government elections

5. Make the SUNY System a welcoming and safe space for people of all nations and cultures
6. Educate about historic injustices, contributing causes, and effective responses within justice movements to empower students to become change agent
7. Ensure that every student learns about social justice values as part of SUNY's General Education Requirements.



Revitalize the global partnership for sustainable development

1. Develop partnerships within campuses, across the SUNY System, and with local, regional, state, national and global entities to meet UN Sustainable Development Goals
2. Promote the development, transfer, dissemination and diffusion of environmentally sound technologies, policy development and assistance across the SUNY system, New York State, the United States and developing countries
3. Respect each campuses policy space and leadership to establish and implement policies to achieve the SUNY SDGs
4. By 2030, build on existing initiatives such as STARS, the Second Nature Climate Commitment and the Sustainable Development Solutions Network to develop measurements of progress on sustainable development that are integrated within a triple bottom line approach to help build capacity across SUNY institutions, the state and the globe
5. Explore SUNY campuses sustainable technologies new to New York State but proven in other parts of the country and globe