

Carbon Plan Assessment Tool - ADMINISTRATIVE DIVISIONS

Welcome to the Assessment Tool used for STEP 2 in the [Carbon Planning Toolkit!](#)

Notes about the Assessment Tool:

- Some questions may require research and communication with others within your unit.
- When introducing the Assessment to others, and early in the data collection process, it may be helpful to use this PDF of the survey.
- This survey is not intended to be completed in one sitting. We recommend collecting data one section at a time.

Once you submit your survey, the Sustainability Office will create a customized plan builder tool that will help in STEP 5.

Many of the survey questions are adapted from the [STARS Reporting Tool](#), and Penn State's Opportunity Finder Tool.

Choose your division

- Academic Affairs
- Alumni Relations
- Enrollment Management
- Finance and Administration
- Graduate School
- Information Services
- Intercollegiate Athletics
- International Programs
- INTO OSU
- OSU Cascades Campus
- President's Office*
- Research
- Student Affairs
- Undergraduates Studies
- University Honors College
- University Relations and Marketing
- University Outreach and Engagement:

* For the sake of this carbon planning process, President's Office includes the following units: General Counsel, Audit Services, Institutional Diversity, Equal Opportunity & Access, Government Relations, Community Diversity Relations, and University Ombuds.

The responses in this survey represent:

Please provide the name of the sub-unit your responses will represent, if not the entire unit selected above.

- The entire unit selected above
- A smaller subunit _____

Please provide a key contact for this assessment.

Name

E-mail

GENERAL

G 1. How do the work, mission and/or outcomes in your unit relate to climate change and sustainability? (~100-300 words)

G 2. Does your division have a published strategic plan or equivalent guiding document that includes climate change issues?

If yes, please briefly describe and provide a link to plan document(s). Please list page numbers where relevant narrative appears. (200 word maximum)

- Yes _____
- No
- Other

OUTREACH AND ENGAGEMENT

OE 1. Does your unit have one or more active student and/or employee groups focused on sustainability or climate change?

If yes, please list and provide links to or descriptions of the organizations.

- Yes _____
- No
- Other _____

OE 2. In what ways does your unit leadership provide support to these student and/or faculty groups? (100-200 words)

OE 3. What types of outreach does your unit do? How can the unit incorporate climate change into that outreach? (100-300 words)

OE 4. What type of audiences do you typically reach with your unit's outreach?
Feel free to select more than one.

- Undergraduate students
- Resident students
- Non-resident students
- Graduate students
- Faculty
- Staff
- Alumni
- Local community
- Other

OE 5. Does your unit assess students for climate change literacy?

For further definition, or guidance, see link [here](#). If interested in pursuing a literacy assessment, more guidance may be provided.

If yes, what tool or tools are used? Please provide a description of the tools, links to the literacy assessment and/or resulting reports. (200 word maximum)

- Yes _____
- No
- No, but interested in pursuing
- Other _____

OE 6. Does your unit have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)?

If yes, please briefly describe and provide link if available. (200 word maximum)

- Yes _____
- No
- Other _____

OE 7. Does your unit have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?

If yes, briefly describe and provide link to details if available. (200 word maximum)

- Yes _____
- No
- Other _____

OE 8. Does your unit have formal partnerships with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community?

If yes, please describe your partnerships with the local community. (200 word maximum)

- Yes _____
- No _____
- Other _____

OE 9. Does your unit have conferences, speaker series, symposia or similar events related to climate change and sustainability?

If yes, please list a sample of the most applicable events.

- Yes _____
- No _____
- Other _____

OE 10. Does your unit collaborate with or utilize social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on climate change or carbon emissions reduction?

If yes, please briefly describe and provide link if available. Do you have a sense of which are most effective? (200 word maximum)

- Yes _____
- No _____
- Other _____

OE 11. Does your unit have building signage that highlights green building features?

If yes, does the signage include carbon emission related information like energy savings, CO2 reduction estimates, etc.?

Please provide links to photos or narrative description. (200 word maximum)

- Yes _____
- No _____
- Other _____

OE 12. Does your unit advertise the OSU Sustainability Office's Self-Guided Sustainability Tour brochure? [Find electronic version here.](#)

If yes, where is it advertised?

- Yes _____
- No _____
- Other _____

OE 13. How many Sustainability Advocates are in your unit?
For more information regarding advocates, [click here](#).

_____ Sustainability Advocates

OE 14. How many employees are reached or represented by the Sustainability Advocates in your unit?

RESEARCH

R 1. What are the best examples of climate change related research in your unit? (100-300 words)

R 2. Estimate the number of research projects staff/students your unit is engaged.

R 3. Of the total research projects reported in the last question, how many are climate change related?

R 4. Does your unit have a program to encourage students in multiple disciplines or academic programs to conduct climate change research?

If yes, please describe the program(s) and provide links, if applicable. (100-300 words)

- Yes _____
- No _____
- Other _____

R 5. Please identify other carbon or climate related research in which your unit is involved. (100-300 words).

OPERATIONS

Many actions related to operations are included in a new [Green Office Certification program](#) offered by the Sustainability Office. Since the Green Office Certification is new, it is likely many responses in this section will be "zero", or "no" in this assessment phase. The questions below provide an opportunity to introduce the Certification and how it links to our carbon planning efforts.

O 1. As far as you are aware, what are the best examples of actions already taken to reduce carbon emissions by faculty, staff and students in your unit? (150-300 words)

2. Does your unit participate in the Green Office Certification?

Yes

No

Other _____

3. How many offices within your unit have been certified, at any level?

_____ Amount of units

4. Is your unit using the Green Office Certification (or a portion of it) as a planning tool, but not seeking certification?

_____ Units

5. How many offices have expressed interest in using the Green Office Certification but may not have started? If applicable, please describe possible barriers to getting started.

_____ Units

BEFORE CLICKING TO THE NEXT PAGE, READ ME!

ARE YOU DONE? By clicking the "Next" button, your survey will be submitted, and you will not be able to go back and change any answers.

ARE YOU STILL ADDING INFORMATION? If you are NOT done at the time, you are welcome to use the back button and continue editing the sections. Remember, the link to this survey that was sent via e-mail will continue to bring you back to where you left off. Save the link and return when needed.