Question 1: What are our institutions doing now with regard to implementing the SDG’s?

Franklin & Marshall, Millersville & Bucknell

* Composting food & food recovery
* Community engagement
* Climate action plans

Bucknell & PSU

* Student driven/Student led initiatives!
* The more sustainability projects available to students to work on, the more students pursue sustainability as a career path
* Measurable impact through project like LeanPath to reduce food waste or solar energy generating capacity
* Sustainability built into majors, minors and courses
* Bike Share stations
* Stream restoration projects

LVC – Pres signed “we are still in”, but not yet operationalizing; Behind on SDG’s but still implementing them; Struggling to find students perhaps because sust was too narrowly defined; SDG’s provide broader framework.

PSU – opportunity to provide engineering services to state agencies and direct connections to policy makers to help accelerate adoption of EE and RE.

Millersville convened a committee on how to incorporate sustainability across the curriculum.

Bucknell – community engagement focus; College of Management reorganized around SDG’s, part of PRiME.

Question 2: What strengths do our institutions bring to the table in terms of fulfilling the promise of the SDG’s for Pennsylvania?

* Research capabilities
* Motivated students who care and who want to be engaged\*
* Gen Z students in particular want to solve problems
* Faculty and staff leadership supporting student efforts
* Joint majors, minors and other academic programs that address one or more SDG’s
* Individual courses that align with the SDG’s; Faculty building sustainability into courses\*
* Building awareness of the SDG’s and helping them to become universally accepted
* Institutional framework and resources to make changes on campus
* Forums (like the PERC Conference) that provide a platform for students to engage
* Analytical capacity, analytics for the SDG’s
* PSU’s network of campuses can serve the whole commonwealth
* Students can be successfully engaged in talking to local government; seen as less threatening; can also advocate internally to hold own institutions more accountable.
* Our academic institutions are generally ahead of the curve compared to local governments; can provide leadership to local gov’t.
* Students can analyze data, bring new ideas.
* Use the arts, history, and other disciplines to communicate about the issues.

Question 3: What opportunities exist for inter-institutional collaboration around the SDG’s?

* Determine research needs – what are the questions policy makers need universities to answer?
* Conduct policy-relevant research
* Research that allows students from different institutions to collaborate
* Colleges & universities are like small cities. How can we collect data from each institution, take it to the General Assembly and say, “this is how it’s done!” We have a ton of data and a statewide network.
* Collaborate (ex. Bucknell & Susquehanna U collaborating on community gardens)
* Share best practices with one another\*
* Information sharing among institutions.
* Challenge one another – friendly competitions!\*
* Organize an undergraduate conference\*
* Join forces regionally and by legislative district and invite legislators to learn more about the SDG’s and how they can impact PA and what we are doing. Harrisburg Rally Day\*
* Hosting conferences like this one\*
* Internships for students to work on SDG-related projects
* Student clubs and student activism connected to solving problems
* MORE interschool interaction
* Dickinson offers training to faculty – open to faculty from other institutions
* Earth Day 2020 Pledge of Action across the Commonwealth and leveraging our assets to significant policy action.
* Host webinars on BMP’s to share with municipalities.
* Join forces to apply for grants and other funding opportunities (ex Campus Compact which Bucknell has used)

Question 4: What role might PERC play in supporting collective efforts across higher education (to implement the SDG’s) in Pennsylvania?

* PERC can play a role in convening students
* Play a liaison role with policy makers in Pennsylvania; serve as liaison to state agencies and with legislators\*
* Identify policy research needs\*
* Convene meetings with policy makers\*, similar to Citizens’ Climate Lobby model, but broaden the conversation to the SDG’s
* Provide a list of policy makers in member schools’ respective districts
* Provide policy briefs
* Use higher ed carbon footprint reduction efforts as a template for what municipalities could do (If we can do it, so can you.)
* Serve as a clearinghouse for tools like GHG inventories, or cost/benefit analysis tools for a solar PPA, a curated collection of curricular tools (like the Sustainability Curriculum Consortium), case studies, etc.
* A “How To” manual for forming collective PPA’s across multiple institutions
* Share standards
* Provide examples/success stories of institutions meeting their targets
* Success stories to encourage others
* Networking
* Host a student-led, student-only event
* 164 PA Schools; only 13 at this conference; How can we attract more schools and more people to events like this one?
* Better marketing and recruiting by PERC (many students don’t know the conference exists; we are only here because we are presenting).
* PERC as an umbrella organization that bridges communities
* Advocacy
* Grants
* Orchestrate “SDSN Open Campus Day” across the PERC Network of schools?
* Lower the barriers for communities to access student and/or faculty expertise and talent by creating a clearinghouse of opportunities; This would make it easier by not having each community try to navigate every institution. One Stop Shopping.
* Library of student projects on PERC’s website.
* Digital Commons across all institutions.
* PERC hosts webinars and trainings for municipal governments and legislature