Dear President Marc Tessier-Lavigne,

Students for a Sustainable Stanford (SSS) is Stanford’s largest student sustainability group that strives to achieve long-lasting sustainable practices on and off Stanford’s campus. Our projects aim to work with university departments to institutionalize sustainable changes, to communicate the importance of sustainability to our peers, and to amplify diverse voices within the sustainability discourse on campus. We are proud to be part of a university which has made a commitment to become 80% Carbon Neutral (Scope I and Scope II Emissions) by 2025 and “Zero Waste” by 2030. To continue to build upon our shared long-term vision for a Sustainable Stanford, we require the support of your administration in setting and achieving ambitious goals through implementing inter-departmental programs. We look forward to working in partnership with your administration to enact bold sustainability initiatives.

Sincerely,

Students for a Sustainable Stanford

| **Scope III Emissions Carbon Neutrality** | Publicly pledge to reach net-zero scope 3 greenhouse gas emissions by 2035. |
| **Sustainability Education** | Instill a deep understanding of environmental and social sustainability and introduce sustainability as a way of thinking in undergraduate education. |
| **Sustainable Consumption and Waste Reduction** | Commit to sustainable purchasing and waste-reducing infrastructure to support the university’s zero-waste goal and promote sustainable living. |
| **Transparency and Visibility** | Make sustainability data and reports available to the Stanford public in accessible and machine-readable formats. |
| **Athletics Sustainability Manager** | Appoint a full time sustainability manager in the Athletics Department with a seat at the table and financial power within Stanford Athletics |
Stanford Scope 3 greenhouse gas emissions consist of indirect emissions that arise from sources not owned by Stanford but are a result of Stanford activities. This includes emissions from business air travel, employee commuting, and purchased goods and services.

Stanford only presently measures business air travel and driving commuters but recognizes fifteen sources of Scope 3 emissions in total. Business air travel and driving commuters accounted for 47,982 metric tons of Stanford’s carbon dioxide emissions in the fiscal year 2018. In 2017, these two sources alone measured 37% of total carbon emissions Stanford accounted for. Stanford’s total scope 3 emissions are even higher as only 2 categories are tracked.

We propose that Stanford make a public pledge to reach net-zero scope 3 greenhouse gas emissions.

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We ask that Stanford take action to address Scope 3 emissions similar to leading universities such as Bard College, Arizona State University, and the University of California Los Angeles through:

a. Analysis:
   i. Conduct a more comprehensive study of all 15 sources of Scope 3 emissions including student air travel

b. Consider the following options to further reduce travel-related emissions:
   i. Implement an Air Travel Mitigation Fund similar to UCLA that adds an additional department fee on all domestic and international business-related flights
   ii. Extend Marguerite lines to East Palo Alto and Redwood City to boost utilization of the Marguerite
   iii. Subsidize cost of public transport for Stanford’s day workers
   iv. Charter Marguerites to take students to the airport at peak travel times
   v. Expand Marguerite schedule into weekends for common lines
   vi. Increase access to tools that reduce emissions for employees and students such as carpool, vanpool, park and ride, guaranteed ride home, etc.
   vii. Include subsidized daytime electric vehicle (EV) charging stations

c. Suggested external ways to reduce emissions:
   i. Purchase carbon offsets for emissions that cannot be eliminated, including traveling conducted by faculty/staff business, athletic events, and students
We propose that Stanford introduce sustainability as an essential component of an undergraduate education, respecting social and environmental issues.

SSS encourages students to recognize that sustainability encompasses social, cultural, and economic systems as well as environmental systems. As such, we believe that our education framework should recognize and include such insights to sustainability and environmental justice.

a. Increasing Environmental Justice Education
   We ask that Stanford aid in creating a sustainability framework that allows students to view issues holistically with the intent of creating lasting systems that are healthy and just.
   i. SSS supports the EJ cluster hire being proposed by the Lecturers on the Earth Systems Executive Committee, and we would appreciate administrative support to make academic work around environmental justice more available and widely studied on campus.
   ii. To ensure a diverse set of viewpoints for all academic inquiries, we ask that Stanford engage in outreach to encourage underrepresented groups to input into the Environmental Justice discussion.
   iii. As Environmental Justice is relevant and integral to the education in several majors including Earth Systems, Urban Studies, Energy Resource Engineering, Biology. We recommend that at least one course of that regard be required for the completion of those majors.
   iv. Institute an “Environmental Justice” notation on transcript that is analogous to the cardinal service or science communication notations

b. Increasing Diversity in Teaching Staff
   i. We believe faculty diversity must parallel the growing diversity of students, and we want students to be a part of this ongoing conversation. New hires can be on non-traditional paths of sustainability, including, community and activism work.
   ii. While we are advocating for more faculty of color within sustainability, it should be recognized that this issue is prevalent in many departments.
   iii. Reassess and expand WAYS requirements so that they include more courses taught by lecturers and not just professors.

c. Institutionalizing Sustainability Education
   i. Introduce sustainability as an additional WAYS – a flexible requirement that can be fulfilled along with another WAYS requirement
   ii. Implement a “Sustainability Education” notation on transcript that is analogous to the cardinal service or science communication notations

d. Sustainable Living Education
   i. Implement mandatory sustainability education in NSO or as a pre-NSO online activity. Could have a sustainability module similar to Alcohol EDU which an Earth System student is working on as senior capstone project.
   ii. Enforced dorm and university staff training on waste sorting, sustainable living and public transit; dorm staff are give sustainability workshops to residents during NSO or during a Fall quarter hall meeting.
We propose that Stanford commit to sustainable purchasing and waste-reducing infrastructure to support the university’s Zero Waste goal and promote sustainable living.

Last year when the Stanford Vision Plan was released SSS was ecstatic to see that Stanford had made a bold commitment to Zero Waste by 2030. We have confidence that the Stanford community will work towards accomplishing this goal. However based on recent waste statistics, we would encourage the administration to be proactive in pursuing zero waste.

Since 2009 Stanford’s waste diversion rate has fluctuated from 60 - 66% (1). This is still significantly lower than the goal of 75 percent recycling, composting or source reduction by 2020 the California Legislature and Governor Brown set (2). We’d like to see Stanford take early steps to move closer to realizing our Zero Waste goal.

Why this is important to SSS:

We have had fruitless conversations throughout the year with eateries on campus that have failed to have consistent waste sorting.

While the University has committed to being zero waste, we believe that waste reduction as well as diversion is important to sustainability on campus.

We think that Stanford can take immediate action to continue to reduce and divert waste on campus by:

a. Ensuring that all cafes, dining halls and eateries on campus all have proper waste sorting infrastructure through stronger oversight and incentives.

b. Certifying that all cafes have proper cafe-specific waste sorting signage

c. Work with cafes to provide access and promote use of reusable dishware and utensils

d. Discontinuing the use of all single-use non-compostable plastic items, and work with procurement across campus to ensure all products are compostable or able to be recycled with current waste infrastructure systems. This includes contractual changes with eateries.

e. Expanding residential and academic building waste sorting programs to all residences and buildings, including composting, waste reduction, and sustainable purchasing

f. Ensuring that all events hosted by ASSU supported student organizations have compostable or reusable materials and the proper waste sorting receptacles for them.

g. Increasing the amount of paper purchased that is 90-100% recycled content (there is great heterogeneity in how much recycled content goes into our paper)

h. Better advertisement and encouragement of second hand stores and resources on campus


We ask that Stanford better facilitate student and public participation in long-term sustainability planning and action.

Even though Stanford’s new sustainability goals are a great step forward, such goals can only be achieved with the efforts of the entire Stanford community. Therefore, it is important to allow active participation of students and public in planning, implementation, data collection and improvement of sustainability efforts. Sustainability can not be just a top-down approach; it must weave itself into the fabric of student and faculty life.

Student and Public Participation
- Student participation in key oversight committees/sustainability design committees
  - Additionally, open up the Sustainability Working Group’s doors to observers and public commenters.
- Publicly open meeting notes, plans, and reports; and a time period for public comments
Sustainability in Athletics

We ask that Stanford hire a full time Stanford Athletics sustainability manager with a seat at the table and financial power with Stanford Athletics.

Stanford Athletics lags behind the rest of the university and the PAC-12 in its sustainability achievements. Stanford athletics is an underutilized platform from which Stanford can broadcast its values through action. Case studies of five leading collegiate athletics sustainability programs compiled by SSS found that a sustainability coordinator well-integrated within the athletics department can reduce inefficiencies and maximize sustainability benefits. It found that having successful sustainability initiatives lead to many benefits to the university, including:

- National recognition and awards
- Sponsor enthusiasm for sustainability initiatives (Pepsi and Coca-Cola were commonly mentioned)
- Demonstration of Stanford’s commitment to sustainability innovation and leadership

Jobs of a full time athletics sustainability manager could include:

a. Improving waste diversion in athletics facilities and at athletic events. Stanford Athletics ranked 10 out of 12 in the PAC-12 Zero Waste Challenge 3 years ago, and 6 out of 12 last year.
b. Reinstating the Stanford Carbon Offsets to Reduce Emissions program (SCORE), a student-led initiative piloted in 2016, which offset all varsity sports teams’ competition-related air travel emissions with a $3000 grant.
c. Creating an Athletic Sustainability Fund (via donation, sponsorship, or budget) for innovative projects such as more solar installments, LEED-certified facilities, and renovations to improve building efficiency.
d. Coordinating events, outreach, and visibility campaigns promoting sustainability in athletics and promoting fan engagement in sustainability, including working with student athletes on sustainability messaging.