


MESH System at SUNY Brockport

MESH = Managing Environmental Safety and Health

“A kinder, gentler form of environmental management”


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What’s the Agenda?

- ❖ Introduction: what/why an EMS ?
- ❖ Why colleges are different ??
- ❖ How to initiate an EMS – management support ???
- ❖ SUNY Brockport’s model ?????
- ❖ QUESTIONS ??????


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Some givens:

- ❖ We all have an EMS or some form of it?
- ❖ Colleges are different than businesses!!
- ❖ Management - why an EMS ?
- ❖ Don’t have the TIME/RESOURCES!!
- ❖ EPA likes them AND ‘requires’ them

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Typical College EHS Programs

- ❖ **Hazardous Waste**
- ❖ **Emergency/Spill Response**
- ❖ **Lab Safety**
- ❖ **Right-to-Know Law**
- ❖ **Fire Safety**

Do you “manage” these programs ? And... what doesn’t get managed so well ?


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Relating EHS to EMS Programs

- ❖ **Plan, Do, Check - is the basic model**
- ❖ EHS programs – what we do:
 1. Written program, who’s responsible (plan)
 2. Implement program, training, inspection (do)
 3. Verify, document, improve (check)

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ISO model vs. Compliance model

- ❖ Identifying ASPECTS can be time consuming
- ❖ Compliance is already spelled out
- ❖ Green/sustainable = icing on the cake (still need the cake)
- ❖ Green/sustainable CAN fit into a compliance-based program
- ❖ EPA stresses compliance

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College vs. Business

- ❖ Why colleges don't fit the ISO14001 model
- ❖ Integrating EHS principles into the college mission can be more difficult
- ❖ How college management needs to be approached
- ❖ Part of the core mission ? Yes – you win

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College vs. Business

COLLEGES	BUSINESSES
<ul style="list-style-type: none"> ❖ Decentralized structure ❖ Bottom up – tenure ❖ Accountability low priority ❖ Constantly changing ❖ Academic freedom ❖ Product non-tangible ❖ Mission is diverse 	<ul style="list-style-type: none"> ❖ Centralized reporting ❖ Top down – mgt. control ❖ Accountability high – bottom line profit ❖ Usually stable ❖ Freedom limited – private ❖ Product is tangible ❖ Mission is clear

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BASF Commercial

“We don’t make the students (we get), we make the students (YOU get), BETTER.

Our CORE mission is “educating students”.

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Why an EMS at SUNY Brockport?

- ❖ It's the right thing to do and....
- ❖ EPA will require it anyways.
- ❖ Cost avoidance – easily can reach 7 figures
- ❖ Cost benefits – manage EHS issues in a business like manner = less waste & improved productivity
- ❖ Reputation – potential for bad press
- ❖ It's good business and fits our strategic plan - #1 is student success.
- ↑ Potential as a marketing tool at SUNY Brockport
- ↑ Share with other SUNY colleges

Management Support

- ❖ Start small and work up – committees, written programs, sign-off by senior management = get them involved
- ❖ Stick & carrot = EPA (stick) and good performance (carrot)
- ❖ Mid-management support – Deans, Directors, etc.
- ❖ Student support – don't overlook (can be very powerful and ties to the core mission)

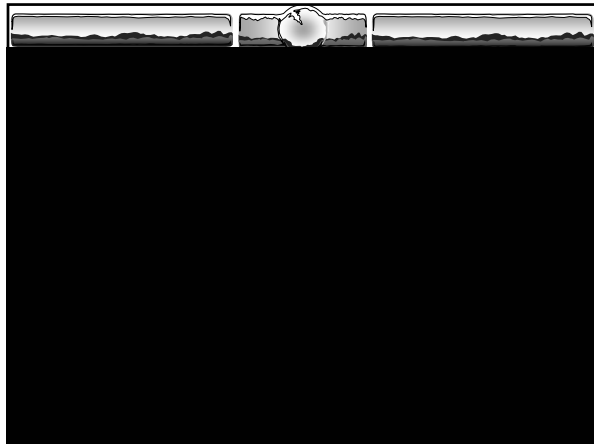
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EPA's 20 Questions for College Presidents – 4 critical questions:

- Written policy on the environment?
- Is there a management system (EMS)?
- Who is responsible for EHS?
- Is EHS part of your strategic plan? (SEHSA Conference winning question)

AND.... There's always more than one way to GET THERE!!

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SUNY Brockport Statement in our policies and procedures.

❖ “The President of SUNY Brockport has ultimate responsibility for the campus safety and environmental health program, and delegates to all levels of supervision the responsibility and authority for achieving the established objectives.”

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SUNY Brockport’s MESH Policy

❖ It is the responsibility of SUNY Brockport and the campus community to ensure that our educational programs and other activities protect the environment and promote the health and safety of our students, our employees, and the surrounding community. Students educational experience should include basic principles of environmental, health and safety related to their field of study.

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SUNY Brockport’s MESH System

- ❖ Follows the EPA model – no ASPECT ID
- ❖ Management supports and provides resources
- ❖ Pretty simple – MESH Committee & EHS
- ❖ Evaluation Matrix: Cost vs. Potential Impact, highest priority = low cost, high impact
- ❖ Committee evaluates, votes and gets to spend \$50,000 each year – empowerment.

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MESH Matrix of Evaluation

#	ISSUE	Operational / Structural	COST	IMPACT
1	Safety saw for sculpture studio	Operational		
2	Ventilation in Smith G16 chemical storage room	Structural		
3	Ventilation in Environmental Science gasoline storage room	Structural		
4	EHS training for art, printing, facilities, science, etc.	Operational		
5	Student awareness video on health, chemical safety and environmental protection	Operational		
6	Ventilation in ceramics mixing area	Structural		
7	Ventilation of ceramic kiln room - NYPA project	Structural		
8	Inspect / test eyewash and emergency showers	Operational		
9	New corrosion resistant shelving units for Lennon	Structural		
10	Bar coding system for tracking chemical inventory	Operational		

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MESH continued

- ❖ Committee made up of representatives of each stakeholder group
- ❖ Committee meet 3-4 times each year
- ❖ EPA Audit was a focus from 2002 till 2005
- ❖ VP of Administration and Finance (my boss) charges the committee, annually
- ❖ Subcommittee on Green Campus Initiatives

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MESH continued

- ❖ Reports to President's cabinet each fall
- ❖ Records and documentation – mostly hard copied with some website use (AEDs, MSDSs,)
- ❖ Pollution prevention – green initiatives
 1. Geo-thermal wells for new Townhouses
 2. Bio-diesel proposal
 3. Stormwater collaboration w/ Earth Science

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MESH continued

- ❖ Fryer grease collection improvements
- ❖ Continuous improvement is KEY
- ❖ Public involvement and information sharing – newsletter, Statements, website, TV, radio.
 1. Stormwater Video “Only Rain Down the Drain”
 2. Joint purchase of fire extinguisher trainer
 3. Web site improvements and access to more info.

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MESH Accomplishments

- ❖ Added faculty in sciences & art to do EHS
- ❖ Emergency Generator mechanic in facilities
- ❖ 2 “Sawstop” safety table saws in art.
- ❖ Upgrade of generators (secondary containment) - \$140,000
- ❖ Audit compliance: new vehicle wash - \$325,000
- ❖ Several safety items in science – cabinets, spillkits
- ❖ Leveraging to create 20-50% increase

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Review is very important

“Thank you for the 2006 Annual Report of the MESH Committee. I have read your executive summary and noted the many accomplishments....I would like to commend the committee on their corrective actions and plans for continuous improvements to ensure our campus is environmentally safe for faculty, staff and students.”

John R. Halstead, PhD, President of SUNY Brockport

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Green Initiatives

- ❖ Faculty, staff and students involvement
- ❖ Bio-diesel project w/ students and staff
- ❖ ECOS student group <http://www.brockport.edu/gci>
- ❖ Hybrid, ethanol vehicles
- ❖ LEED certifiable new construction
- ❖ Earth Day events
- ❖ Recycling improvements

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BIODIESEL

Dale and Jeremy's Environmental Science Project. Spring 2007



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STUDENT BIODIESEL PROJECT
7/14/2007

Attitude survey about EMSs

2001 Thesis Paper – "Initiating an EMS in Academia"

- ❖ #1 reason management would consider an EMS – regulatory impact (surprise!!)
- ❖ Biggest challenge: commitment of faculty/staff
- ❖ Accountability important: 80% EHS/Mgt. agree
- ❖ Environmental issues not a high priority
 - ❖ EHS – resources and not related to core mission
 - ❖ Management – regulations not enforced

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E2C2 Survey

- ❖ 100% have interest in an EMS
- ❖ 25% are developing an EMS
- ❖ 16% have an EMS
- ❖ 25% have targets and objectives
- ❖ 50% have endorsement/support of management

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EMS Committee – Do's

- ❖ Policy statement – get everyone on board, market
- ❖ Identify scope: compliance vs. beyond compliance
- ❖ Accountability – how (who) does it get done
- ❖ A move from ME (EHS) to WE (college)
- ❖ Committee empowerment – spending \$\$ helps
- ❖ Reporting system – effective checking of progress

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Tips for Initiating an EMS


- ❖ Brief management on your existing EHS program AND how an EMS would improve the campus
- ❖ Build a consistent communication tool – email, meetings, report to _____, performance updates
- ❖ Link EHS to the CORE MISSION – education
- ❖ Get faculty and students involved
- ❖ Start with a small success and build

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WHAT is an EMS

- ❖ A framework or system for success and improvements
- * An EMS is a dynamic system that is constantly changing and updated – it is NOT a written program that gathers dust on someone's shelf.


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EMS Policy Statement or.... the beginning

- ❖ **An EFFECTIVE Policy:**
 - ❖ **Demonstrates management commitment to environmental, health and safety issues**
 - ❖ **Communicated at all levels**
 - ❖ **Representatives of college community must review and approve prior to roll out.**
 - ❖ **Fits YOUR COLLEGE**


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Policy statements

- ❖ <http://campus.umn.edu/ems/>
- ❖ <http://web.mit.edu/environment>
- ❖ <http://www.ehs.cornell.edu/policies.htm>
- ❖ <http://www.brockport.edu/ehs>
- ❖ <http://www.c2e2.org>
- ❖ <http://www.sehsa.org>


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Summary

- ❖ **First Step - Adopt a policy statement**
- ❖ **Accountability issues – you’re there to help & protect (management ultimately responsible)**
- ❖ **Resources – success breeds success, start small**
- ❖ **It’s all about doing it better with more involvement by everyone and not going nuts.**
- ❖ **If you go away, will the program stand up ?**

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QUESTIONS ?

Comments ?

Criticism ?

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