



California State University, Stanislaus

STARS REPORT

Date Submitted: May 28, 2020

Rating: Silver

Score: 52.50

Online Report: [California State University, Stanislaus](#)

STARS Version: 2.2

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- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 52.50

Rating: Silver

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	19.23 / 40.00
Research	6.75 / 18.00

Engagement

Campus Engagement	9.67 / 21.00
Public Engagement	9.58 / 18.00

Operations

Air & Climate	6.44 / 11.00
Buildings	0.98 / 8.00
Energy	5.11 / 10.00
Food & Dining	1.63 / 8.00
Grounds	1.52 / 3.00
Purchasing	4.60 / 6.00
Transportation	1.07 / 7.00
Waste	5.50 / 10.00
Water	6.00 / 8.00

Planning & Administration

Coordination & Planning	5.38 / 9.00
Diversity & Affordability	7.88 / 10.00
Investment & Finance	0.00 / 6.00
Wellbeing & Work	5.66 / 7.00

Innovation & Leadership

Innovation & Leadership	4.00 / 4.00
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management
Close	

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

"---" indicates that no data was submitted for this field

Executive cover letter:

[STARS_Executive_Letter_California_State_University_Stanislaus.pdf](#)

Points of Distinction

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management
Close	

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

"--" indicates that no data was submitted for this field

Name of the institution's featured sustainability program, initiative, or accomplishment:

Endangered Species Recovery Program

A brief description of the institution's featured program, initiative, or accomplishment:

The Endangered Species Recovery Program (ESRP) is a cooperative research program on biodiversity conservation in central California, administered by California State University, Stanislaus. The program was established in August 1992 at the request and, with the support, of the U.S. Fish and Wildlife Service and the Bureau of Reclamation, under the direction of Dr. Dan Williams. The ESRP has grown into a cooperative research program working with local, State, and Federal agencies, non-governmental organizations, corporations, and private land owners.

The program is composed of about 18 biologists, students, and support staff, several research associates, and numerous collaborators in government and universities worldwide whose combined expertise and contributions are integral to the recovery of threatened and endangered species in Central California. ESRP biologists are based in Fresno, Turlock, Bakersfield, and the Bay Area.

The Endangered Species Recovery Program's mission is to facilitate endangered species recovery and resolve conservation conflicts through scientifically based recovery planning and implementation. The central elements in the recovery of endangered and threatened species are: identifying the biological processes critical to achieving self-sustaining populations of jeopardized species and their ecosystems; developing sound species recovery and natural community management prescriptions; and identifying the social interests and entities that must be reconciled and work together in implementing recovery strategies. Such a recovery process necessarily implies the integration of all planning and implementation actions within a broadly inclusive public-private partnership to achieve a product that is environmentally sound, economically feasible, and socially equitable.

In addition to producing a significant number of peer-reviewed articles and technical reports (

<http://esrp.csustan.edu/publications/#paperspresented>

), the ESRP has received numerous awards and recognition. Zoology Professor, Patrick Kelly, received the 2018 Conservationist of the Year Award from the Western Section of The Wildlife Society. In 2013, Brian Cypher was honored with the Raymond F. Dasmann "Professional of the Year" Award as was Phil Leitner, in 2011 for his work on Stan State's Mojave ground squirrel project. In 2001, the Conservationist of the Year title was granted to the program for its work on the Riparian Brush Rabbit Recovery Project and in 2001, Dan Williams (ESRP founder and Stan State Professor Emeritus) received the same honor.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:

Research
Campus Engagement
Public Engagement

Website URL where more information about the accomplishment may be found:

<http://esrp.csustan.edu/>

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

Community Partnerships

A photograph or document associated with the featured program, initiative, or accomplishment:

[Pat_Kelly_ESRP_Mojave_ground_squirrel.jpg](#)

Name of a second highlighted sustainability program/initiative/accomplishment:

Water Recovery System

A brief description of the second program/initiative/accomplishment:

Water from the campus irrigation system and storm water run-off from all areas of campus, including surrounding city sidewalks, is captured in the main reflecting pond (holding pond) and campus lakes for re-use. To facilitate optimal use of this recovered water, and to reduce energy usage and greenhouse gas emissions, the central plant cooling towers were converted from the use of the City of Turlock's domestic water supply to this reclaimed water. A new filtration system cleans, sterilizes and softens the reclaimed water for cooling tower use, saving approximately 4 to 5 million gallons of potable drinking water per year. 100% of the cooling tower blow down is then captured and reclaimed for irrigation.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:

Air & Climate
Energy
Grounds

Website URL where more information about the second program/initiative/accomplishment may be found:

<https://www.csustan.edu/sustainability/campus-operations/water>

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

Water Use/Rainwater Management

A photograph or document associated with the second program/initiative/accomplishment:

[Wtr_Filtration.jpg](#)

Name of a third highlighted program/initiative/accomplishment:

Social Sustainability Conferences

A brief description of the third program/initiative/accomplishment:

Stanislaus State hosts three annual conferences with a focus on the social dimension of sustainability.

The annual Indigenous Peoples Day holiday celebrations are a series of events that include speakers and communities who come together to learn, share, and revitalize historical and contemporary cultures of Indigenous peoples. The 2019 theme was "Indigenous Sustainability: Protecting Land, Water, Human, and More than Human Kinships."

In November, the Social Justice Conference features a slate of more than thirty presenters, on six days over three weeks, exploring such diverse topics as human insecurity, forced displacement, environmental and health inequities, the school-to-prison pipeline and the growing decarceration movement.

In April, as a culminating event for Earth Week, the Ethnic Studies Conference creates an intergenerational space with participation of high school youth, college students, faculty, and community members focusing on environmental and cultural sustainability.

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Research

Campus Engagement

Public Engagement

Air & Climate

Energy

Website URL where more information about the third program/initiative/accomplishment may be found:

<https://www.csustan.edu/social-justice-conference>

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

Student Life

A photograph or document associated with the third program/initiative/accomplishment:

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

"--" indicates that no data was submitted for this field

Institution type:

Master

Institutional control:

Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

California State University, Stanislaus serves a diverse student body of more than 10,000 at two locations in the Central Valley — a beautiful 228-acre campus in Turlock and the Stockton Campus, located in the city's historic Magnolia District. Widely recognized for its dedicated faculty and high-quality academic programs, the University offers 43 majors, 41 minors and more than 100 areas of concentration, along with 16 master's degree programs, seven credential programs and a doctorate in educational leadership. The University opened as Stanislaus State College in 1960, with a faculty of 15 and fewer than 800 students, at the Stanislaus County Fairgrounds in Turlock. The institution moved to its current location in 1965, gained university status and its present name in 1986, and opened its Stockton Campus in 1998. Stanislaus State is part of the California State University, a 23-campus system across California. With more than 400,000 students, it is the largest, the most diverse, and one of the most affordable university systems in the country. CSU campuses emphasize access to quality public higher education and workforce preparation that is responsive to regional needs.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	No	No
Satellite campus	Yes	No
Farm larger than 2 hectares or 5 acres	No	No

	Present?	Included?
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

The satellite campus is not included in the institutional boundary, because the university does not own the buildings or land on which the Stockton campus is located.

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Julia Reynoso Director, Planning and Finance Capital Planning & Facilities Management
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

---" indicates that no data was submitted for this field

Endowment size:

16,552,261 US/Canadian \$

Total campus area:

228.80 Acres

Locale:

Mid-size city

IECC climate zone:

2- Hot

Gross floor area of building space:

1,287,415 Gross Square Feet

Floor area of laboratory space:

52,616 Square Feet

Floor area of healthcare space:

4,746 Square Feet

Floor area of other energy intensive space:

26,598 Square Feet

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Floor area of laboratory space includes science and computer labs.

Floor area of other energy intensive space includes food preparation areas, restaurants, and a concession store.

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Lisa Fields Research Technician III Institutional Effectiveness & Analytics
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

"---" indicates that no data was submitted for this field

Number of academic divisions:

6

Number of academic departments (or the equivalent):

29

Number of students enrolled for credit:

10,577

Total number of employees:

1,230

Full-time equivalent student enrollment:

9,462.60

Full-time equivalent of students enrolled exclusively in distance education:

163.20

Full-time equivalent of employees:

994

Number of students resident on-site:

680

Number of employees resident on-site:

3

Number of other individuals resident on-site:

1

Weighted campus users, performance year:

7,891.80

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All data reflects the Fall 2018 academic semester.

Student Headcount and FTES: IPEDS Fall 2018 Enrollment Survey

Non-credit student counts provided by University Extended Education

FTE of students enrolled exclusively in distance education provided by the Office of Institutional Effectiveness and Analytics

Employee Headcount and FTES: IPEDS Human Resources Survey

On-Campus Residents: provided by Housing and Residential Life

Academics

Curriculum

Points Claimed 19.23

Points Available 40.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	9.21 / 14.00
Learning Outcomes	0.12 / 8.00
Undergraduate Program	1.50 / 3.00
Graduate Program	0.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	2.40 / 4.00

Academic Courses

Score	Responsible Party
9.21 / 14.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

"" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	1,091	278
Number of sustainability-focused courses offered	48	15
Number of sustainability-inclusive courses offered	76	11

Percentage of courses that are sustainability course offerings:

10.96

Total number of academic departments that offer courses:

29

Number of academic departments with sustainability course offerings:

21

Percentage of academic departments with sustainability course offerings:

72.41

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[STARS_AC_Courses_42820.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to complete the course inventory :

A keyword search for "sustainability" was conducted in the course proposal database by Faculty Affairs, and a faculty survey was conducted with the following questions and definitions:

1. Sustainability-focused courses include:

- Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability).
- Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Sustainable

Agriculture).

- Courses with a primary and explicit focus on understanding or solving a major sustainability challenge (e.g., Climate Change Science).

Do any of the courses that you teach have a primary and explicit focus on sustainability?

2. Sustainability-related courses are primarily focused on topics other than sustainability, but:

- Incorporate a unit or module on sustainability or a sustainability challenge,

- Include one or more sustainability-focused activities, or

- Integrate sustainability issues and concepts throughout the course.

Do any of the courses you teach (that are not sustainability-focused) include or address sustainability in a prominent way?

Course descriptions identified by the keyword search and faculty survey were reviewed by Sustainability staff for compliance with the definitions.

How were courses with multiple offerings or sections counted for the figures reported above?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted:

Website URL where information about the sustainability course offerings is available:

Additional documentation to support the submission:

Learning Outcomes

Score	Responsible Party
0.12 / 8.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems),
OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

"---" indicates that no data was submitted for this field

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

No

Which of the following best describes the sustainability learning outcomes?:

A list of the institution level sustainability learning outcomes:

Total number of graduates from degree programs:

7,576

Number of graduates from degree programs that require an understanding of the concept of sustainability:

115

A brief description of how the figure above was determined:

Based on 2017, 2018, 2019 graduates determined by Institutional Effectiveness & Analytics from the Integrated Postsecondary Education Data System.

A list of degree programs that require an understanding of the concept of sustainability:

1. Agriculture Major, Bachelor of Science, Sustainable Agriculture Concentration
2. Anthropology Major, Bachelor of Arts
3. Geography Major, Bachelor of Arts
4. Ethnic Studies Major, Bachelor of Arts
5. Gender Studies Major, Bachelor of Arts

Documentation supporting the figure reported above (upload):

[STARS_AC2_Learning_Outcomes.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

Three

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

1.52

Website URL where information about the sustainability learning outcomes is available:

Additional documentation to support the submission:

Undergraduate Program

Score

1.50 / 3.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students

AND/OR

- Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major).

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:

No

Name of the sustainability-focused undergraduate degree program:

A brief description of the undergraduate degree program:

Website URL for the undergraduate degree program:

Name of the sustainability-focused, undergraduate degree program (2nd program):

A brief description of the undergraduate degree program (2nd program):

Website URL for the undergraduate degree program (2nd program):

Name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

Website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?:

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Sustainable Agriculture Concentration

A brief description of the undergraduate minor or concentration:

The concentration in Sustainable Agriculture is an emphasis available to students in the Agricultural Studies major. Sustainable Agriculture is a design approach for agro-ecosystems. With a focus on long-term sustainability, it emphasizes ecological principles and diversity of plant and animal combinations suited to the characteristics of places and cultures. As such, it is appropriate for students who are concerned with resource issues, agriculture, community development, and land use planning.

Website URL for the undergraduate minor or concentration:

<https://www.csustan.edu/agricultural-studies/sustain-ag-concentration>

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

A brief description of the undergraduate minor or concentration (2nd program):

Website URL for the undergraduate minor, concentration or certificate (2nd program):

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

A brief description of the undergraduate minor or concentration (3rd program):

Website URL for the undergraduate minor or concentration (3rd program):

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Additional documentation to support the submission:

Graduate Program

Score

0.00 / 3.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

AND/OR

- Graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

No

Name of the sustainability-focused graduate-level degree program:

A brief description of the graduate-level degree program:

Website URL for the graduate-level degree program:

Name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

Website URL for the graduate degree program (2nd program):

Name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

Website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

Name of the graduate-level sustainability-focused minor, concentration or certificate:

A brief description of the graduate minor, concentration or certificate:

Website URL for the graduate minor, concentration or certificate:

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

Website URL for the graduate minor, concentration or certificate (2nd program):

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

Website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Additional documentation to support the submission:

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

Using geographic field techniques, the GEOG 4700/5700 Geographic Landscapes and Processes in the Western United States, with Special Focus on Death Valley, course analyzes geomorphic processes, climate characteristics, vegetation patterns, and human impacts and adaptations in California's desert regions. In-depth field observation and analysis of the historic and modern physical and cultural processes that have and continue to shape landscapes within the desert regions are examined. In particular, students are required to engage in primary field research during a week-long field trip in Death Valley in March in which they observe and study topical environmental hazards and challenging issues in the region including fluvial processes and landscapes, watershed processes including stream flow hydrology and sediment transport, anthropogenic impacts on ecological processes and modern day environmental challenges in the region. During the field trip, each student prepares a flyer or pamphlet that details their topic about a physical or cultural aspect of Death Valley and presents at a site in Death Valley related to their research.

Website URL where information about the institution's immersive education programs is available:

Additional documentation to support the submission:

Sustainability Literacy Assessment

Score

2.00 / 4.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

"---" indicates that no data was submitted for this field

Does the institution conduct an assessment of the sustainability literacy of its students?:

Yes

Which of the following best describes the literacy assessment? The assessment is administered to::

The entire (or predominate) student body, directly or by representative sample

Which of the following best describes the structure of the assessment? The assessment is administered as a::

Standalone evaluation without a follow-up assessment of the same cohort or representative samples

A copy of the questions included in the sustainability literacy assessment(s):

[Student_Survey_Summary_Report.pdf](#)

A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

A brief description of how the literacy assessment was developed and/or when it was adopted:

The Student Sustainability Survey was developed and administered by the Council for Sustainable Futures (CSF) in fall 2018 with the dual goal of understanding what Stan State students know about sustainability and what sort of programming they wish to see on campus. Seven of the nineteen questions included in the survey focused on student knowledge of sustainability topics and challenges.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

A link to the Student Sustainability Survey, provided by the Office of Institutional Effectiveness & Analytics, was sent via an introductory email from the University President to the 10,214 Stan State students. The Office of Institutional Effectiveness & Analytics administered the survey, and analyzed and summarized the results from 385 respondents.

A brief summary of results from the literacy assessment(s):

Summary report is attached.

Website URL where information about the sustainability literacy assessment is available:

Additional documentation to support the submission:

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :

Yes

A brief description of the incentive program(s):

A Teaching Sustainability Faculty Learning Community (FLC) is conducted during fall and spring semesters to explore a multi-disciplinary approach to the scholarship of teaching sustainability. Meeting in ten weekly 90-minute sessions throughout the semester, faculty examine the rationale behind incorporating sustainability into the curriculum, examples of courses in varied disciplines, and approaches to embedding sustainable practices as a core value on campus. In addition to assigned readings and participant-led discussions, faculty are provided with journal articles, books, videos, and websites regarding the scholarship of teaching sustainability. The FLC culminates in a presentation to the entire campus community.

A brief description of the incentives that academic staff who participate in the program(s) receive:

Faculty who participate and meet the goals of the FLC receive a stipend or professional development funds. Anticipated outcomes for this FLC are that each member will identify one course in which to incorporate a unit or module on sustainability, a sustainability challenge, or sustainability-focused activities.

Website URL where information about the incentives for developing sustainability course content is available:

<https://www.csustan.edu/sustainability/faculty>

Additional documentation to support the submission:

[Teaching_Sustainability_FLC_Presentation_Final_Spring_2019.pptx](#)

Campus as a Living Laboratory

Score

2.40 / 4.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

"---" indicates that no data was submitted for this field

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Chartwells' Teaching Kitchen provides hands-on learning in the Main Dining kitchen regarding nutrition and eating on a budget for students with food insecurities and the following athletics' teams: Men's Basketball, Track and field, Volleyball, Softball, and Baseball.

Students enrolled in GEND 2500 (Women's Lives and Sustainable Happiness) analyze a specific connection to food and dining on campus as part of the exploration of "sustainable happiness."

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

Students enrolled in AGST 3900 (Integrated Pest Management) participate in activities in the Sustainable Garden on campus to study sustainable practices for agriculture, from tree fruits to vegetable production.

Students enrolled in AGST 3950 (Tree and Fruit Crop Production and Management) participate in activities in the Sustainable Garden on campus to study sustainable practices for agriculture, from tree fruits to vegetable production.

Students enrolled in AGST 4050 (Sustainable Vegetable Production) participate in activities in the Sustainable Garden on campus to study sustainable practices for agriculture, from tree fruits to vegetable production.

Students enrolled in BIOL 1150 (General Biology II) complete a field research project that involves monitoring the phenology (life-cycle timing) of trees across campus. This is a long-term project to understand how plants are responding to climate change. Students are recording the dates of leaf bud break, flower bud break, fruiting (if applicable), and leaf drop.

Students enrolled in BOTY 1010 (Plant Biology) are assigned a campus landscapes project. This allows them to reimagine a section of the campus in a climate change and sustainability framework.
Students enrolled in BOTY 3130 (Morphology Plants Algae Fungi) use the five separate ponds on campus to collect and analyze algae for a project.
Students enrolled in BOTY 3700 (Flowering Plants) use the Trans-California Pathway to identify species of flowering plants and community composition.
Students enrolled in BOTY 4600 (Plant Ecology) use campus grounds to practice some basic species identification and measurement techniques to quantify plant species abundance and community composition.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

Students enrolled in COMM 2110 (Group Discussion Processes) have the opportunity to use the campus for a project on transportation sustainability.
Student worked on a project from January 2016 to mid-2017 that focused on public transit. Student took their research and findings to the City of Turlock, and helped redesign the public transit routes and a five-year transit plan. Student helped prioritize CSU Stanislaus in the transit route, and the campus became an important part of the city's transit network. Student also worked to develop a funding partnership between CSU Stanislaus ASI and City of Turlock to fund transit passes for students.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Students enrolled in GEOG 2350 (Water and Power) participate in a water quality testing exercise, where they test drinking water in their own homes, or test the pond water on campus. The results are discussed in class, and the activity gets students thinking about how to better conserve resources and steward the resources we regularly use-specifically water.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Students enrolled in ETHS 4950 (Afro-Mexican Indigenous Cultural Practice) learn Son Jarocho for well-being, expression, and culture grounded in the protection of Mother Earth and human rights.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Students enrolled in ETHS 4950 (Afro-Mexican Indigenous Cultural Practice) learn Son Jarocho for well-being, expression, and culture grounded in the protection of Mother Earth and human rights.

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Research

Points Claimed 6.75

Points Available 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Research and Scholarship	4.75 / 12.00
Support for Sustainability Research	2.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
4.75 / 12.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

"---" indicates that no data was submitted for this field

Total number of employees that conduct research:

265

Number of employees engaged in sustainability research:

15

Percentage of employees that conduct research that are engaged in sustainability research:

5.66

Total number of academic departments that include at least one employee who conducts research:

29

Number of academic departments that include at least one employee who conducts sustainability research:

9

Percentage of departments that conduct research that are engaged in sustainability research:

31.03

A copy of the inventory of the institution's sustainability research (upload):

[STARS_AC-9_RESEARCH_AND_SCHOLARSHIP.xlsx](#)

Inventory of the institution's sustainability research:

A brief description of the methodology the institution followed to complete the research inventory:

A faculty survey was conducted with the following question: Sustainability research and scholarship explicitly addresses the concept of sustainability, furthers our understanding of the interdependence of ecological and social/economic systems, or has a primary and explicit focus on a major sustainability challenge. Are you engaged in sustainability research or scholarship?

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Support for Sustainability Research

Score

2.00 / 4.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:

No

A brief description of the student sustainability research program:

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

No

A brief description of the faculty sustainability research program:

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

Interdisciplinary, trans-disciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions are evaluated at the institutional level by the criteria developed at the departmental level. For department specific criteria, please go to:

Does the institution have ongoing library support for sustainability research and learning?:

Yes

A brief description of the institution's library support for sustainability research:

The Stan State Library Research Guide for Sustainability provides a wealth of resources about the environmental, economic, and social dimensions of sustainability including books, journal articles, green products, library LibGuides with related content, local and national environmental organizations, and ecological footprint calculators.

Website URL where information about the institution's support for sustainability research is available:

<https://libguides.csustan.edu/sustainability>

Additional documentation to support the submission:

Open Access to Research

Score
0.00 / 2.00

Responsible Party
Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

No

Website URL where the open access repository is available:

A brief description of the open access repository:

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

No

A copy of the institution's open access policy:

The institution's open access policy:

Does the policy cover the entire institution? :

Does the institution provide an open access article processing charge (APC) fund for employees?:

No

A brief description of the open access APC fund:

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

No

A brief description of the open access journal hosting services:

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 9.67

Points Available 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	2.02 / 4.00
Student Orientation	1.80 / 2.00
Student Life	1.50 / 2.00
Outreach Materials and Publications	1.60 / 2.00
Outreach Campaign	2.00 / 4.00
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.50 / 1.00
Staff Professional Development and Training	0.00 / 2.00

Student Educators Program

Score

2.02 / 4.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e., directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the Outreach Campaign and Student Life credits.

"---" indicates that no data was submitted for this field

Number of students enrolled for credit:
10,577

Total number of students served by a peer-to-peer sustainability outreach and education program:
10,577

Percentage of students served by a peer-to-peer sustainability outreach and education program:
100

Name of the student educators program (1st program):
Eco-Warriors

A brief description of the student educators program (1st program):

The Eco Warriors Sustainability Student Organization conducts outreach and education to the entire campus community in the quad from 10 am to 1:30 pm on select Warrior Wednesdays. During fall, 2019 and spring, 2020, this outreach and education included literacy campaigns regarding sustainability as a concept, climate change, fast fashion with a student clothing swap, World Food Day, and recycling.

A brief description of the student educators program's target audience (1st program):

The target audience of the Eco-Warriors is all undergraduate and graduate students.

Number of trained student educators (1st program):
5

Number of weeks the student educators program is active annually (1st program):
6

Average or expected number of hours worked weekly per trained student educator (1st program):
3.50

Total number of hours worked annually by trained student educators (1st program):
105

Website URL where information about the student educators program is available (1st program):
<https://www.csustan.edu/sustainability/eco-warriors>

Name of the student educators program (2nd program):

A brief description of the student educators program (2nd program):

A brief description of the student educators program's target audience (2nd program):

Number of trained student educators (2nd program):

Number of weeks the student educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained student educator (2nd program):

Total number of hours worked annually by trained student educators (2nd program):

Website URL where information about the student educators program is available (2nd program):

Name of the student educators program (3rd program):

A brief description of the student educators program (3rd program):

A brief description of the student educators program's target audience (3rd program):

Number of trained student educators (3rd program):

Number of weeks the student educators program is active annually (3rd program):

Average or expected number of hours worked weekly per trained student educator (3rd program):

Total number of hours worked annually by trained student educators (3rd program):

Website URL where information about the student educators program is available (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs:

Number of trained student educators (all other programs):

Number of weeks, on average, the student educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per student educator (all other programs) :

Total number of hours worked annually by trained student educators (all other programs):

Grand total number of hours worked annually by trained student sustainability educators (all programs):

105

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:

0.01

Website URL where information about the student sustainability educators programs is available:

Additional documentation to support the submission:

Student Orientation

Score
1.80 / 2.00

Responsible Party
Stephanie Hubbard
Director
Student Leadership & Development

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

"--" indicates that no data was submitted for this field

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	No

Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

90

A brief description of how sustainability is included prominently in new student orientation :

During New Student Orientation's Campus Showcase sessions, the Sustainability Program provides education about the importance of the use of refillable water bottles, the CSUs plastic bag/straw/water bottle ban, the university's recycling program, and ways to reduce/reuse paper. Tabling also includes a Climate Crisis Challenge to educate incoming students about the causes of climate change and how they can personally reduce their GHG emissions. This educational outreach is supported by providing every student with an aluminum water bottle and an academic planner, containing important campus information, in place of the traditional orientation booklet. Reusable straws are provided as giveaway items by other campus departments during tabling. In support of paper reduction, evaluations of students have been converted to an online format. New Student Orientation includes sessions on financial wellness, navigating college as a first generation student, disability resource services, health and wellness, and diversity and inclusion.

Website URL where information about sustainability in student orientation is available:

Additional documentation to support the submission:

Student Life

Score

1.50 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- 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)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia, or similar events focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading)
- Programs through which students can learn sustainable life skills (e.g., a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have an active student group focused on sustainability?:

Yes

Name and a brief description of the active student groups focused on sustainability:

Eco-Warriors is a sustainability club, open to all students at Stan State, with a mission to promote sustainable practices and environmental awareness through service and peer education. Eco-Warriors strives to empower students to participate and take up environmental activities and projects on campus and the local community. They are committed to developing an outlook to help students obtain a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection. More information may be found at:

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The Agriculture Department offers on-campus delivery to offices for CSU Stan customers and for customers within a 5-mile radius from campus of fruits and vegetables grown in the university's sustainable garden.

For more information, go to:

<https://www.csustan.edu/agriculture/sustainable-garden/stanfresh-csa>

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

Yes

A brief description of the student-run enterprises:

The University Student Center's Mission Statement is as follows:

"The University Student Center of California State University, Stanislaus is the hub of campus life. As a not-for-profit organization, our mission is to provide quality facilities, services and programs to complement and enhance the academic experience. The Student Center is designed to create a sense of belonging, a welcoming environment, and a safe space for students, faculty, staff, alumni and the community."

Vision Statement:

The University Student Center will strive to be the center of student life and student success by providing a student-centered gathering place for our diverse student population. We will commit to offering exceptional facilities, services, and programming to encourage student involvement and enhance student life at our university."

The Student Center's values include: PROMOTE SUSTAINABILITY

"We are committed to conscientiously managing our human, natural, and material resources wisely by reviewing our facilities, programs and services to ensure we are following the appropriate sustainable practices. We aspire to increase awareness about sustainable practices that will reduce negative impacts on the environment."

More information may be found at:

<https://www.csustan.edu/asi-sc/university-student-center>

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

In 2017, 2018, and 2019, the College of Arts, Humanities, and Social Sciences hosted a conference about "Community-Focused Social Justice Advocacy for the Central Valley: confronting social, political & environmental hazards to our personal & community health." More information is available at:

<https://www.csustan.edu/social-justice-conference>

As part of the university's efforts to raise awareness about the climate crisis, in 2018 and 2019, the Stanislaus State chapter of the national history honor society, Phi Alpha Theta, sponsored a Climate Crisis Symposium. "Stan State professors and outside speakers delivered presentations on various aspects of the present and future crisis, including its effects on society and the natural world, who will be hit the hardest and what all of us can do about it." More information is available at:

<https://www.csustan.edu/climate-crisis-symposium/speakers-presenters>

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

Indigenous Peoples Day is a holiday that commemorates Indigenous Peoples of the U.S. and beyond. Indigenous Peoples Day is a growing social movement that brings to light Indigenous cultural preservation and revitalization. The holiday is observed in various cities and states throughout the country. For the past three years, at Stanislaus State, we have celebrated the Indigenous Peoples Day holiday with a series of events that include speakers and communities who came together to learn, share, and appreciate historical and contemporary cultures of Indigenous peoples. The 2019 theme was "Indigenous Sustainability: Protecting Land, Water, Human, and More than Human Kinships." More information is available at:

<https://www.csustan.edu/article/stan-state-hosts-third-annual-indigenous-peoples-days>

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

No

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

No

A brief description of the sustainability-focused themes chosen for themed semesters, years, or first-year experiences:

Does the institution have a program through which students can learn sustainable life skills?:

No

A brief description of the programs through which students can learn sustainable life skills:

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

Two Sustainability Student Assistants are employed by the Sustainability Program to assist with data collection for STARS; to conduct outreach during tabling, New Student Orientations, and via social media; to assist with the creation of new programs such as the Green Office Program; and to identify and assist with campus initiatives including the transformation of campus recycling.

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Additional documentation to support the submission:

Outreach Materials and Publications

Score

1.60 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

Website URL for the central sustainability website:

<https://www.csustan.edu/sustainability>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

The social media platform consists of Sustainability at Stan State Instagram and Facebook accounts: @stansustain

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

A sustainability map depicting the full range of sustainability features, and individual maps featuring recycling locations, LED lights, water refill stations, vehicle charging stations, and solar power sites is available at:

<https://www.csustan.edu/sustainability/campus-operations/sustainability-maps>

Does the institution provide a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

The campus has an interactive campus tree map. Users can click on a tree and its photo to learn about its characteristics, conditions and constraints, pest and disease information, and health, safety, and environmental concerns:

<https://www.csustan.edu/campus-tree-story-map>

.

The Trans-California Pathway is an outdoor arboretum located on the south side of the Stanislaus State campus, designed to illustrate the native plant communities that historically existed along a transect from the Central Valley to the High Sierra. The pathway is used as an outdoor laboratory and source of material for biology classes, an educational attraction for the university and the community as a whole, and a valuable field trip destination for young students.

<https://www.csustan.edu/trans-california-pathway-project>

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

No

A brief description of the guide for green living and/or incorporating sustainability into the residential experience:

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Additional documentation to support the submission:

Outreach Campaign

Score

2.00 / 4.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1. Student outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or by students in a course.

Part 2. Employee outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g., a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g., a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

"---" indicates that no data was submitted for this field

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:

No

Name of the campaign:

#StrawlessStan

A brief description of the campaign:

The STRAWS documentary (

<http://www.strawsfilm.com/>

) was screened four times per day during the week of September 24-27, 2018 in our main dining facility (approximately 2,000 students move through this venue daily). Tabling was conducted simultaneously to educate and encourage participation in a social media "Strawless Challenge" on Instagram. The social media challenge prize giveaway, designed to communicate the rationale behind eliminating plastic straws—including the problem of the excessive use of disposable plastics that are polluting our oceans and harming marine life—resulted in contact with 900 students.

A brief description of the measured positive impact(s) of the campaign:

The documentary is available to the campus community via the University Library. We have witnessed a 80% reduction in straw use overall in our dining venues since we removed the plastic straws and provided paper straws only on demand. We maintain a small supply of plastic straws on hand for our community with disabilities, and alternative straws are available for purchase in dining venues.

<https://www.csustan.edu/sustainability/news-events>

This campaign was held in support of, and compliance with, the CSU system-wide plastics policy, effective January 1, 2019, which requires to the maximum extent economically feasible, the purchase of single-use plastics including plastic straws, plastic water bottles, and plastic bags are eliminated.

Name of the campaign (2nd campaign):

A brief description of the campaign (2nd campaign):

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

[Screen_Shot_2018-09-07_at_3.57.24_PM.png](#)

Assessing Sustainability Culture

Score	Responsible Party
0.25 / 1.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

"---" indicates that no data was submitted for this field

Does the institution conduct an assessment of sustainability culture?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

During the spring 2018 semester, the Council for Sustainable Futures developed and distributed a Student Sustainability Survey designed to assess the values, behaviors, and awareness of students of campus sustainability initiatives. The results of the 385 student responses are summarized in the Student Survey Summary Report.

A copy or sample of the questions related to sustainability culture:

[Student_Survey_Summary_Report.pdf](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

A copy of the summary report is available at:

https://www.csustan.edu/sites/default/files/u2576/csf_final_report_f18_s19.pdf

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

The student survey was distributed to all students via an email.

A brief summary of results from the cultural assessment:

The cultural assessment indicated that 66% of students have either a passion for, or considerable interest in, sustainability; 27% replied that they make a strong effort to be knowledgeable about environmental issues with 20% making a strong effort to be knowledgeable about sustainability issues. Percentage of respondents considering the following personal sustainability issues to be very important are: recycling 68%; waste reduction 58%; environmental impact of food 32%; water conservation 68%; environmentally friendly products 42%; energy conservation 52%; renewable energy 57% and minimizing GHG emissions from transportation 47%. Social justice issues including access to clean water, food security, affordable housing, gender pay equity, diversity and inclusion, and political representation and voice were considered to be very important by a range of 60 to 86% of respondents. Personal responsibility for sustainability such as recycling, waste reduction, purchasing, water and energy conservation, and alternative transportation are summarized in the report. A follow up survey will be conducted in fall 2020.

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e., directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

"--" indicates that no data was submitted for this field

Total number of employees:

1,230

Total number of employees served by a peer-to-peer sustainability outreach and education program:

0

Percentage of employees served by a peer-to-peer sustainability outreach and education program:

0

Name of the employee educators program (1st program):

A brief description of the employee educators program (1st program):

A brief description of the employee educators program's target audience (1st program):

Number of trained employee educators (1st program):

Number of weeks the employee educators program is active annually (1st program):

Average or expected number of hours worked weekly per trained employee educator (1st program):

Total number of hours worked annually by trained employee educators (1st program):

Website URL where information about the employee educators program is available (1st program) :

Name of the employee educators program (2nd program):

A brief description of the employee educators program (2nd program):

A brief description of the employee educators program's target audience (2nd program):

Number of trained employee educators (2nd program):

Number of weeks the employee educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained employee educator (2nd program):

Total number of hours worked annually by trained employee educators (2nd program):

Website URL where information about the employee educators program is available (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs:

Number of trained employee educators (all other programs):

Number of weeks, on average, the employee educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per trained employee educator (all other programs):

Total number of hours worked annually by trained employee educators (all other programs):

Grand total number of hours worked annually by trained employee educators (all programs):

0

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:

0

Website URL where information about the employee sustainability educators programs is available:

Additional documentation to support the submission:

Employee Orientation

Score	Responsible Party
0.50 / 1.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

"---" indicates that no data was submitted for this field

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

50

A brief description of how sustainability is included in new employee orientation:

The Sustainability Coordinator provides a brief overview of campus sustainability at each new staff employee orientation. Each new employee receives a copy of Braiding Sweetgrass and an explanation of the rationale behind the book distribution as a means to facilitate employee engagement in, and understanding of, campus sustainability initiatives. The Green Office program is introduced and other new and ongoing campus initiatives are summarized with an invitation to submit suggestions via the sustainability website.

Website URL where information about sustainability in employee orientation is available:

Additional documentation to support the submission:

Staff Professional Development and Training

Score	Responsible Party
0.00 / 2.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

"---" indicates that no data was submitted for this field

Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:

No

Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:

No

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

Additional documentation to support the submission:

Public Engagement

Points Claimed 9.58

Points Available 18.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	1.50 / 3.00
Continuing Education	2.00 / 5.00
Community Service	1.75 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Brian Cypher
Director and Research Ecologist
Endangered Species Recovery Program

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

"---" indicates that no data was submitted for this field

Name of the institution's formal community partnership to advance sustainability :

Endangered Species Recovery Program

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

The Endangered Species Recovery Program is a cooperative research program on biodiversity conservation in central California, administered by California State University, Stanislaus.

The program was established in August 1992 at the request and with the support of the U.S. Fish and Wildlife Service and the Bureau of Reclamation, under the direction of Dr. Dan Williams at CSU Stanislaus. The ESRP has grown into a cooperative research program working with local, State, and Federal agencies, non-governmental organizations, corporations, and private land owners.

ESRP is composed of about 18 biologists, students, and support staff, several research associates, and numerous collaborators in government and universities worldwide whose combined expertise and contributions are integral to the recovery of threatened and endangered species in Central California. ESRP biologists are based in Fresno, Turlock, Bakersfield, and the Bay Area.

Mission Statement

The Endangered Species Recovery Program's mission is to facilitate endangered species recovery and resolve conservation conflicts through scientifically based recovery planning and implementation.

The central elements in the recovery of endangered and threatened species are: identifying the biological processes critical to achieving self-sustaining populations of jeopardized species and their ecosystems; developing sound species recovery and natural community management prescriptions; and identifying the social interests and entities that must be reconciled and work together in implementing recovery strategies. Such a recovery process necessarily implies the integration of all planning and implementation actions within a broadly inclusive public-private partnership to achieve a product that is environmentally sound, economically feasible, and socially equitable. More information is available at:

<http://esrp.csustan.edu/>

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Does the institution provide financial or material support for the partnership? (2nd partnership):

Which of the following best describes the partnership timeframe? (2nd partnership):

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Does the institution provide financial or material support for the partnership? (3rd partnership):

Which of the following best describes the partnership timeframe? (3rd partnership):

Which of the following best describes the partnership? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

A brief description of the institution's other community partnerships to advance sustainability:

Website URL where information about the institution's community partnerships to advance sustainability is available:

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
1.50 / 3.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

"---" indicates that no data was submitted for this field

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

The name of the national or international sustainability network(s):

Association for the Advancement of Sustainability in Higher Education (AASHE)

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

California State University Sustainability Officers Affinity Group

Has the institution presented at a higher education sustainability conference during the previous year?:

No

A list or brief description of the conference(s) and presentation(s):

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

No

A list or brief description of the sustainability resource center or awards program and submission(s):

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:

No

A list or brief description of the board or committee appointment(s):

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

Yes

A brief description of the mentoring relationship and activities:

The California State University (CSU) system Sustainability Officers (SO) hold monthly calls and the Chancellor's Office hosts a sustainability listserv, both aimed at sharing information and offering peer-to-peer support for SOs throughout the CSU.

The Stanislaus State Sustainability Coordinator is assisting Modesto Junior College with establishing its sustainability program and is acting as a mentor to the Chair of the Modesto Junior College sustainability committee.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
2.00 / 5.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Total number of continuing education courses offered:

741

Number of continuing education courses that are sustainability course offerings:

0

Percentage of continuing education courses that are sustainability course offerings:

0

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:

Institution's inventory of its continuing education sustainability course offerings and descriptions:

Do the figures reported above cover one, two, or three academic years?:

One

Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program(s):

Certificate in Wellness and the Environment: This 9 hour course focuses on the various ways the environment impacts human health including air and water safety, the global impacts of overpopulation and climate change, as well as steps for controlling disease, injury and disability related to the interactions between people and their environment.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

<https://www.ed2go.com/eie/>

Additional documentation to support the submission:

Community Service

Score

1.75 / 5.00

Responsible Party

Julie Fox
Director
Service Learning

Criteria

Part 1. Percentage of students participating in community service

Institution engages its students in community service, as measured by the percentage of students who participate.

Part 2. Community service hours per student

Institution engages students in community service, as measured by the average hours contributed per student per year.

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

"---" indicates that no data was submitted for this field

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

10,577

Number of students engaged in community service:

3,981

Percentage of students engaged in community service:

37.64

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed annually:

85,048

Number of annual community service hours contributed per student :

8.04

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:

<https://www.csustan.edu/service-learning>

Additional documentation to support the submission:

Participation in Public Policy

Score

1.33 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

In general, and at the systemwide level, the CSU Chancellor's Office Advocacy & State Relations staff interact and engage with policy development. Public policy advocacy relating to sustainability initiatives for the CSU system such as, but not limited to, climate literacy, climate resiliency, renewable energy, and sustainable procurement is facilitated through this office. For more information, visit:

<https://www2.calstate.edu/impact-of-the-csu/government/advocacy-and-state-relations/Pages/default.aspx>

lt.aspx

At the state level, Associated Students, Inc. is a member of the Cal State Student Association (CSSA), a student led organizational network that focuses on issues related to how higher education impacts students. In addition to the discussion of other sustainability-related policies, the current focus is on promoting public transportation, and raising sustainability awareness at each California State University. More information is available at:

<https://calstatestudents.org/meetings/>

. Student Leaders from ASI can advocate on behalf of students at their university based on need by taking student concerns to CSU system wide conferences. ASI supports California state policies on reducing plastic waste by funding hydration stations in the University Student Center and Naraghi Hall of Science and by implementing recycling bins throughout the Student Center as well as signage that indicates how items should be properly disposed of. Digital signage is also used in the Student Center in order to reduce paper waste.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

The California State University (CSU) supports legislation at the federal level to provide students whose legal status is at risk with a permanent legislative solution. As part of a California Congressional Delegation, the CSU joined with the University of California, and California Community Colleges to support the Dream and Promise Act of 2019, sponsored by Congresswoman Roybal-Allard. More information is available at:

<https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Documents/intersegmental-dream-and-promise-act-2019.pdf>

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

A brief description of other political positions the institution has taken during the previous three years (if applicable):

A brief description of political donations the institution made during the previous three years (if applicable):

Website URL where information about the institution's sustainability advocacy efforts is available:

Additional documentation to support the submission:

[intersegmental-dream-and-promise-act-2019.pdf](https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Documents/intersegmental-dream-and-promise-act-2019.pdf)

Trademark Licensing

Responsible Party

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution's gross annual licensing revenue is less than \$50,000 (US/Canadian).

Operations

Air & Climate

Points Claimed 6.44

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Emissions Inventory and Disclosure	1.25 / 3.00
Greenhouse Gas Emissions	5.19 / 8.00

Emissions Inventory and Disclosure

Score

1.25 / 3.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

"---" indicates that no data was submitted for this field

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :

Yes

A copy of the most recent GHG emissions inventory:

[Emission_Report_Stanislaus_State_STARS.xlsx](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The CSU Chancellor's Office mandates monthly reporting of energy and fuel metrics from each campus for the purposes of tracking progress towards the CSU system's GHG reduction goals.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the GHG inventory verification process:

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO ₂ e
Stationary combustion	2,058 Metric Tons of CO ₂ Equivalent
Other sources (mobile combustion, process emissions, fugitive emissions)	0 Metric Tons of CO ₂ Equivalent

Total gross Scope 1 GHG emissions, performance year:

2,058 Metric Tons of CO₂ Equivalent

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO ₂ e
Imported electricity	2,956 Metric Tons of CO ₂ Equivalent

Weight in MTCO₂e

Imported thermal energy 0 Metric Tons of CO₂ Equivalent

Total gross Scope 2 GHG emissions, performance year:

2,956 Metric Tons of CO₂ Equivalent

Gross GHG emissions from biogenic sources, performance year:

0 Metric Tons of CO₂ Equivalent

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO ₂ e
Business travel	No	0 Metric Tons of CO ₂ Equivalent
Commuting	No	0 Metric Tons of CO ₂ Equivalent
Purchased goods and services	No	0 Metric Tons of CO ₂ Equivalent
Capital goods	No	0 Metric Tons of CO ₂ Equivalent
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No	0 Metric Tons of CO ₂ Equivalent
Waste generated in operations	No	0 Metric Tons of CO ₂ Equivalent
Other sources	No	0 Metric Tons of CO ₂ Equivalent

Total Scope 3 GHG emissions, performance year:

0 Metric Tons of CO₂ Equivalent

A brief description of how the institution accounted for its Scope 3 emissions:

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

No

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NO _x)	---
Sulfur oxides (SO _x)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O ₃)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	No
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:

Additional documentation to support the submission:

Greenhouse Gas Emissions

Score

5.19 / 8.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Part 1. GHG emissions per person

Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO_{2e}) per gross square metre (0.02 MTCO_{2e} per gross square foot) of floor area.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms).

Carbon sinks

For this credit, the following carbon sinks may be counted:

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

“---” indicates that no data was submitted for this field

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	2,058 Metric Tons of CO2 Equivalent	1,174 Metric Tons of CO2 Equivalent
Gross Scope 1 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported electricity	2,956 Metric Tons of CO2 Equivalent	3,119 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported thermal energy	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Total	5,014 Metric Tons of CO2 Equivalent	4,293 Metric Tons of CO2 Equivalent

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from non-additional sequestration	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon sold or transferred	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon sinks	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	5,014 <i>Metric Tons of CO2 Equivalent</i>	4,293 <i>Metric Tons of CO2 Equivalent</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Performance year	Baseline year
Start date	Jan. 1, 2018	Jan. 1, 1991
End date	Dec. 31, 2018	Dec. 31, 1991

A brief description of when and why the GHG emissions baseline was adopted:

Greenhouse gas emission reduction targets for CSU campuses are currently based on percentage reduction from 1990 levels per AB32, California's Global Warming Solutions Act. As institutional data for weighted campus users is not available for 1990, Stanislaus State adopted baseline year for 1991.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	680	310
Number of employees resident on-site	3	1
Number of other individuals resident on-site	1	0
Total full-time equivalent student enrollment	9,462.70	4,091.30
Full-time equivalent of employees	994	549
Full-time equivalent of students enrolled exclusively in distance education	163.20	0
Weighted Campus Users	7,891.88	3,557.98

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.64 <i>Metric Tons of CO2 Equivalent</i>	1.21 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

47.34

Gross floor area of building space, performance year:

1,287,415 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	52,616 <i>Square Feet</i>
Healthcare space	4,746 <i>Square Feet</i>
Other energy intensive space	26,598 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

1,428,737 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.00 *MtCO₂e / GSF*

A brief description of the institution's GHG emissions reduction initiatives:

- Replaced indoor T8 fluorescent lights with LED in some buildings
- Replaced outdoor HPS lights with LED at some parking lots and streets
- Implemented central plant MBCx project to optimize the performance of central plant and related chilled and hot water systems
- Implemented Bizzini Hall MBCx project to optimize the performance of the building HVAC system
- Implemented ventilation optimization project on the third floor of Naraghi Hall of Science to reduce ventilation flows through fume hoods during low-use or no-use periods and meet code requirement
- Installed a sophisticated irrigation water control system to reduce water usage
- Installed a water filtration system for cooling tower operation. Cooling tower make up water is reclaimed storm water. Furthermore, the blow down water is collected back to the irrigation system
- Installed water efficient faucets and shower heads
- Installed 250 kW Photo-Voltaic system on the roof of Science I building
- Installed 30 kW Photo-Voltaic system at Irrigation Station
- Installed 270 kW system Photo-Voltaic on the roof of Cafe
- Installed seven EV charge stations
- Purchased 29 electric vehicles
- Summer and Winter Intercession classes are scheduled to allow shut-down of the HVAC system in some buildings and zones during low-use or no-use periods

Website URL where information about the institution's GHG emissions is available:

Additional documentation to support the submission:

Buildings

Points Claimed 0.98

Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Design and Construction	0.00 / 3.00
Building Operations and Maintenance	0.98 / 5.00

Building Design and Construction

Score

0.00 / 3.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

"---" indicates that no data was submitted for this field

Total floor area of newly constructed or renovated building space:

0 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet

	Floor area
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Total	0 <i>Square Feet</i>

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

0

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Website URL where information about the institution's green building design and construction program is available:

Additional documentation to support the submission:

Building Operations and Maintenance

Score

0.98 / 5.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

"---" indicates that no data was submitted for this field

Total floor area of existing building space:

1,287,415 Square Feet

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square Feet
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square Feet

	Existing floor area
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 <i>Square Feet</i>
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	1,266,100 <i>Square Feet</i>
Total	1,266,100 <i>Square Feet</i>

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:

0

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

All buildings (except the Classroom Annex, Field House Annex, Bío dome, and Animal-care facility) are sub-metered by building for energy and are also sub-metered on a building-by-building level for water consumption. All water usage billing for the campus is tracked through EcoVox's Skyspark platform which detects anomalies and provides alerts for energy and water management issues.

Website URL where information about the institution's sustainable operations and maintenance program is available:

Additional documentation to support the submission:

Energy

Points Claimed 5.11

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Efficiency	4.67 / 6.00
Clean and Renewable Energy	0.44 / 4.00

Building Energy Efficiency

Score

4.67 / 6.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Part 1. Reduction in source energy use per unit of floor area

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	14,245,082 <i>Kilowatt-hours</i>	48,604.22 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	574,943 <i>Kilowatt-hours</i>	1,961.71 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	3,365.64 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

Total site energy consumption, performance year:

53,931.57 *MMBtu*

Gross floor area of building space, performance year:

1,287,415 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	52,616 <i>Square Feet</i>
Healthcare space	4,746 <i>Square Feet</i>
Other energy intensive space	26,598 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

1,428,737 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	2,291 <i>Degree-Days (°F)</i>
Cooling degree days	1,691 <i>Degree-Days (°F)</i>

Total degree days, performance year:

3,982 *Degree-Days (°F)*

Start and end dates of the performance year (or 3-year period):

	Start date	End date
Performance period	July 1, 2018	June 30, 2019

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
 9.48 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	13,193,277 Kilowatt-hours	45,015.46 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	2,434.18 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year:
 47,449.64 MMBtu

Gross floor area of building space, baseline year:
 816,028 Gross Square Feet

Start and end dates of the baseline year (or 3-year period):

	Start date	End date
Baseline period	Jan. 1, 1990	Dec. 31, 1990

A brief description of when and why the energy consumption baseline was adopted:

California implemented the legally binding Global Warming Solutions Act (AB32) in 2006, which commits the state to reducing its emissions to 1990 levels by 2020, and by an additional 80 percent by 2050.

Source-site ratio for imported electricity:
 3

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.04 MMBtu / GSF	0.12 MMBtu / GSF
Baseline year	0.06 MMBtu / GSF	0.17 MMBtu / GSF

Percentage reduction in total source energy consumption per unit of floor area from baseline:
 30.32

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

A brief description of energy use standards and controls employed by the institution:

CA Title 24-Building Energy Efficiency Standards:

<https://www.energy.ca.gov/programs-and-topics/programs/building-energy-efficiency-standards>

California implemented the legally binding Global Warming Solutions Act (AB32) in 2006, which commits the state to reducing its emissions to 1990 levels by 2020, and by an additional 80 percent by 2050.

The university uses a sophisticated, high-speed, web-based energy management system (EMS), allowing a wider range of control and higher level of efficiency for the Heating, Ventilation, and Air Conditioning (HVAC) system and control of the campus reclaimed water system. The HVAC temperatures are set at 68 degrees in winter and 78 degrees in summer.

Two cooling towers were replaced in the Central Plant, at the end of their service life in 2014, with new, high efficiency cooling towers that provide HVAC for most of the buildings on campus.

A photovoltaic system was installed to support the campus irrigation pump station.

Fume hood exhaust improvements were made on the third floor of Naraghi Hall of Science involving a retrofit of the original, high volume ventilation system to a system that reduces flows through fume hoods to the lowest allowable levels.

The Central Plant MBx was retrofitted to optimize the performance of the campus chilled and hot water distribution systems, and chiller plants, to address operational issues with the goal of reducing energy usage.

Summer and Winter Intercession classes are scheduled to allow shut-down of the HVAC system in some buildings and zones during low-use periods.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

95% of indoor lights and 20% of outdoor lights (parking lot and pathway lighting) have been switched to LED.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution:

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

Website URL where information about the institution's energy conservation and efficiency program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Stationary fuels, 99% of which are natural gas, are used to power the university's natural gas boilers, domestic water heaters, and cooking equipment. A few gallons of diesel are used to power the emergency generator."

Clean and Renewable Energy

Score

0.44 / 4.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options:

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

--- indicates that no data was submitted for this field

Total energy consumption, performance year:

53,931.57 MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 Kilowatt-hours	0 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	581,389 Kilowatt-hours	1,983.70 MMBtu

A brief description of the certified/verified sources of clean and renewable electricity:

A brief description of the on-site renewable electricity generating facilities/devices:

Roof-mounted photovoltaic panels on the Science I building, Main Dining and the Field House with a total capacity of 530 kWh.

Ground mounted photovoltaic panels with a capacity of 30 kWh.

Photovoltaic panels on the canopy at the entrance of the Field House Annex at a capacity of 2 kWh.

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels:

A brief description of the certified/verified sources of clean and renewable thermal energy:

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	1,153,851 <i>Kilowatt-hours</i>	3,936.94 <i>MMBtu</i>

A brief description of the unbundled renewable energy products:

Carbon free imports from Northwest Hydro

Total clean and renewable energy generated or purchased:

5,920.64 *MMBtu*

Percentage of total energy consumption from clean and renewable sources:

10.98

Website URL where information about the institution's support for clean and renewable energy is available:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	0.10
Coal	0
Geothermal	2.60
Hydro	14.10
Natural gas	0
Nuclear	0
Solar photovoltaic	7.60
Wind	18.70
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	0
Geothermal	0
Natural gas	100

Percentage of total energy used to heat buildings (0-100)

Other (please specify and explain below) 0

A brief description of other sources of building heating not specified above:

Additional documentation to support the submission:

Food & Dining

Points Claimed 1.63

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.40 / 6.00
Sustainable Dining	1.23 / 2.00

Food and Beverage Purchasing

Score

0.40 / 6.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

"---" indicates that no data was submitted for this field

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

1.06

Percentage of total annual food and beverage expenditures on plant-based foods:

11.37

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[OP7_Food_and_Beverage_Purchasing_Inventory.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

The inventory, provided by Chartwells' Executive Chef, is based on food and beverage purchases for dining operations, catering, concessions, and a convenience store between March 1, 2019 and June 1, 2019.

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

Total annual dining services budget for food and beverage products:

Less than \$500,000

A brief description of the institution's sustainable food and beverage purchasing program:

Website URL where information about the food and beverage purchasing program is available:

Additional documentation to support the submission:

Sustainable Dining

Score

1.23 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

"---" indicates that no data was submitted for this field

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

The Agriculture Department operates a Community Supported Agriculture program via a subscription service to the campus and community of Turlock. All produce is grown in the Sustainable Garden, a learning and applied research laboratory used to provide a critical curriculum-based experiential learning platform for students through several out-of-the-classroom and field activities, internships, demonstration of crop production and best management practices.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

No

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

Meatless Mondays and Indigenous food are offered in conjunction with university sustainability initiatives during Sustainability Month and Earth Week events.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

No

A brief description of the vegan dining program:

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

A brief description of the sustainability labelling and signage in dining halls:

Chartwells utilizes digital screens to provide messaging about responsible sourcing, fair trade products, animal welfare, wellness and nutrition, and reducing food waste.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

The Food Waste Reduction program, known as Waste Not, utilizes Compass Group's proprietary online tool to track and measure waste over time.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

Trays are not used in dining venues.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Yes, Chartwells donates food to the Warrior Food Pantry and to United Samaritans Foundation, a Turlock non-profit that serves meals to people in need in Stanislaus County.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

No

A brief description of the food materials diversion program:

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

No

A brief description of the pre-consumer composting program:

Does the institution or its primary dining services contractor have a post-consumer composting program?:

No

A brief description of the post-consumer composting program:

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

Compostable containers are used in all dining service venues.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

No

A brief description of the compostable containers and service ware:

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

Discounts are offered for the use of re-usable coffee mugs.

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:

Additional documentation to support the submission:

Grounds

Points Claimed 1.52

Points Available 3.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit	Points
Landscape Management	1.52 / 2.00 0.00 / 1.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• Legally protected areas (e.g., IUCN Category I-VI)• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p>
Close	

Landscape Management

Score	Responsible Party
1.52 / 2.00	Hugo Hernandez Director of Landscape, Custodial, & Events Facilities

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

"---" indicates that no data was submitted for this field

Total campus area:

228.80 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	110.38 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	100 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	210.38 Acres

A brief description of any land excluded from the area of managed grounds:

Land excluded from the area of managed grounds includes buildings, parking lots, roads, and tennis courts.

Percentage of grounds managed organically:

52.47

A brief description of the organic landscape management program:

The University equips mowers with mulching decks, so that all grass clippings are left on the lawn to decompose, which eliminates the need to use inorganic fertilizers, because grass clippings contain valuable nutrients and moisture. This process is more commonly known as Grasscycling.

Percentage of grounds managed in accordance with an IPM program:

A copy of the IPM plan or program:

A brief description of the IPM program:

The IPM program includes the following: 1. Cultural practices--Adjusting irrigation to minimize, weed growth and installing drip irrigation on planters instead of conventional irrigation systems. 2. Biological controls--Allowing natural enemies to control pest populations and electing plants suitable to the climate that are also pest resistant. 3. Mechanical and physical methods--Pulling and hoeing weeds instead of using chemicals, traps for rodent control, and mulch beds to retain moisture and weed suppression. 4. Chemical Control--Chemicals are utilized only when all of the above have been exhausted.

A brief description of the institution's approach to plant stewardship:

Existing vegetation is protected, in particular, the university's urban forest of 3,500 trees. New landscape designs and installations emphasize the use of native plants whenever possible, but most importantly, the use of plants that are drought tolerant, pest resistant and suitable to the Central Valley climate.

A brief description of the institution's approach to hydrology and water use:

The university's managed grounds are irrigated entirely with reclaimed water using a system that is composed of smart controllers and a weather station to increase efficiency. Drip irrigation is installed on new landscape projects to ensure that the root system is exposed to a direct supply of water and to prevent water from being wasted. Mulch is also utilized heavily in the landscape to help retain moisture on the ground and to minimize the amount of water that needs to be provided to a plant.

A brief description of the institution's approach to landscape materials management and waste minimization:

The University equips the majority of its mowers with mulching decks and all grass clippings are left on the lawns to decompose thereby eliminating the need to use inorganic fertilizers as grass clippings contain valuable nutrients and moisture, a practice commonly known as grasscycling. A wood chipper is used to break down pruning materials for use as mulch in the landscape.

This practice is used even when tree work is contracted with an external vendor.

A brief description of the institution's approach to energy-efficient landscape design:

Landscape design and installation is conducted for energy efficiency as well as water conservation. For example, trees located inside parking lots are deciduous by design, so that cars can be parked under a shady canopy during the summer months and to allow the sun to warm up the parking lots during the fall and winter when the trees have defoliated. Most paved areas on campus are surrounded by lawn or trees to help bring the temperature down during the hottest months by at least 15 degrees F.

A brief description of other sustainable landscape management practices employed by the institution:

All mulch products used at the University are organic. Fire-resistant plants are used close to buildings.

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

Biodiversity

Score

0.00 / 1.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Wendy Olmstead
Sustainability Coordinator
Capital Planning &
Facilities Management

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:

No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

No

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

No

A brief description of areas of biodiversity importance on land owned or managed by the institution:

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

A brief description of the scope of the assessment(s):

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:

Additional documentation to support the submission:

Purchasing

Points Claimed 4.60

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.62 / 1.00
Cleaning and Janitorial Purchasing	0.94 / 1.00
Office Paper Purchasing	0.04 / 1.00

Sustainable Procurement

Score

3.00 / 3.00

Responsible Party

Phyllis Crittendon
Contract Specialist
Procurement

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.
F. Garments and linens Clothing, bedding, laundry services.	<ul style="list-style-type: none">• Published labor and human rights standards that clothing suppliers must meet.• A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

CSU Sustainable Procurement Policy Stat ID: 6953280

www.calstate.policystat.com/policy/6953280/latest/

1. Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose recycle material, or support other environmentally friendly practices in the provision of goods or services to the CSU under contract. This may include additional evaluation points in solicitation evaluations for suppliers integrating sustainable practices.
2. To move to zero waste, campus practices should: (1) encourage use of products that minimize the volume of trash sent to landfill or incinerators, (2) participate in the Cal-Recycle Buy Recycle program or equivalent; and (3) increase recycled content purchases in all Buy-Recycle program product categories.
3. Campuses shall continue to report on all recycled content product categories, consistent with PCC § 12153-12217 and shall implement improved tracking and reporting procedures for their recycled content purchases.

The campus also adheres to the following California State University (CSU) policies and guidelines:
CSU Buy Recycled Handbook:

<http://www.calstate.edu/csp/special-programs/>

CSU Sustainability Policy:

<http://www.calstate.edu/cpdc/sustainability>

[/policies-reports/ICSUAM 5235.00 CSU Buy Recycled Products Campaign:](#)

<https://csyou.calstate.edu/Policies/icsuam/Pages/5235-00.aspx>

Staples Business Advantage \$50 Order Minimum: Stan State adheres to a requirement by the CSU that all Staples Business Advantage orders meet a \$50 minimum, which minimizes shipping, transportation, and associated fuels

and emissions from smaller orders.

Executive Order 987: Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant Management for the California State University

<http://www.calstate.edu/eo-987.html>

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

Stan State employs LCCA as a policy and standard practice when evaluating all energy and water using products, systems and building components. This is a CSU Policy through the State University Administrative Manual

<https://www.calstate.edu/eo/EO-987.html>

Section 17 which directly requires employing LCCA: "When replacing energy consuming and/or utilities infrastructure equipment, the most cost-effective models will be selected. Life cycle costing procedures, instead of first capital cost only, will be utilized as the basis for all future equipment selection. All possible efforts will be made to secure additional funding if required to effect lowest life-cycle procurement."

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:

No

A brief description of the published sustainability criteria for chemically intensive products and services:

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

No

A brief description of the published sustainability criteria for consumable office products:

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

Yes

A brief description of the published sustainability criteria for furniture and furnishings:

The CSU Executive Order 987 outlines the importance of applying sustainable design principles to all projects. This policy specifically highlights:
"Utilization of environmentally preferable products and processes, such as recycled-content materials and recyclable materials..." and "durable systems and finishes with long life cycles that minimize maintenance and replacement." Additionally, the policy states that "the CSU encourages the use of materials and systems with reduced environmental impacts. The design team (architect/engineer) shall recommend building materials and methods with life cycles (manufacture, installation, maintenance, repair, and replacement) of reduced environmental impacts."

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

Yes

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

The CSU Sustainability Policy has a section on IT stating where possible, purchasing decisions shall favor computers and other electronic devices that are Energy Star Rated and EPEAT registered. Stan State promotes the use of suppliers and/or vendors who reduce waste, re-purpose recycled material, or support other environmentally friendly practices in the provision of goods and services to the CSU under contract. This may include additional evaluation points in solicitation evaluations for supplier integrating sustainable practices.

<http://www.calstate.edu/cpdc/sustainability/policies-reports/documents/JointMeeting-CPBG-ED.pdf>

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

Yes

A brief description of the published sustainability criteria for food service providers:

The Request for Proposal to hire a contractor for campus dining services, published on April 19, 2018, and resulting in a contract with Chartwells included the following sustainability criteria:

" 4.2 SUSTAINABILITY EXPECTATIONS

- a. A commitment to zero-waste recycling that, at a minimum, matches and evolves with the University's reduce, reuse, recycling, composting, and sustainability programs. Provide appropriate, site-specific signage at all waste stations throughout dining program.
- b. Foster a sustainable environment through the prioritization of compostable and reusable dishware and utensils, only using compostable dishware and utensils, when necessary. All disposal items must be compostable and compliant with contracted University waste hauler(s) (cups, plates, straws, coffee stirrers, etc.). Use local produce (within 250 miles of campus). Minimize carbon footprint. Provide a reusable drink and food carrying case for anyone on a meal plan at the Main Dining.
- c. Discounts provided to those customers who bring a reusable cup for made-to-order beverages and fountain machines throughout dining program.
- d. A sustainability program designed to address five key areas:
 - i. Purchase and transport of food--Minimization of environmental impact through the effective use of ecologically sustainable growing techniques; locally sourced food purchases (within 250 miles) as much as possible with clear signage when served: Energy efficient transportation from farm to campus.
 - ii. Preparation - Initiatives to ensure that management, kitchen, and serving operations use resources efficiently through the effective deployment of resource-saving practice; Staff trained to understand energy efficiency and waste minimization tactics and other sustainable preparation objectives.
 - iii. Disposal - Minimization of waste; Mechanisms for composting or otherwise reducing the impact of food waste. Use of ecologically sensitive packaging; Use of recycling and other efficient waste disposal mechanisms.
 - iv. Innovation and Education - Continuous evaluation and improvement of sustainability practices; Innovation in sustainability; Provision of education to employees about innovations and reasons for operational decisions in food service.
 - v. Sustainable design - Incorporation of sustainable design principles in construction projects undertaken on behalf of the University.

7.4 SUSTAINABILITY PLAN

Proposer shall provide a plan to further the University's commitment to sustainability through dining services. The plan must detail the specific actions that will be taken, timelines, and how success will be measured.

The plan shall include, but not be limited to:

- a. Does your company have sustainability goals or a sustainability report publicly available?

(CO)

b. Does your company have a public commitment to reducing either absolute emissions and/or carbon intensity? (CO)

c. Does your company have a mandated and documented zero waste-management program? (CO)

d. Does your company have an environment and/or sustainability policy in your procurement process? (CO)

e. Does your company educate employees on sustainability initiatives, including zero waste? (CO)

f. Does your company have a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations? (STARS OP 8)

g. How sustainability issues are addressed in food service for maximum environmental, social, and economic impact.

h. Corporate policy regarding third-party certified, organic, and locally sourced foods. (STARS OP 7)

i. Percentage of current buying for clients in the local area is from local food sources (local to be defined as products grown and processed sources within 250 miles of the campus).

j. Level of produce, as defined by the percentage of cost of receivable goods, Proposer commits to sourcing locally, whenever possible.

k. How Proposer will help to reduce, reuse, compost (pre- and post-consumer), and recycle waste.

l. How Proposer will mitigate food waste and grease from entering sanitary waste plumbing system.

m. Provide the names of all local producers/growers/suppliers in this area currently doing business with Proposer. If none, Proposer shall provide a plan to identify, evaluate, and work with local vendors.

n. Sustainable cleaning routine that includes any training, products, or chemicals that will be used.

o. How Proposer will reduce reliance on chemical pesticides by using best-in-class cleaning and sanitizing methods.

p. Find opportunity to help educate employees and students on sustainability daily.

q. Does the company have a food donation policy or program? (STARS OP 8)

r. Corporate policy regarding organic and locally sourced foods.

8.6 EVALUATION CRITERIA (SCORING GUIDELINES)

The scoring guidelines below will be used to evaluate the following categories within the Section

8.6 Evaluation of Proposals.

the University will only consider proposals from financially responsible and responsive firms presently engaged in the business of providing food/dining management services that meet all requirements of this RFP. The award will be made to the most responsible and responsive vendor or partnership group whose proposal is determined to be the most advantageous to the University based on the evaluation criteria listed below.

Proposals, including cost structure, shall remain valid for a period of 180 days from the proposal due date. Proposals will be evaluated based on each Reviewer's determination of each criteria and subcriteria compared to the degree of compliance with RFP requirements.

the University's Evaluation Committee will make its evaluation based on the following criteria:

a. Innovativeness / Attractiveness / Proposed Solution/Methodology

b. Staffing/Management/Operations/Experience with Similar Size & Scope

c. Customer Service/Guarantees (including reference checks)

d. Implementation Plan / Delivery Timelines / Marketing and Promotion

e. Financial Stability

f. Financial Remuneration (including Tenant Improvements/Equipment/Capital/CostFinancing Proposal)

g. Sustainability"

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

Yes

A brief description of the published sustainability criteria for garments and linens:

All CSU contracts for the procurement or laundering of apparel, garments or corresponding accessories or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, shall require the contractor to certify that it has maintained a "sweat-free" workplace in compliance with Public Contracts Code Section 6108 and that they adhere to the Sweatfree Code of Conduct as set forth by the California Department of Industrial Relations.

The CSU has a Master Enabling Agreement (MEA) with Mission Linen for use of kitchen towels, show towels, rags, etc. Within the MEA with Mission Linen there is a Mission Linen Sustainability Statement: "Sustainability Leading the Way from the Very Beginning. Since the very beginning our commitment to sustainability has been an important part of the Mission business plan. Our company was built on the ability to give organizations the opportunity to rent and "re-use" textiles, providing them with a cost-effective and earth-conscious approach to doing business. Today, our passion for preserving our environment goes beyond just the products we offer – it is present in everything we do. Our engineering staff consist of 11 employees who design, build and maintain machines, buildings and systems that process garments, linens and other products delivered to nearly 40,000 customers annually. "Our dedicated team never stops looking for new and better ways to conserve our natural resources and make a positive impact on the communities where we live and work."

Mission Linen's sustainability state is published on their website and is available at:

<http://www.missionlinen.com/sustainability/>

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

Yes

A brief description of the published sustainability criteria for professional service providers:

In CSU General Provisions for Acquisition of Goods, General Provisions for Service Acquisitions, and General Provisions for Information Technology Acquisitions is a provision for Disabled Veteran Business Enterprise (DVBE) and Small Business Participation:

<http://www.calstate.edu/csp/crl/gp/gp.shtml>

Executive Order 987: Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant Management for the California State University:

<http://www.calstate.edu/eo/eo-987.html>

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

The CSU requires that all Staples Business Advantage orders meet a \$50 minimum, which minimizes shipping, transportation, and associated fuels and emissions from smaller orders.

CSU Sustainability Police states: "The CSU will encourage and promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to university associated transportation, including commuter and business travel."

Website URL where information about the institution's sustainable procurement program or initiatives is available:

<https://www2.calstate.edu/csu-system/doing-business-with-the-csu/contract-services-and-procurement/Pages/Environmental-and-Social-Sustainability.aspx>

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
0.62 / 1.00	Phyllis Crittendon Contract Specialist Procurement

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

"---" indicates that no data was submitted for this field

Total annual expenditures on electronics:

579,493.68 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	134,539.22 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	889.63 US/Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	443,939.87 US/ Canadian \$
Labeled under a single-attribute standard	124.96 US/Canadian \$

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn:

July 1, 2018 to June 30, 2019

Website URL where information about the institution's electronics purchasing is available:

<https://www2.calstate.edu/csu-system/doing-business-with-the-csu/contract-services-and-procurement/Pages/Environmental-and-Social-Sustainability.aspx>

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Score

0.94 / 1.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

"---" indicates that no data was submitted for this field

Total annual expenditures on cleaning products:

9,926 US/Canadian \$

Annual expenditures on certified green cleaning products:

5,230 US/Canadian \$

Total annual expenditures on janitorial paper products:

94,472 US/Canadian \$

Annual expenditures on certified green janitorial paper products:

92,855 US/Canadian \$

A brief description of the time period on which the figures reported above are based :

January 1, 2019 to December 31, 2019

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

93.95

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

Office Paper Purchasing

Score	Responsible Party
0.04 / 1.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

"---" indicates that no data was submitted for this field

Total annual expenditures on office paper:

68,706 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	6,238.56 US/Canadian \$
30-49 percent	2,252 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	664 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	0 US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

July 1, 2018 to June 30, 2019

Website URL where information about the institution's paper purchasing is available:

<https://www2.calstate.edu/csu-system/doing-business-with-the-csu/contract-services-and-procurement/Pages/Environmental-and-Social-Sustainability.aspx>

Additional documentation to support the submission:

Transportation

Points Claimed 1.07

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.57 / 1.00
Commute Modal Split	0.10 / 5.00
Support for Sustainable Transportation	0.40 / 1.00

Campus Fleet

Score

0.57 / 1.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles in the institution's fleet:

119

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	50
Diesel-only	1
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	68
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:

No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

[STARS_OP-15_Campus_Fleet_-_Complete.xlsx](#)

Commute Modal Split

Score	Responsible Party
0.10 / 5.00	Julie Johnson Senior Associate Vice_President for Human Resources Human Resources

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

"---" indicates that no data was submitted for this field

Total full-time equivalent student enrollment:

9,462.60

Full-time equivalent of employees:

994

Has the institution gathered data about student commuting behavior?:

No

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

A brief description of the method(s) used to gather data about student commuting:

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

21

A brief description of the method(s) used to gather data about employee commuting:

Stanislaus State is required to comply with the State of California's eTRIP Rule (Rule 9410, Employer Based Trip Reduction), which was adopted by the District Governing Board on December 17, 2009. The eTRIP Rule require larger employers to establish an Employer Trip Reduction Implementation Plan (eTRIP) to encourage employees to reduce single-occupancy vehicle trips, thus reducing pollutant emissions associated with work commutes. The eTRIP Rule applies to worksites in incorporated cities with a population of at least 10,000 people OR worksites where at least 50% of all employees work at least 2,040 hours per year.

According to Rule 9410, eTRIP employers shall collect information on the methods of transportation used for each Eligible Employee's commutes both to and from work for every day of the week-long Commute Verification Period. Stanislaus State uses a Representative Survey Method to survey all university employees. This data was captured during the 2018 calendar year.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	---	79
Zero-emissions vehicle	---	6.50
Walk, cycle, or other non-motorized mode	---	6.50

	Percentage of students (0-100)	Percentage of employees (0-100)
Vanpool or carpool	---	3.60
Public transport or campus shuttle	---	0
Motorcycle, motorized scooter/bike, or moped	---	---
Distance education / telecommute	---	4.30

Website URL where information about student or employee commuting is available:

Additional documentation to support the submission:

Support for Sustainable Transportation

Score

0.40 / 1.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

"---" indicates that no data was submitted for this field

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the bicycle sharing program:

Does the institution participate in a car sharing program?:
No

A brief description of the car sharing program:

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
No

A brief description of the incentives for fuel efficient vehicles:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

There are nine Level 2 electric charging stations, located in four different parking lots, available for student and employee use.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

Associated Students, Inc. provides the Warrior Ride program, which allows all students free access to the City of Turlock Transit routes by showing their Warrior ID card.

Website URL where information about the institution's support for sustainable transportation is available:

Additional documentation to support the submission:

Waste

Points Claimed 5.50

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	3.83 / 8.00
Construction and Demolition Waste Diversion	0.92 / 1.00
Hazardous Waste Management	0.75 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
3.83 / 8.00	Hugo Hernandez Director of Landscape, Custodial, & Events Facilities

Criteria

Part 1. Reduction in total waste per person

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S. Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

"---" indicates that no data was submitted for this field

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	449.17 Tons	466.45 Tons
Materials composted	1,207.67 Tons	985.40 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	356.63 Tons	375.45 Tons
Total waste generated	2,013.47 Tons	1,827.30 Tons

A brief description of the residual conversion facility:

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	Jan. 1, 2018	Dec. 31, 2018
Baseline Period	Jan. 1, 2016	Dec. 31, 2016

A brief description of when and why the waste generation baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	680	700

	Performance Year	Baseline Year
Number of employees resident on-site	3	2
Number of other individuals resident on-site	1	1
Total full-time equivalent student enrollment	9,462.60	8,677.50
Full-time equivalent of employees	994	909
Full-time equivalent of students enrolled exclusively in distance education	163.20	79.40
Weighted campus users	7,891.80	7,306.83

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.26 Tons	0.25 Tons

Percentage reduction in total waste generated per weighted campus user from baseline:

0

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

82.29

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

82.29

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	No
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	No
Pallets	Yes
Tires	No
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Waste diverted from the landfill is picked up by the contractor and transported to their facility where it is weighed and sorted. Asphalt and concrete is ground up and used for road base (for sale) and doors and windows are resold. The wood trellis from the student center building, demolished in 2019, was saved and reused to create the bar and benches in Warrior Grill in the new Student Center. All trees removed on campus are chipped and the bark is used in planter beds.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

Yes

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

Support Services provides a Virtual Exchange Reuse Center to collect, transfer, and redistribute materials and equipment from one campus department to another:

<https://apps.csustan.edu/Surplus/Account/Login.aspx?ReturnUrl=%2fSurplus>

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

Support Services provides a Virtual Exchange Reuse Center to collect, transfer, and redistribute materials and equipment from one campus department to another:

<https://apps.csustan.edu/Surplus/Account/Login.aspx?ReturnUrl=%2fSurplus>

.

When Property Management conducts inventory audits, they encourage all departments to identify exchange all equipment and supplies that they no longer need. Departments are directed to the Public Surplus website to list and buy items:

<https://www.publicsurplus.com/sms/login/login?dst=%2Fauction%2Fbids%3Fauc%3D2323773>

A brief description of the institution's limits on paper and ink consumption:

Students, staff, and faculty are charged 10 cents per page for printing in computer labs.

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Website URL where information about the institution's waste minimization and diversion efforts is available:

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score

0.92 / 1.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered:

114 *Tons*

Construction and demolition materials landfilled or incinerated:

10 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

91.94

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Pursuant to the State Agency Integrated Waste Management Plan (Public Resources Code, Division 30, Part 3, Chapter 18.5), the California State University shall divert 50% of all solid waste generated in construction activities from landfill disposal or transformation facilities through source reduction, recycling and composting. The Designer-Builder shall report all source reduction, recycling and composting relative to this Project to the Trustees.

Website URL where information about the institution's C&D waste diversion efforts is available:

http://www.calstate.edu/cpdc/CM/cgcs_majors/2016_cgcs_db-major.pdf

Additional documentation to support the submission:

Hazardous Waste Management

Score	Responsible Party
0.75 / 1.00	April Dunham-Filson Health & Safety Specialist Safety & Risk Management

Criteria

Part 1. Hazardous waste minimization and disposal

Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The University Hazardous Materials Management Program uses inventory and waste minimization to help reduce hazardous, special, universal and non-regulated chemical waste. Using a reduction of the quantity ordered and reusing or recycling when safe, the University minimizes impact to the environment and drastically reduces costs. Waste minimization is further realized through efficient material management, when possible, substitution of less hazardous materials, good laboratory procedures, and the migration to micro techniques (i.e., microchemistry) when performing research or classroom laboratory experiments. The University community is required to adhere to the following guidelines for hazardous waste minimization whenever possible: 1. Order only the amount of chemical needed for the job, project or experiment; the cost for regulated disposal outweighs the saving from bulk orders; 2. Plan a procedure for waste disposal before starting on a project; 3. Use only the amount of chemical needed for conclusive results; 4. Avoid long term storage; items unused for > 1 year should be removed as waste to avoid container breakdown or other safety issues; 5. Use caution when mixing waste; never mix incompatible chemicals; 6. Always label waste properly; 7. Hazardous materials labeled as waste must be removed within 90 days of accumulation as waste.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The University contracts with a third party that picks up hazardous waste every 90 days per state regulation. In addition, inventory minimization is a requirement of the program.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have been no significant hazardous material release incidents during the previous three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Risk Management has recently adopted the University of California's chemical inventory tool, called "Chemicals," a web-based system that facilitates the collection and storage of information related to chemical types and amounts within campus laboratories and facilities.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

The University's Property Management Department schedules the pickup of tagged electronic waste from individual departments upon request and the Safety and Risk Management Department arranges for the pickup and recycling of batteries. Used printer toner cartridges are collected by Facilities Services, and evaluated for recycling by Support Services, from bins located in the copy centers of the six major campus buildings. E-waste is stored by Facilities in a resource center facility until a sufficient quantity is collected for pick up by the contracted e-waste recycler, who is an approved collector by the California Integrated Waste Management Board.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Website URL where information about the institution's hazardous waste program is available:

<https://www.csustan.edu/safety-risk-management/hazardous-materials-management>

Additional documentation to support the submission:

Water

Points Claimed 6.00

Points Available 8.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit				Points
	5.50 / 6.00			
	<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p>			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	0.50 / 2.00			

Water Use

Score

5.50 / 6.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Julia Reynoso Director, Planning and Finance Capital Planning & Facilities Management
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	168,507,768 Gallons	217,295,488 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	16,286,952 Gallons	22,919,468 Gallons

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	July 1, 2018	June 30, 2019
Baseline Period	July 1, 2012	June 30, 2013

A brief description of when and why the water use baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	680	603
Number of employees resident on-site	3	2
Number of other individuals resident on-site	1	0
Total full-time equivalent student enrollment	9,462.60	7,759.40
Full-time equivalent of employees	994	774
Full-time equivalent of students enrolled exclusively in distance education	163.20	14.60
Weighted campus users	7,891.80	6,540.35

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	2,063.78 Gallons	3,504.32 Gallons

Percentage reduction in potable water use per weighted campus user from baseline:

41.11

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,287,415 <i>Gross Square Feet</i>	1,267,754 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	12.65 <i>Gallons / GSF</i>	18.08 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:

30.02

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	99.12 <i>Acres</i>	99.12 <i>Acres</i>

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	1,700,038.01 <i>Gallons / Acre</i>	2,192,246.65 <i>Gallons / Acre</i>

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

22.45

A brief description of the institution's water-related behavior change initiatives:

A brief description of the institution's water recovery and reuse initiatives:

Water from the campus irrigation system and storm water run-off from all areas of campus, including surrounding city sidewalks, is captured in the main reflecting pond (holding pond) and campus lakes for re-use. To facilitate optimal use of this recovered water, and to reduce energy usage and greenhouse gas emissions, the central plant cooling towers were converted from the use of the City of Turlock's domestic water supply to this reclaimed water. A new filtration system cleans, sterilizes and softens the reclaimed water for cooling tower use, saving approximately 4 to 5 million gallons of potable drinking water per year. 100% of the cooling tower blow down is then captured and reclaimed for irrigation.

Conversion to a sophisticated, high-speed, web-based energy management system (EMS), allowing a wider range of control and higher level of efficiency from our campus Heating, Ventilation and Air Conditioning (HVAC) system, also allows us to control the campus reclaimed water system.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Installation of water meters at individual buildings, lakes, and landscaped areas to identify heavy water consumption and enable the University to pinpoint areas to address.

Installation of "Smart" irrigation clocks across campus that utilize satellite weather and moisture sensors to control irrigation cycles, and save water and electricity to run the pumps.

Retrofit of shower-heads, faucet aerators, urinals and toilets across campus to reduce water consumption.

Installation of drought tolerant vegetation in new or renovated landscape projects across campus, as well as increased use of mulch to maintain moisture in planter beds.

Website URL where information about the institution's water conservation and efficiency efforts is available:

<https://www.csustan.edu/sustainability/water>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The university's total water withdrawal includes water from the university's well and potable water from the city. Almost 90% of the water (non-potable) is used for the campus cooling towers, which are used to cool most campus buildings, and for irrigation to maintain landscaping in the hot climate of the Central Valley of California, from April to October annually.

Rainwater Management

Score

0.50 / 2.00

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"--" indicates that no data was submitted for this field

Which of the following best describes the institution's approach to rainwater management?:

No written policies, plans or guidelines, but green infrastructure and LID practices are used

A brief description of the institution's green infrastructure and LID practices:

The university utilizes green infrastructure through evapo-transpiration of water to the atmosphere by the tree canopy of the campus' urban forest of over 3,500 trees. Stormwater and runoff is captured, stored, and reused on-site.

More information is available at:

<https://www.csustan.edu/sustainability/water>

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Stormwater and runoff is stored in university ponds, transferred to a filtration system, and cleaned, sterilized, and softened for use as reclaimed water for cooling tower use. 100% of the tower blow down is then captured and reclaimed for irrigation.

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 5.38

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	1.00 / 4.00
Inclusive and Participatory Governance	2.38 / 3.00
Reporting Assurance	1.00 / 1.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Created in 2017, the Council for Sustainable Futures (CSF) is dedicated to the development, growth, and institutionalization of sustainability initiatives on campus and in partnership with the local community. The role of the CSF is to serve in an advisory capacity to all campus departments, colleges, and other entities in an effort to advance environmental, social, and economic sustainability at California State University Stanislaus. The CSF provides leadership in identifying mechanisms to integrate sustainability concepts into all core functions of the university and guidance for implementing sustainability across the campus by addressing the following six focus areas:

1. Sustainability and environmental issues in the curriculum- programs, courses, etc.
2. Institutional sustainability- energy and water use, waste, etc.
3. Education- events for the campus community and general public
4. Research and scholarship- advancing collaboration among faculty
5. Partnerships with local and regional organizations
6. Long-term planning for sustainability efforts on campus

Members of each committee, including affiliations and role:

Vice-President of Business and Finance, Non-academic
Director of Facilities Planning and Finance, Non-academic
Sustainability Coordinator, Non-academic
Associated Students Director of Environment, Student
University Student Union Director, Student
Four Faculty Fellows, Academic

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

No

A brief description of each sustainability office:

Full-time equivalent of people employed in the sustainability office(s):

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Wendy Olmstead, Sustainability Coordinator

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

During 2017/18 and 2018/19, the Council for Sustainable Futures (CSF) conducted sustainability surveys of faculty/staff and students; coordinated guest lectures from an environmental scientist and a river conservationist, organized environmentally-focused film screenings; created a sustainability website; and created a draft sustainability strategic plan.

During 2019, the Council for Sustainable Futures conducted a climate crisis workshop and supported Indigenous Peoples Days.

Beginning fall 2019, the Sustainability Coordinator expanded the sustainability webpage; created and co-facilitated a Teaching Sustainability/Campus as a Living Lab Faculty Learning Community, launched the STARS audit, created a Green Office program, introduced a staff/administrator OneBook program, conducted weekly tabling and Sustainability Month events, and acted as advisor for the Eco-Warriors sustainability student organization.

Job title of the sustainability officer position:

Sustainability Coordinator

Job description for the sustainability officer position:

[Job_Description_Sustainability_Coordinator.pdf](#)

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

<https://www.csustan.edu/sustainability>

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
1.00 / 4.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

No

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

No

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

No

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

No

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

[strategic_plan_final_.pdf](#)

Website URL where the institution's highest guiding document is publicly available:

<https://www.csustan.edu/strategic-planning>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

"In May 2014, the CSU Board of Trustees adopted the first systemwide Sustainability Policy. This policy, reflecting years of discussion and development, applies sustainable principles across all areas of university operations, expanding beyond facilities operations and utility management. This expansion was both a reaction to and a catalyst for the changing sustainability landscape within the CSU and higher education in general. The 2014 Sustainability Policy seeks to integrate sustainability into all facets of the CSU, including academics, facilities operations, the built environment, and student life." More information is available at:

<https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

The institution's definition of sustainability:

From the Stan State Sustainability website:

<https://www.csustan.edu/sustainability/about>

Sustainability is a global issue that encompasses virtually every aspect of our lives, so it is a challenge to provide a single, universally recognized definition. The most frequently quoted definition is from Our Common Future, also known as the Brundtland Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

At Stanislaus State, we view sustainability as a shared opportunity for improving the quality of life for all—environmentally, socially, and economically—now and for future generations.

Sustainable Development Goals

"The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests" (

UN.org

).

Is the institution an endorser or signatory of the following? :

The Earth Charter

No

	Yes or No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

From the Stanislaus State Strategic Plan: "Together, our community overcomes continual challenges to provide educational access to a geographically large six-county region of students who are often underserved and at-risk in numerous ways."

"Since its creation, Stanislaus State has contributed significantly to the betterment of the region, state, nation and world in ways that are unique to, and integrated in, our mission, vision, and values. Our contributions to the public good are observed through 4 the following themes: high quality educational programs; commitment to diversity, equity, inclusion, and social justice; focus on service learning and community engagement; preparation of students to contribute to the economic growth and vitality of the Central Valley; regional partnerships and community organizations; and the research, scholarship and creative activity created by students, faculty, staff, and administrators at Stan State."

Sustainability is included as a major theme in the California State University Stanislaus (Stanislaus State, Stan State) strategic plan, as indicated in the following major institutional goals, in particular, and through multiple sustainability-focused objectives, with a focus on diversity and inclusion as a key pillar.

Goal 1: Be a student-ready university.

- Objective A: Plan, implement, refine and institutionalize five or more specialized high quality programs and services that collectively offer wide accessibility and provide support to all of our students, though some may focus on a specific set of needs (e.g., freshman, transfer, graduate students, first-generation, underserved and underrepresented minorities, Pell-eligible).
- Objective B: Enhance or establish five or more institutional structures and/or activities that support building intra-personal connections and resources by fostering important aspects of the educational experience outside of formal teaching settings, such as development of authentic relationships, a culture of care, sense of belongingness for students, faculty, staff, and the community.

Goal 2: Provide transformational learning experiences driven by faculty success.

- Objective E: Champion diversity and inclusion in all that we do as a campus community.

Goal 3: Boldly pursue innovation and creativity.

- Objective B: Develop four new academic pathways and programs (e.g., undergraduate as well as graduate, interdisciplinary) that are responsive to community needs and that prepare students for a dynamic workplace with emergent new professions. In particular, Strategy 4. Develop new academic programs that prepare students for careers related to sustainability/environment which also address important issues unique to the Central Valley and Foothills of our service region (e.g, water resources/policy).

Goal 4: Hone administrative efficacy through thoughtful stewardship of resources.

- Objective A: Improve ten or more administrative practices and processes.
- Objective D: Enhance the aesthetics, accessibility, and functionality of our campus facilities. In particular, Strategy 5. Increase the university's commitment to building a "green" campus through enhanced sustainability efforts. Take steps annually to reduce waste and energy consumption.

Goal 5: Forge and strengthen bonds with our communities rooted in a shared future.

- Objective A: Fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Center. In particular, Strategy 4. Identify the most appropriate multi-layered approach of High-Impact Practices (HIPs) for traditional, nontraditional, and adult learner students.

Additional detail regarding sustainability-focused strategies for each objective is available in the university strategic plan at:

https://reports.aashe.org/media/secure/1011/8/774/7403/strategic_plan_final_.pdf

Website URL where information about the institution's sustainability planning efforts is available:

Additional documentation to support the submission:

Inclusive and Participatory Governance

Score

2.38 / 3.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

"--" indicates that no data was submitted for this field

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

The ASI Board of Directors serves as the official voice of the students. This group is comprised of 14 elected student representatives, a faculty member and the Dean of Students. They provide oversight of ASI programs and services, in addition to advocating for students.

The Academic Senate is the official representative body of the General Faculty, composed of the members of the Executive Committee of the Senate, the General faculty's representatives to the Statewide Academic Senate, an elected faculty representative from each academic department, the library, counseling unit, and one representative from the Emeritus and Retired Professors' Association, one lecturer representative, one coach representative, one staff representative, two students, the Provost/VPAA and the VP of Student Affairs. It is constituted to formulate and evaluate policy and procedures on academic, personnel and fiscal matters and make recommendations to the President. There are eight standing committees of the Academic Senate, four subcommittees and a varying number of ad hoc committees. The function of these committees is to consider all aspects of any matters referred by the Senate Executive Committee or Academic Senate and recommend action for the Academic Senate.

The Staff Council is a permanent organization constituted to provide for staff participation and shared governance in the University's affairs, and to permit consultation among administration and the various segments of the University on matters that affect the general welfare of the staff and University and are not within the scope of union representation as defined by California Government Code Section 3562.

Total number of individuals on the institution's highest governing body:

25

Number of students representing their peers as official members of the institution's highest governing body:

2

Number of academic staff representing their peers as official members of the institution's highest governing body:

1

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

0

Number of women serving as official members of the institution's highest governing body:

8

Percentage of official members of the highest governing body that are women:

32

Website URL where information about the institution's highest governing body may be found:

<https://www2.calstate.edu/csu-system/board-of-trustees/meet-the-board-of-trustees>

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

The President's Community Ambassador Council (PCAC) facilitates open lines of communication between the University and the community, while identifying opportunities to establish and build business and community partnerships. PCAC members serve as ambassadors for the University in our surrounding region. In addition, members promote and/or recruit prospective students.

Members of the President's Community Ambassador Council are appointed by the President of California State University, Stanislaus. Criteria for nomination includes distinguished community and/or educational leadership; recognized and respected professional expertise in areas such as business, industry, healthcare, arts, or community based organizations; interest in higher education; recognized high integrity and ethics; demonstrated good judgment and respect for confidentiality. The council convenes three-to-four times each year.

For more information, please visit:

<https://www.csustan.edu/president/presidents-community-ambassador-council-pcac>

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:

<https://www.csustan.edu/president>

Additional documentation to support the submission:

Reporting Assurance

Score

1.00 / 1.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

"---" indicates that no data was submitted for this field

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Yes

Did the assurance process include internal review, an external audit, or both?:

Both internal review and an external audit

The name, title, and organizational affiliation of each reviewer:

Internal Review by a sub-group of the Council for Sustainable Futures:

Dr. Julia Sankey, Faculty Fellow

Dr. David Colnic, Faculty Fellow

Cynella Aghasi, Sustainability Director for Associated Students Inc.

External Review: Ryan Todd, Sustainability Manager, and Kristen Wonder, Waste and Sustainability Coordinator, California State University Sacramento

A brief description of the institution's assurance process:

Members of the Council for Sustainable Futures reviewed the entire STARS report during in-person and Zoom meetings and identified areas for additional information and improvement. University responses and detailed information regarding corrections were added to the review spreadsheet and provided to the internal review team to confirm that all inconsistencies and errors were successfully addressed.

Ryan Todd, Ryan Todd, Sustainability Manager, and Kristen Wonder, Waste and Sustainability Coordinator of California State University Sacramento conducted an external review and provided the review spreadsheet via email for correction, clarification, and additional information. University responses and detailed information

regarding corrections were added to the review spreadsheet and provided to the external review team to confirm that all inconsistencies and errors were successfully addressed.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[AASHE_Stars_Letter_of_Affirmation_CSF_k5rav0u.pdf](#)

Completed STARS Review Template:

[STARS_2.2_Review_CSF_Response_4iJOaio.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

[STARS_external_review_letter_stanislaus_encrypted_.pdf](#)

Completed STARS Review Template (2nd review):

[STARS_2.2_Review_Sacramento_State_Stan_State_Response_b8C18xM.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 7.88

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.33 / 2.00
Assessing Diversity and Equity	0.63 / 1.00
Support for Underrepresented Groups	2.92 / 3.00
Affordability and Access	3.00 / 4.00

Diversity and Equity Coordination

Score

1.33 / 2.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The President's Commission on Diversity and Inclusion (PCDI) was established to develop a comprehensive three- to five-year Diversity and Inclusion Action Plan with a specified timeline for milestone achievement of measurable outcomes and visible results. The process for development of the Diversity and Inclusion Action Plan includes the following elements: 1. Affirm the University's Diversity Statement, and align the Diversity and Inclusion Action Plan with the University Strategic Plan. 2. Develop a campus-wide implementation plan that includes activities, education, communication, feedback, and ongoing involvement including: creating and fostering a diverse and inclusive campus climate supportive of students, faculty, staff and administrators; assessing and ensuring that the campus' curriculum and programs acknowledge and support diversity and inclusion; assessing, recruiting and retaining a diverse population of students, faculty, staff and administrators; and assessing and supporting diverse external and community advisory boards and other partnerships. 4. Secure campus-wide affirmation for the Diversity and Inclusion Action Plan, monitor its implementation, and begin progress reporting.

The Director of the Center for Diversity and Inclusion oversees the Diversity Center, which aims to provide a sense of belonging for members of our campus community and advocate for an inclusive and respectful space for students from all backgrounds. This includes but is not limited to; race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socioeconomic status, physical and cognitive differences, political views, immigration status and veteran status. Through a wide range of programs, the Diversity Center collaborates with different campus partners to provide welcoming spaces, affirmation and validation for individuals and student groups. Services include: Ally Trainings, Afternoon "Equi-Tea" Time, Complimentary Coffee & Tea, Conference Room Space, a Mindfulness Corner, Intimate Study Space, Inclusive Resources, a Reading Nook, Social Justice Coffee Hour, Social Justice Library, Undocumented Student Services, and Workshops.

Estimated proportion of students that has participated in that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Faculty, staff, and students have participated in Moving Beyond Bias training in Oakland, California. Moving Beyond Bias is a two year pilot program provided via a collaboration between the CSU and UC to provide anti-bias training for administrators, student leaders, faculty and staff. The training includes raising awareness related to personal biases and understanding how biases may influence behavior and decision making at the university. The training also introduced participants to tools and strategies for mitigating harmful bias in their functional spaces. More information is available at:

<https://movingbeyondbias.org/>

Certificate in Inclusive Teaching: The goal of this certificate is to encourage faculty to examine their beliefs about diversity, gain knowledge/understanding about how diversity and identity influence higher education, and to work towards developing humility and sensitivity to create inclusive classrooms and workplaces. This certificate focuses on helping faculty integrate pedagogical principles aligned with inclusive excellence into the learning environment, course design and assignments to increase awareness of the importance of diversity, equity and inclusion in the classroom, and contribute to student success. Participants walk away with concrete skills/techniques that they can use in their interaction with students and in their classrooms.

Inclusive Syllabus Workshop: This workshop provides Inclusive pedagogical practices in syllabus language and construction; methods for attending to student needs and identities in inclusive ways; collaborative creation of guidelines for course discussion to support active student participation in inclusive and engaging course discussions; recognition of the importance of honoring preferred names/pronouns; how to ensure that transgender, gender diverse, and students in general will know that their identities will be respected in the classroom; and how to make the syllabi visually appealing to engage students, but also check to ensure that any images or graphics that are used are accessible to all students.

Faculty Book Discussion: Bandwidth Recovery-Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization. From the publisher: "Verschelden uses "bandwidth" as a metaphor for cognitive and emotional resources—she analyzes how non-majority students' cognitive loads can be impacted by experiences of economic insecurity, discrimination, and hostility based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. The chronic stress of systematic oppression can result in decreased physical and mental health and social and economic opportunity. People who are operating with depleted mental bandwidth are less able to succeed in school, are much less likely to make it to college, and, if they do, are less likely to persist to graduation."

Working With First Generation College Students (FGCS) (4 Part Faculty Workshop): Part 1--How do we think about FGCS? What does it mean to be a first-generation student? We need to recognize some of our students' current life situations/barriers that they face and that first-generation students are also a diverse group in itself; the role of faculty interaction in helping first-generation college students succeed. Part 2--Implement pedagogical strategies that will ultimately benefit all types of students; clarify and model expectations; make assignments and exams more transparent and culturally inclusive; scaffold learning experiences; apply principles of effective adult learning to teaching. Part 3--Encourage students to set goals; incorporate student reflection, self-assessment, and peer-review activities; help students relate course objectives to their lives; make feedback an important part of class; point students to other resources on campus. Part 4--Design your class to fit a diverse range of student needs; implement active and collaborative activities; encourage students to work with a variety of their peers in class; encourage networking and professional development; help students build networks of support.

Faculty Book Discussion: Teaching to Transgress-Education as the Practice of Freedom by bell hooks. From the book: "This pedagogical strategy is rooted in the assumption that we all bring to the classroom experiential knowledge, that this knowledge can indeed enhance our learning experience. If experience is already invoked in the classroom as a way of knowing that coexists in a non-hierarchical way with other ways of knowing, then it lessens the possibility that it can be used to silence" (p. 84).

Faculty Workshop: The Unwritten Rules of College-Creating Transparent Assignments That Increase Underserved College Students' Success. Underserved students are the new incoming majority student population in US higher education. Transparent teaching/learning practices make learning processes explicit while offering opportunities to foster students' metacognition, confidence, and their sense of belonging. A 2016 AACU publication identifies transparent assignment design as a teaching intervention that significantly enhances students' learning and persistence, with greater gains for historically underserved students (Winkelmes et al, Peer Review, Spring 2016).

Interrupting Racism Workshops for Faculty and Staff: Participants learn to interrupt racism by analyzing workplace scenarios and using a racial equity lens, practice how to challenge them. The goal is to strengthen our understanding of how racial narratives and white supremacy culturally impact students as they negotiate the

university and to facilitate understanding of why it is important to challenge racial narratives and build a racially equitable university.

Unconscious Bias Workshops include Faculty, Staff, Administrators, and Students. In the safety of the workshop environment, participants are encouraged to engage in open and respectful dialogue, identify their unconscious biases, and challenge those biases. Finally, with a new awareness, workshop participants talk about how we can transform the systems we work in by changing individual behavior so that these unconscious biases, preferences, and micro-aggressions no longer perpetuate a system where discrimination and inequities occur. The idea is to foster a CSU environment wherein we can recruit and retain a more diverse workforce and decrease workplace toxicity.

Website URL where information about the institution's diversity and equity office or trainings is available:

<https://www.csustan.edu/diversity-center>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.63 / 1.00	Neisha Rhodes Director Presidential Initiatives

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

"--" indicates that no data was submitted for this field

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

The President's Commission on Diversity & Inclusion was charged to develop a comprehensive three-to five-year Diversity and Inclusion Action Plan with a specified timeline for milestone achievement of measurable outcomes and visible results. The process for development of the Diversity and Inclusion Action Plan shall include the following elements:

Affirm the University's Diversity Statement, and align the Diversity and Inclusion Action Plan with the University Strategic Plan.

Develop a campus-wide implementation plan that includes activities, education, communication, feedback, and ongoing involvement including: creating and fostering a diverse and inclusive campus climate supportive of students, faculty, staff and administrators;

assessing and ensuring that the campus' curriculum and programs acknowledge and support diversity and inclusion; assessing, recruiting and retaining a diverse population of students, faculty, staff and administrators; and assessing and supporting diverse external and community advisory boards and other partnerships.

Secure campus-wide affirmation for the Diversity and Inclusion Action Plan, monitor its implementation, and begin progress reporting.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

No

Does the assessment process address employee outcomes related to diversity and equity?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

Employee Campus Climate Survey completed Spring 2018, Process to begin selection of assessment tool for Student Climate survey began in 2019.

In Progress. Results were discussed with President's Cabinet, Employee Union representatives, and members of the President's Commission on Diversity and Inclusion to work together to develop a process for next steps.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

Employee Campus Climate Survey results were shared at the The Data-Sharing & Assessment Showcase Event, December 2018.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

No

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

Website URL where information about the institution's diversity and equity assessment efforts is available:

<https://www.csustan.edu/diversity-matters/pcdi/draft-diversity-and-inclusion-action>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Additional information is available at:
<https://www.csustan.edu/diversity-matters>

Support for Underrepresented Groups

Score

2.92 / 3.00

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, and Veteran or Military Status, and other characteristics that make our community unique.² All Students have the right to participate fully in CSU programs and activities free from Discrimination, Harassment, and Retaliation. The CSU prohibits Harassment of any kind, including Sexual Harassment, as well as Sexual Misconduct, Dating and Domestic Violence, and Stalking. Such misconduct violates University policy and may also violate state or federal law. Website:

<https://calstate.policystat.com/policy/6742744/latest/>

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

The mission of the StanCares Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan. The StanCares Team reviews reports to assess available information about whether a student, campus community member, group or situation poses a threat, and determines a course of action to support the campus community member and intervene before behavior escalates. The StanCares Team receives reports from departments across campus and from the community about concerns regarding the wellbeing and behavior of campus community members. The team tailors their response to each report by providing specific guidance, resources and referrals to students, staff and faculty. The StanCares Team provides follow-up and support to campus community members. The StanCares Team is coordinated jointly by and submits recommendations to the Vice President for Student Affairs and the Vice President of Faculty Affairs and Human Resources.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

No

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

The Educational Opportunity Program (EOP) is an admission-based program that increases access, academic excellence, and retention of California's historically underserved low income, first generation college students. The EOP program is a crucial part of the overall mission of the university. EOP provides an array of support services including Summer Bridge, Promise Scholars, and developmental academic advising. These programs and services encourage students to make conscious connections between the acquisition of skills and their application to academic, social and professional lives. The Summer Bridge Program (SBP) is designed to assist new students make the transition from high school to University studies, and is offered by invitation only to selected EOP applicants. The Promise Scholars Program connects admitted students from diverse foster care settings with academic advisors to provide a seamless transition into postsecondary education. The program Lead works with a network of campus resources to provide a supportive approach to whole student wellness. This ensures that students from foster care are identified and receive the support they need to be successful.

TRIO programs are federally funded and authorized under the U.S. Higher Education Act of 1965. Projects are funded through a competitive grant application process. The U.S. Department of Education funding for TRIO programs currently serves over 790,000 low-income Americans. Since 1965, an estimated two million students have graduated from college with the assistance and support of these TRIO programs.

Student Support Services (SSS) is one of eight TRIO programs and has been funded at Stanislaus State since 1975. The goal of SSS is to increase college retention and graduation rates of its participants and to help students make the transition from one level of higher education to the next. Programming offers a variety of academic support and retention services which foster academic development, increase understanding of college requirements, and motivate student to complete post-secondary education. Two-thirds of participants served by SSS must come from low-income, first generation families. SSS participants may also receive grant aid (additional eligibility criteria applies).

From the Stanislaus State Faculty Recruitment Manual:

California State University Best Practices to Promote Equal Opportunity and Diversity include:

- o Encourage the election of diverse search committees
- o Search committee members complete CSU online training modules: (1) General Training for Search Committees and (2) Non-Discrimination and Affirmative Action.
- o Appoint one member of the search committee to act as a diversity advocate during the recruitment process
- o Include a diversity statement in job announcements

- o Require candidates to submit a student success statement, explaining how they will teach in a diverse environment like ours
- o Advertise the position widely
- o Make direct contact with diverse graduate programs, minority serving institutions, and students participating in the Chancellor's Doctoral Incentive Program

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

Student Support Services (SSS) is one of eight TRIO programs, a federally funded and authorized program under the U.S. Higher Education Act of 1965. The goal of Student Support Services is to increase college retention and graduation rates of its participants and to help students make the transition from one level of higher education to the next. Programming offers a variety of academic support and retention services which foster academic development, increase understanding of college requirements, and motivate student to complete post-secondary education. Two-thirds of participants served by SSS must come from low-income, first generation families. SSS participants may also receive grant aid (additional eligibility criteria applies).

The Educational Opportunity Program (EOP) is an admission-based program that increases access, academic excellence, and retention of California's historically underserved low income, first generation college students. The EOP program is a crucial part of the overall mission of the university. EOP provides an array of support services including Summer Bridge, Promise Scholars, and developmental academic advising. These programs and services encourage students to make conscious connections between the acquisition of skills and their application to academic, social and professional lives. The Summer Bridge Program (SBP) is designed to assist new students make the transition from high school to University studies, and is offered by invitation only to selected EOP applicants. The Promise Scholars Program connects admitted students from diverse foster care settings with academic advisors to provide a seamless transition into postsecondary education. The program Lead works with a network of campus resources to provide a supportive approach to whole student wellness. This ensures that students from foster care are identified and receive the support they need to be successful.

Elevate 1.0 is a fully integrated, first-year living learning community for Housing students who are interested in transitional support during their first year of college. Recommended to first generation students, the exclusive program guarantees access to an English stretch course and assistance in enrolling in a foundational math course.

It also offers one-on-one advising at New Student Orientation (NSO) and throughout students' entire first year. In addition to academic benefits, Elevate members get to live together, take classes together, and enjoy exclusive social events, give-a-ways and perks throughout the year.

The mission of the LGBTQ+ Mentorship Program is to assist students in developing positive sexualities and gender identities and expressions by connecting LGBTQ+ students with LGBTQ+ faculty and staff mentors. The goals of this program are: 1. To foster mentoring relationships between LGBTQ+ students and LGBTQ+ faculty and staff; 2. To offer support, guidance, and resources to meet the diverse needs of the LGBTQ+ student population at Stanislaus State and the surrounding communities; 3. To connect students to the diverse lives of LGBTQ+ students, faculty, and staff throughout Stanislaus State and surrounding communities; and 4. To provide LGBTQ+ faculty, staff, and students an opportunity to help students develop outside of the classroom and other formal Stanislaus State venues.

The Asian Pacific Islander Faculty & Staff Association aims to: promote a campus climate that is sensitive, representative, and fair to all ethnic groups, including for example, Asian, Asian-American, Southeast Asian, Pacific Islander, Asian Indian and other Asian groups through a variety of efforts; provide support and input in the fair recruitment or hiring, retention, and promotion of Asian students, faculty, staff, and administrators on campus; respond proactively to the needs of the growing Asian student body, with a

commitment to broadening and deepening the curriculum with regard to Asian issues; build strong, effective linkages with the University administration and with the surrounding community at large; create a social support network of partnerships and personal friendships among the members of the organization; encourage and empower individuals in the organization to become more actively involved in important University, community, professional, and political service with the purpose of creating a more harmonious and diverse community.

Chicanx Latinx Faculty and Staff Association Mission Statement: CLFSA was organized in the Spring of 2018 as a way to bring a strong voice to issues affecting the Chicanx Latinx community at Stanislaus State. We are committed to: Promoting and collaborating on Chicanx/Latinx student issues such as the success of Chicanx/Latinx students at Stanislaus State (this includes retention and graduation rates).

Advocating to increase the number of Chicanx, Latinx Faculty & Staff to better match the demographic makeup of Stanislaus State students. Developing a social and professional network of Chicanx/Latinx Faculty & Staff at Stanislaus State to better inform ourselves on topics and issues relevant to our campus community. Promoting and supporting Chicanx/Latinx Faculty & Staff well-being, gender inclusivity and understanding of intersectionality for all members.

The Deutsche Runde (or German Roundtable) was founded at Stanislaus State in September 2017, and would like to invite German-speaking Stanislaus State faculty, staff, students, alumni and regional community members interested to join us for some klatsch and tratsch.

The Deutsche Runde is committed to bringing together members of the German-speaking faculty, staff, students, alumni, and community members to:

Promote an environment to speak the German language and discuss its culture.

Promote a campus climate that is sensitive, representative, and fair to all ethnic groups with the purpose of creating a more harmonious and diverse community that includes students.

Create and promote a continued sense of community and leadership opportunities among the members of the Deutsche Runde.

Continue in building strong and proactive linkages between the University and German-speakers in the region.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

The McNair Scholars Program is designed to further the academic development of students by providing support services, activities, and experiences that help them complete their undergraduate degrees, enroll in a graduate program, and have the knowledge, skills, and background preparation that are required to successfully complete a graduate/doctoral program. Applicants must be income eligible based on taxable income and a first-generation college student (a student whose parent(s) or guardian(s) did not receive a baccalaureate degree) or a member of a group underrepresented in graduate education (Black, Hispanic, American Indian, Alaskan Native, Native Hawaiian and Pacific Islander).

McNair Scholars also become members of the University Honors Program and are able to leverage the benefits of the program including the opportunity to design, publish, and present their research in the University Honors Program Journal and the annual Capstone Conference. Scholars receive research support and guidance through enrollment in a research course sequence.

The California State University Chancellor's Doctoral Incentive Program's (CDIP) goal is to increase the number of faculty with the qualifications, motivation, and skills needed to teach the diverse students of the CSU. CDIP prepares promising doctoral students for CSU faculty positions by providing financial support, mentorship by CSU faculty and professional development and grant resources. It is the largest program of its kind in the U.S.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Website URL where information about the institution's support for underrepresented groups is available:

<https://www.csustan.edu/student-affairs/points-pride>

Additional documentation to support the submission:

Affordability and Access

Score

3.00 / 4.00

Responsible Party

Lisa Fields
Research Technician III
Institutional Effectiveness & Analytics

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

"--" indicates that no data was submitted for this field

Percentage of need met, on average, for students who were awarded any need-based aid :

92.30

Percentage of students graduating without student loan debt:

50

Percentage of entering students that are low-income:

63

Graduation/success rate for low-income students:

57.80

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

Stanislaus State provides the following federal and state grant, loan and other aid opportunities:

1. Cal Grants are need-based grants provided by the State for California residents. When students file a FAFSA or CA Dream Act and GPA Verification Form by the deadline, they will be considered for Cal Grants.
2. The State University Grant is a need-based program designed to specifically help California State University students with paying fees. Candidates for this program must be California residents and be enrolled in an undergraduate or graduate program.
3. Students who are enrolled in the Doctor of Education Program maybe be eligible for Ed Doctoral grants. Students that filed their FAFSA or Dream Act application by the priority deadline and have an Estimated Family Contribution (EFC) below 4000 maybe be eligible for the grant.
4. Educational Opportunity Program: This program provides funding to a limited number of full-time undergraduate students who are admitted through the University's Educational Opportunity Program. Grants range from \$500 to \$800 per academic year.
5. Stanislaus State participates in the William D. Ford Federal Direct Loan Program. The Federal Stafford (Subsidized and Unsubsidized) and PLUS (Parent PLUS) loans are processed directly through the U.S. Department of Education.
6. Federal Pell Grants re awarded to undergraduate students to pay for their education.
7. The Work-Study Program is a federally funded grant program which provides employment for students to help

with the cost of education.

8. Students that are enrolled in the Master of Business Administration program may be eligible for this grant. Students that file their FAFSA or Dream Act application by the priority deadline and have an Estimated Family Contribution (EFC) below 4000 may be eligible for the grant.

9. Students who are enrolled in the Doctor of Education Program maybe be eligible for this grant. Student that filed their FAFSA or Dream Act application by the priority deadline and have an Estimated Family Contribution (EFC) below 4000 maybe be eligible for the grant.

10. The State University Grant is a need-based program designed to specifically help California State University students with paying fees. Candidates for this program must be California residents and be enrolled in an undergraduate or graduate program.

11. SEOG is assistance for undergraduate students who are enrolled at least half-time and demonstrate exceptional financial need. Awards range from \$250 to \$500 per academic year.

A brief description of notable policies or programs to support non-traditional students:

The Educational Opportunity Program (EOP) is an admission-based program that increases access, academic excellence, and retention of California's historically underserved low income, first generation college students. The EOP program is a crucial part of the overall mission of the university. EOP provides an array of support services including Summer Bridge, Promise Scholars, and developmental academic advising. These programs and services encourage students to make conscious connections between the acquisition of skills and their application to academic, social and professional lives.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:

<https://www.csustan.edu/financial-aid-scholarship/financial-aid-basics/financial-aid-programs#SEOG>

Additional documentation to support the submission:

Investment & Finance

Points Claimed 0.00

Points Available 6.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points								
Committee on Investor Responsibility	0.00 / 2.00								
	0.00 / 3.00								
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Total value of the investment pool (US/Canadian dollars)</th> <th style="text-align: right;">Total points available for the credit</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>		Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
Total value of the investment pool (US/Canadian dollars)	Total points available for the credit								
\$1 billion or more	5								
\$500 - 999 million	4								
Less than \$500 million	3								
Investment Disclosure	0.00 / 1.00								

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	Christene James VP and CFO Business & Finance

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Does the CIR include academic staff representation?:

Does the CIR include non-academic staff representation?:

Does the CIR include student representation?:

Members of the CIR, including affiliations and role:

Examples of CIR actions during the previous three years:

Website URL where information about the institution's committee on investor responsibility is available:

Additional documentation to support the submission:

Sustainable Investment

Score

0.00 / 3.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars) Total points available for the credit

\$1 billion or more	5
\$500 - 999 million	4
Less than \$500 million	3

Christene James
VP and CFO
Business &
Finance

[Close](#)

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

---" indicates that no data was submitted for this field

Total value of the investment pool:

16,552,261 US/Canadian \$

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving funds funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Percentage of the institution's investment pool in positive sustainability investments:

0

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the sustainable investment policy is applied:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:

No

A brief description of the divestment effort or negative screens and how they have been implemented:

Approximate percentage of endowment that the divestment effort and/or negative screens apply to:

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

Website URL where information about the institution's sustainable investment efforts is available:

Additional documentation to support the submission:

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	Christene James VP and CFO Business & Finance

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

No

A copy of the investment holdings snapshot:

Website URL where the investment holdings snapshot is publicly available:

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?:

No

Are proxy voting records included in the snapshot of investment holdings?:

No

Website URL where information about the institution's investment pool is available:

Additional documentation to support the submission:

Wellbeing & Work

Points Claimed 5.66

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	2.41 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.25 / 2.00

Employee Compensation

Score	Responsible Party
2.41 / 3.00	Julie Johnson Senior Associate Vice_President for Human Resources Human Resources

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

“--” indicates that no data was submitted for this field

The local living wage (based on a family of four and expressed as an hourly wage):

17.44 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

97

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

Yes

A list or brief description of significant on-site contractors:

California State University Stanislaus' Auxiliary & Business Services holds contracts with Chartwells Higher Ed for dining services. Chartwells Higher Ed managers receive a living wage and Chartwells' staff are covered by a collective bargaining agreement with Unite Here, Local 19.

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

100

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

125 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

Lowest annual salary with benefits: \$48,384.00

Percent above living wage: 39%

Benefits include: Health, Dental, Vision, Retirement, OASDI, Medicare, Life and Long Term Disability.

Has the institution made a formal commitment to pay a living wage?:

Yes

A copy or brief description of the institution's written policy stating its commitment to a living wage:

The California State University (CSU) is the nation's largest four-year public university system with 23 campuses and eight off campus centers. The CSU educates approximately 484,000 students and employs more than 52,000 faculty and staff. The CSU is authorized to grant baccalaureate and master's degrees as well as teaching credentials. The CSU is committed to the recruitment and hiring of a diverse workforce that makes contributions to equity and inclusion in the pursuit of excellence for all members of the CSU community. The CSU is governed by a Board of Trustees that appoints the chief executive officer of the system (the Chancellor], Chancellor's Office executive officers (Executive Vice Chancellors/Vice Chancellors, as well as the Presidents of each individual campuses). The CSU offers compelling compensation offerings designed to inspire and reward efficiency, effectiveness and excellence. Our salaries are the result of in-depth national labor market analyses that ensure the CSU remains in line with compensation trends across higher education.

Website URL where information about employee compensation is available:

<https://www2.calstate.edu/csu-system/careers/compensation/Pages/compensation-calculator.aspx>

Additional documentation to support the submission:

[Summary-of-Hiring-Practices-Report.pdf](#)

Data source(s) and notes about the submission:

CSU Legislative Reports Website:

<https://www2.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/legislative-reports1/Summary-of-Hiring-Practices-Report.pdf>

CSU Salary Schedule:

<https://www2.calstate.edu/csu-system/careers/compensation/Pages/salary-schedule.aspx>

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Julie Johnson Senior Associate Vice_President for Human Resources Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

During March and April 2018, the Personal Assessment of the College Environment (PACE) survey was administered to 1,250 employees at Stanislaus State (Stan State). Of those 1,250 employees, 327 (26.2%) completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section. Of the 327 Stanislaus State employees who completed the PACE survey, 174 (53.2%) provided written comments.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

On April 18, 2019, a presentation of the survey results was provided to the campus community followed by a question and answer session. A second presentation is planned for spring 2020 to discuss progress and outcomes.

Website URL where information about the employee satisfaction and engagement evaluation is available:

<https://www.csustan.edu/hr/stan-state-work>

Additional documentation to support the submission:

[Stan_State_2018_Personal_Assessment_of_the_College_Environment_Executive_Summary.pdf](#)

Wellness Program

Score	Responsible Party
1.00 / 1.00	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Student Health Center is a fully accredited outpatient clinic that provides primary medical care, health education, wellness promotion, and disease prevention. The facility is housed in the Health Center Building and is equipped with eight up-to-date examination rooms, a pharmacy, a clinical laboratory, a minor surgery room, and an infirmary (short stay) room. The mission of the Student Health Center is to provide eligible students quality, evidence based healthcare, preventative services, health education, and advocacy for optimal health within the university community. The Health Center offers programming to promote healthy lifestyles, foster edifying relationships, and encourage self-development, as well as evaluate, recognize, and support our students in their pursuit of higher education by caring for their physical and mental health.

Psychological Counseling Services provides professional, ethical, and confidential psychological counseling to students. Voluntary, non-coerced participation is emphasized. Additionally, Psychological Counseling Services offers workshops, outreach, and consultation. Services are offered using a proactive, developmental and systemically-oriented model. Psychological Counseling Services supports a multicultural, collaborative, and diverse campus community. Psychological Counselors assist students to develop cognitive and emotional integration, relationship skills, and personal resilience.

The Employee Assistance Program (EAP) is administered by LifeMatters, a University-paid benefit for eligible employees and dependents. All employees, their dependents (including dependent children not residing with the parent) and other individuals living in the employee's home are eligible for services and may contact LifeMatters directly. Referral services are available on a 24-hour, seven-days-a-week basis. Each eligible person is entitled to up to 5 sessions per incident. Face-to-Face Clinical Counseling is available for issues such as relationship concerns and family problems, stress/emotional distress, workplace problems, and alcohol/chemical dependency. Additional services include telephone consultations for life management issues such as financial concerns, finding child care providers, elder care needs and concerns, tax issues, legal advice, organizing personal affairs, and pre-retirement considerations.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

Yes

A copy of the institution's smoke-free policy:

[Stanislaus_State_Smoke_Free_Policy.pdf](#)

The institution's smoke-free policy:

Website URL where information about the institution's wellness programs is available:

<https://www.csustan.edu/hr/employee-benefits/employee-assistance-program>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Student psychological counseling services:

<https://www.csustan.edu/counseling>

Workplace Health and Safety

Score	Responsible Party
1.25 / 2.00	April Dunham-Filson Health & Safety Specialist Safety & Risk Management

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

"---" indicates that no data was submitted for this field

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

California Division of Occupational Safety and Health, Department of Industrial relations (Cal/OSHA)

A brief description of the key components of the custom OHSMS:

Cal/OSHA is a U.S. Department of Labor OSHA-approved workplace safety and health program operated by the State of California.

Annual number of recordable incidents of work-related injury or ill health:

20

Full-time equivalent of employees:

994

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

Sedgwick Claims Management Services manages and tracks incidents of work-related injury or ill health on behalf of the University.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

2.01

Website URL where information about the occupational health and safety program is available:

<https://www.csustan.edu/safety-risk-management/health-safety>

Additional documentation to support the submission:

Innovation & Leadership

Innovation & Leadership

Points Claimed 4.00

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
External Reporting Assurance	0.50 / 0.50
Food Bank	0.50 / 0.50
Serving Underrepresented Students	0.50 / 0.50
Single-Use Plastic Ban	0.50 / 0.50
Student Living Wage	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50

External Reporting Assurance

Score	Responsible Party
0.50 / 0.50	Wendy Olmstead Sustainability Coordinator Capital Planning & Facilities Management

Criteria

Institution's STARS assurance process (as documented in the Reporting Assurance credit) includes an external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

"---" indicates that no data was submitted for this field

Did the assurance process for the institution's current STARS submission include an external audit?:

Yes

Is the external audit fully documented in the Reporting Assurance credit?:

Yes

Additional documentation to support the submission:

Food Bank

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

"---" indicates that no data was submitted for this field

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

The Warrior Food Pantry exists to provide non-perishable food items and toiletries at no cost to Stan State students in need. Students may collect up to 10 items per week. The pantry aims to decrease the impact that food insecurities have on the academic success of students, as well as helps to alleviate hunger within our campus community.

Website URL where information about the food bank is available:

<https://www.csustan.edu/student-affairs/warrior-food-pantry>

Additional documentation to support the submission:

Serving Underrepresented Students

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution is formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent.

Diversity recruitment/admissions programs and broad diversity or social justice commitments (e.g. in a mission statement) are not sufficient to earn this credit.

"---" indicates that no data was submitted for this field

Is the institution formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent?:

Yes

Documentation affirming the institution's designation as a minority-serving institution or the equivalent:

[2020eligibilitymatrix.xlsx](#)

Website URL where information affirming the institution's designation as a minority-serving institution or the equivalent is available:

<https://www2.calstate.edu/csu-system/news/Documents/csu-hispanic-serving-institutions.pdf>

Additional documentation to support the submission:

Single-Use Plastic Ban

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic, for example:

- Straws
- Beverage bottles
- Shopping bags
- Food serveware, containers, or utensils
- Polystyrene (Styrofoam™) products
- Individually packaged items (e.g., napkins, condiments, and baked goods)

To qualify, a single-use disposable plastic must have been banned or eliminated across the entire institution. Biodegradable plastic options may be used if they are both certified compostable and used in conjunction with a campus composting program.

"---" indicates that no data was submitted for this field

Has the institution banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic?:

Yes

A brief description of the single-use disposable plastics that have been banned or eliminated:

POLICY OBJECTIVE

This policy articulates the CSU's requirements related to single-use plastics to ensure procurement and contracting activities are in compliance with CSU's sustainability goals and applicable regulations.

POLICY STATEMENT

Campuses shall establish purchasing practices that assure, to the maximum extent economically feasible, the purchase of single-use plastics including plastic straws, plastic water bottles, and plastic bags are eliminated. Purchase preference shall be given to reusable products, followed by locally compostable and/or recyclable products. Procurement, auxiliaries, and all relevant stakeholders will work with campus sustainability staff to assess and select the most sustainable alternatives.

CSU sustainability policies, including but not limited to 5236.00 and 5235.00, apply to Auxiliary Organizations incorporated to support the California State University.

Campus responsibilities:

- Eliminate single-use plastic water bottles by January 1, 2023 or upon contract renewal if existing contract terms prohibit. A 25% reduction in single-use plastic water bottles purchased and supplied will be achieved annually.
- Eliminate plastic straws no later than January 1, 2019.
- Eliminate single-use plastic carryout bags no later than January 1, 2019.
- Eliminate single-use polystyrene (e.g. STYROFOAM™) food service items no later than January 1, 2021.
- Replace single-use plastic items with materials that are reusable, locally compostable and/or recyclable.

Exceptions to the above are only to be made for complying with the Americans with Disabilities Act (ADA) requirements of when it is demonstrated that compliance with the above will result in undue hardship on students or campus organizations.

Website URL where information about the single-use disposable plastic ban(s) is available:

Additional documentation to support the submission:

[CSU_Single_Plastics_Policy.pdf](#)

Student Living Wage

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

All of the institution's student employees (e.g., part-time student workers, work study students, graduate research assistants, graduate teaching assistants) are paid a living wage for one adult.

To determine the local living wage:

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "1 Adult" for the community in which the main campus is located.
 - Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage for one adult has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family unit of one person (expressed as an hourly wage).
 - Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for one adult (expressed as an hourly wage).
-

"---" indicates that no data was submitted for this field

The local living wage for one adult:

11.97 US/Canadian \$

Percentage of student employees paid a living wage for one adult:

100

Information to support the living wage percentage reported above:

The classification and qualification standards for student employees (Class Codes 1868, 1870, 1871, 1874) have been established by the CSU Chancellor's Office, Faculty and Staff Relations to describe typical positions filled by students while they are enrolled at the University. This classification is designed to meet three primary objectives (FSA 81-13, Supplement No. 1): To provide the University with part-time help in a variety of instructional and administrative programs; To provide a means and opportunity to supplement the students' income and assist them in their educational expenses; To provide students with work experience, preferably related to their academic majors. Students assigned to this classification may be employed on a part-time or temporary basis in any of the University's departments, offices, or auxiliary organizations. They may be assigned to clerical, technical, maintenance, para-professional, or other duties related to the instructional or administrative functions of the University. For more information please visit,

https://www.csustan.edu/sites/default/files/u67316/classification_payguidelines_2020.pdf

Documentation to support the living wage percentage reported above:

Website URL where information about student wages is available:

Additional documentation to support the submission:

Innovation A

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

Campus Sustainability Literacy

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The Council for Sustainable Futures was granted funds from the university's Innovate, Design, Excel & Assess for Success (IDEAS) program, which was designed to promote inclusive innovation and growth and aimed at finding local solutions for local problems and promoting the goals of the University's new strategic plan. The funds were used to purchase 600 copies of Robin Wall Kimmerer's Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. The Sustainability Coordinator and Student Assistants distributed the book at department meetings during the fall 2019 and spring 2020 semesters with the goal of introducing a common language (literacy) that would allow the campus community to share ideas, learn together, and support existing and future sustainability efforts. The meetings included an explanation of sustainability as a concept, an invitation to participate in campus sustainability initiatives, an overview of the STARS data collection process, and a discussion designed to invite ideas and procure feedback about employee's understanding of the economic, environmental and social justice dimensions of sustainability. The social justice dimension was emphasized to facilitate understanding of the interconnectedness of social justice with environmental and economic sustainability. This program supported a positive response to requests for information for STARS, the launch of a Green Office program, a complete overhaul of the campus' external recycling program, and attendance at Earth Week Events in April, 2020. The Council for Sustainable Futures plans to purchase and distribute Braiding Sweetgrass to faculty in fall 2020 to engage faculty in efforts to infuse sustainability into the curriculum and utilize the campus as a living lab.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement
Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

Additional documentation to support the submission:

Innovation B

Score

0.50 / 0.50

Responsible Party

Wendy Olmstead
Sustainability Coordinator
Capital Planning & Facilities Management

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

Warrior Ride Program

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Students who show their Warrior ID when boarding the Turlock Transit buses are able to ride for free from campus and around the city of Turlock. The bus service is ADA accessible and the route schedule can be found online at

www.turlocktransit.com

. The city buses are powered by natural gas. Turlock Transit also has curb-to-curb service available through Dial-a-Ride(DAR) for students.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Air & Climate

Transportation

Diversity & Affordability

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

<https://www.csustan.edu/asi-sc/student-services/turlock-transit>

Additional documentation to support the submission:

Innovation C

Score

0.50 / 0.50

Responsible Party

Julia Reynoso
Director, Planning and Finance
Capital Planning & Facilities Management

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

Lactation Rooms

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In addition to 15 all-gender restrooms, the campus offers lactation rooms in Science 1 and the University Student Center for faculty, staff and student use.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Diversity & Affordability
Wellbeing & Work

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

https://www.csustan.edu/sites/default/files/u2106/all_gender_restroom_locations_2020.pdf

Additional documentation to support the submission:

stars.aashe.org California State University, Stanislaus | STARS Report |