



California State University, Sacramento

STARS REPORT

Date Submitted: May 9, 2016

Rating: Gold

Score: 72.18

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

STARS Version: 2.0

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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](#).

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Innovation	260

Summary of Results

Score 72.18

Rating: Gold

Institutional Characteristics

Institutional Characteristics		0.00 / 0.00
	None	

Academics

Curriculum		31.66 / 40.00
	None	
Research		16.00 / 18.00
	None	

Engagement

Campus Engagement		20.00 / 20.00
	None	
Public Engagement		14.42 / 21.00
	None	

Operations

Air & Climate		6.11 / 11.00
	None	
Buildings		4.75 / 8.00
	None	
Dining Services		1.18 / 7.00
	None	
Energy		2.15 / 10.00
	None	
Grounds		3.01 / 4.00
	None	
Purchasing		4.02 / 6.00
	None	
Transportation		3.97 / 7.00
	None	
Waste		5.94 / 10.00
	None	

Water		4.30 / 6.00
	None	
Planning & Administration		
Coordination, Planning & Governance		7.00 / 8.00
	None	
Diversity & Affordability		7.85 / 10.00
	None	
Health, Wellbeing & Work		3.99 / 7.00
	None	
Investment		0.00 / 7.00
	None	
Innovation		
Innovation		4.00 / 4.00
	None	

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.

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

The passthrough subcategory for the boundary

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

Institutional Boundary

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This won't display

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

Institution type (Associate, Baccalaureate, Doctorate, or Master's):

Master's

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	No	---
Hospital	No	---

Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	No	---

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

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

Endowment size:

34,968,809 US/Canadian \$

Total campus area:

300 Acres

IECC climate region:

Hot-Dry

Locale:

Large city

Gross floor area of building space:

5,166,951 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

246,317 Square Feet

Floor area of healthcare space:

145,843 Square Feet

Floor area of other energy intensive space:

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782,784 Square Feet

Floor area of residential space:

443,668 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	0
Geothermal	0
Hydro	4.76
Natural gas	0
Nuclear	0
Solar photovoltaic	1.70
Wind	0
Other (please specify and explain below)	93.54

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

We purchase the majority of our electricity from Sacramento Municipal Utility District (SMUD).

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	99
Other (please specify and explain below)	1

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

We purchase our natural gas from the Department of General Services (DGS) via Pacific, Gas & Electric (PG&E). We also have several solar hot water systems to supplement our heating.

Data source(s) and notes about the submission:

Total campus acres source:
<http://www.csus.edu/about/>

Academics and Demographics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

42

Full-time equivalent enrollment:

25,229

Full-time equivalent of employees:

1,860

Full-time equivalent of distance education students:

9,532

Total number of undergraduate students:

26,648

Total number of graduate students:

2,701

Number of degree-seeking students:

28,639

Number of non-credit students:

stars.aashe.org

710

Number of employees:

2,874

Number of residential students:

1,700

Number of residential employees:

49

Number of in-patient hospital beds:

0

Data source(s) and notes about the submission:

<http://www.csus.edu/oir/>

Academics

Curriculum

Points Claimed 31.66

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	13.06 / 14.00
Learning Outcomes	8.00 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	0.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.60 / 4.00

Academic Courses

Score	Responsible Party
13.06 / 14.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). 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.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	2,600	1,400
Number of sustainability courses offered	100	40
Number of courses offered that include sustainability	399	167

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

39

Total number of academic departments (or the equivalent) that offer courses (at any level):

42

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[AC-1 course inventory.docx](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

.

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://catalog.csus.edu/14-15/programs/afrs.html>

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

Responsible party methodically combed through the course catalog and contacted faculty to get the number of courses offered by the University and determine which of those were sustainability related or a sustainable course. Additionally, strong use of the technical manual's definition of "sustainability" was included in the consideration.

How did the institution count courses with multiple offerings or sections in the inventory?:

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 (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	Yes
Practicums	No
Independent study	Yes
Special topics	Yes
Thesis/dissertation	Yes
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Score	Responsible Party
8.00 / 8.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “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 *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

6,577

Total number of graduates from degree programs:

6,577

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

[AC-2 inventory.docx](#)

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

One of the principles on which a modern university rests is the assumption that there is an important difference between learning to make a living and building the foundation for a life. While the first goal is important, the second is fundamental.

In focusing on the students' development as whole or "educated" people, a university distinguishes itself from a trade school. The goal of a university education is not simply the acquisition and application of knowledge, but the creation of people who firmly grasp the worth of clear thinking and know how to do it; who understand and appreciate the differences between peoples and cultures as well as their similarities; who have a sense of history and social forces; who can express thought clearly and have quantitative ability; who know something about the arts as well as how to enjoy them; who can talk and think intelligently about the physical and life sciences, the humanities, and literature; and, above all, who have the desire and capability for learning. This goal is why a university degree is so highly valued by individuals, employers, and the community at large.

The Sacramento State General Education Program is designed to educate in this holistic sense. Thus, it is not simply a series of courses to complete or hoops for students to jump through as they complete the courses in their major. Rather, general education lies at the heart of what a university education is all about.

Therefore students should carefully select courses and actively seek subject areas that are new and may challenge their world views or cherished assumptions and offer new experiences, such as inquiry-based or community-based learning. In short, students should not take the easy way out. This is their opportunity to lay the foundation for the rest of their lives, and to define themselves as educated members of the human community. Their time at the university is precious and the General Education Program has been designed to help them begin the process of becoming truly educated people. In deciding to pursue a university degree, they have chosen well and should make the best use of the opportunities open to them.

Objectives

Upon completion of the General Education Program requirements, students will be expected to:

- read, write, and understand relatively complex and sophisticated English prose;
- construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others;
- find and use common information resources, engage in specialized library research, use computers, and seek out appropriate expert opinion and advice; and
- use mathematical ideas to accomplish a variety of tasks.

In addition to these basic skills, courses in the sciences, arts, humanities, and social sciences have been selected to provide students with:

- an understanding of the workings of the physical universe, which will refine their science-based conceptual problem solving skills and develop a first-hand acquaintance with the methods of science, including a general understanding of hypothesis formation and theory-testing;
- knowledge of current theories about the origins and varieties of life on this planet, focusing on the basic principles of life processes, the interdependence of creatures in ecological systems, and the effects of changes in the environment;
- an exposure to the historical and cultural influences that have played significant roles in the evolution of the values, beliefs, and ideas of Western and non-Western societies, through the study of significant literary, philosophical, and artistic works;
- a familiarity with the theories and methods of the social sciences in order to enhance their understandings of the major institutions in our society, and the roles that both individuals and groups play in shaping experience;
- perspectives on people from various cultures and backgrounds, including awareness of the contributions of non-Western cultures,

women, and ethnic groups to the rich diversity of human activity; and

- an understanding of the current theories and methods used to expand our knowledge of the processes of mental and physical development throughout the human life cycle.

The website URL where information about the institution's sustainability learning outcomes is available:

<http://catalog.csus.edu/12-14/first%20100%20pages/ge.html>

Data source(s) and notes about the submission:

Our rationale for choosing degree programs with sustainable learning outcomes was strongly influenced by the technical manual's definition of sustainable learning outcomes as follows "Sustainability learning outcomes are statements that outline the specific sustainability knowledge and skills that a student is expected to have gained and demonstrated by the successful completion of a unit, course, or program. Learning outcomes do not necessarily have to use the term "sustainability" to count as long as they collectively address sustainability as an integrated concept having social, economic, and environmental dimensions. For example, an institution may have adopted a set of sustainability learning outcomes for its general education program that cover systems thinking, interdisciplinary capacities, social responsibility, and an understanding of the carrying capacity of ecosystems. Each outcome does not have to include the term "sustainability" for the set to be considered sustainability learning outcomes. Likewise, however, none of those outcomes would be considered a sustainability learning outcome on their own."

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

Kristina Cullen

Sustainability Analyst
Facilities Management—Sustainability

Criteria

Institution offers at least one:

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

And/or

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

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" 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 undergraduate students?:

Yes

The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Studies

A brief description of the undergraduate degree program (1st program):

The Environmental Studies program provides an interdisciplinary understanding of such increasingly serious issues as environmental pollution, wildlife and habitat preservation and conservation, sustainable land use, threats to biodiversity, resource depletion, energy conservation, and global climate change as they are influenced by the interactions of humans and the natural environment.

The program offers Bachelor of Science and Bachelor of Arts degrees (majors) as well as a minor in environmental studies. The major is designed to provide students with an understanding of environmental issues in their political, social, economic, ethical, and scientific contexts. The strength of the curriculum is in its breadth and integrative nature, which ensures that students understand and address environmental problems from an interdisciplinary perspective.

Environmental Studies students find employment in research, analysis, and enforcement activities in local, state, and federal governments as well as in the private for-profit and non-profit sectors. Some of our graduates have created their own careers in areas such as organic farming, managing cooperatives, and social action. Environmental Studies students also go on to professional and graduate schools in law, ecology, engineering, journalism, economics, public health, political science, public administration, special education, and environmental policy.

The website URL for the undergraduate degree program (1st program):

<http://www.csus.edu/envs/>

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

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

The website URL for the undergraduate degree program (2nd program):

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

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

The 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, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Biology with a concentration in ecology, evolution, and conservation

A brief description of the undergraduate minor, concentration or certificate (1st program):

The concentration in Ecology, Evolution, and Conservation is designed for students interested in wildlife management conservation biology, or pursuing graduate study in ecological and evolutionary approaches in the Biological Sciences. By choosing the Conservation Biology advising track, students get necessary training for a career working with local, state, or federal agencies as a biologist or environmental scientist. The Ecology and Evolution advising track is designed to prepare students for graduate study in the Biological Sciences.

The website URL for the undergraduate minor, concentration or certificate (1st program):

<http://www.csus.edu/bios/>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Environmental Studies Minor

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

Environmental Studies students find employment in research, analysis, and enforcement activities in local, state, and federal governments as well as in the private for-profit and non-profit sectors. Some of our graduates have created their own careers in areas such as organic farming, managing cooperatives, and social action. Environmental Studies students also go on to professional and graduate schools in law, ecology, engineering, journalism, economics, public health, political science, public administration, special education, and environmental policy.

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

<http://www.csus.edu/envs/>

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

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

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Score

0.00 / 3.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

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).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" 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

The name of the sustainability-focused, graduate-level degree program (1st program):

A brief description of the graduate degree program (1st program):

The website URL for the graduate degree program (1st program) :

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

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

The website URL for the graduate degree program (2nd program):

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

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

The website URL for the graduate degree program (3rd program):

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

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

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The 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):

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

The 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):

The 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:

Immersive Experience

Score	Responsible Party
2.00 / 2.00	Jenni Murphy Associate Dean College of Continuing Education

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.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

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 meets the criteria for this credit?:

Yes

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

Sac State Sustainability has an ongoing student program focusing on sustainability issues on campus and in the local community. Each semester 1-2 students join the campus sustainability team for an immersive sustainability experience. Students work on improving various sustainability topics/issues based on their areas of interest. Students work with the sustainability team to determine a sustainability issue or focus area that can be improved and has tangible results, then work to achieve the goal in a student-driven active learning manner. Students work with various departments on and off campus in order to achieve project success, acquiring experience in the economic, social and environmental dimensions of sustainability. This program gives students experience and networking opportunities in the field of sustainability, helping define their future career paths.

A recent example of this student program is showcased in the Infrared Faucet Study found at the link below. Under the guidance of the Sustainability Team the student worked with Sac State plumbers, Chicago Faucets and other students to perform a comparison on water usage from replacing standard manual faucets with automatic infrared faucets. The results of the study have been shared with the entire CSU system and with Chicago Faucets. As a result of the study Sacramento State will be installing infrared faucets in various bathrooms stars.aashe.org

across campus, as well as new buildings.

The website URL where information about the immersive program(s) is available:

http://www.csus.edu/aba/sustainability/documents/pdf/water%20study,%20final%20draft,%204_15_16.pdf

Sustainability Literacy Assessment

Score

Responsible Party

0.00 / 4.00

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and 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 incentives program or programs that meet the criteria for this credit?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years:

In preparing Sacramento State students for their futures as citizens of the world, it is imperative that we provide them with opportunities to develop their understanding of the world in which they live, to adopt a genuine and authentic global perspective on the issues we all face. The Provost's advisory committee on Curricular Global Engagement developed the following statement, emphasizing Sacramento State's commitment to providing students with a global education:

"Sacramento State is committed to developing, sustaining and promoting global studies, international educational exchanges and research initiatives, in support of the university's commitment to the preparation of informed world citizens. The University strives to provide students and faculty with the multidisciplinary, intercultural and ethical understandings necessary to engage, lead and prosper in a variety of settings requiring knowledge and problem solving skills in a diverse, global arena."

Initiated by the Provost's Advisory Committee on Curricular Global Engagement, Sacramento State's One World Initiative is a new campus-wide initiative intended to bring together and highlight the many global engagement opportunities at Sacramento State, both within the curriculum and within the broader campus environment.

The inaugural 2012-2013 theme, Global Perspectives on Water, the 2013-14 theme Global Perspectives on Migration, and the 2014-2015 them Global Perspectives on Happiness were highly successful, being incorporated into numerous course syllabi and generating over 20 events per semester. The One World theme for the 2015-16 academic year is Global Perspectives on Power.

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

The One World Initiative advertises faculty members who participate and provide them with an outlet to showcase their work that applies to the program. The One World Initiative team also provides support to faculty members who may have questions about how to integrate the themes into their curriculum.

The website URL where information about the incentive program(s) is available:

<http://www.csus.edu/oneworld/courses.html>

Campus as a Living Laboratory

Score	Responsible Party
3.60 / 4.00	Kelly Thompson Assistant Professor Food and Consumer Sciences

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

	Yes or No
Air & Climate	No
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	Yes
Other	No

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

n/a

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

Sacramento State students participated in the Solar Decathlon where they built a cost effective, energy efficient, and attractive "smart" home. This multi-departmental project facilitated student learning and strived to discover the future of sustainable housing.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Students in FACS (Food and Consumer Sciences) 110 work with STORC to produce food for labs. Food waste goes back to STORC for compost. Students spend lab hours working in the Dining Commons, STORC, and University Dining Services. In this class, students learn about sustainability and are able to gain experience on campus.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Sacramento State's team Solar Nest aims to discover energy-efficient housing and deliver these breakthroughs to consumers at an affordable price. This multi-departmental team has built a solar home named the "Reflect Home" as an example of what they plan to accomplish.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

Sacramento State hosts an event called Mulching Mania. The University invited the Sacramento Tree Foundation to campus and facilitates learning by showing students the process of mulching and the scientific reasoning behind why mulching is sustainable.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

n/a

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

n/a

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

All food waste in FACS 11 & 110 is collected and taken to STORC for composting. Students participate in the composting process and learn about sustainable food practices.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Students in FACS 11, 110, and 116 learn and practice the importance of conserving water in labs and lectures.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

The Sustainability Department employs sustainability student assistants who work directly with the Sustainability staff on planning and coordination for department events such as Earth Day and Recycle It All Day, as well as other department initiatives such as assessing water faucet efficiency, usage data and potential improvements.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

n/a

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

Nutrition services offered at Student Health and Counseling Services include individual counseling and group classes. Among the services provided are:

- Individual Nutrition Counseling
- Diet Analysis
- WIN (Healthy Eating Program)
- Cooking Demonstrations
- Interactive Educational Presentations
- Information and Resources on Healthy Eating

<https://shcssacstate.org/wellness-promotion/nutrition-services>

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

n/a

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

Students and faculty in STORC (Sustainable, Technology, Optimization, Research, Center) provide public tours to local K-12 students to interactively educate them on sustainable technology such as aquaponics. Additionally, students from STORC design and build vermicomposting bins for local disadvantaged communities.

<http://www.csus.edu/storc/>

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

n/a

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Data source(s) and notes about the submission:

<http://www.csus.edu/aba/sustainability/water-conservation-efforts/tree-mulching.html>

<http://www.solarnest.org/>

<http://www.solardecathlon.gov/2015/competition-team-sacramento-state.html>

Research

Points Claimed 16.00

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
Academic Research	12.00 / 12.00
Support for Research	4.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

Score	Responsible Party
12.00 / 12.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

230

Total number of the institution's faculty and/or staff engaged in research:

600

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

34

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

[Research_2.docx](#)

Names and department affiliations of faculty and staff engaged in sustainability research:

See attached

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

Responsible party investigated faculty member's websites and biographies to determine who is conducting sustainability related research. Also consulted with CSUS's Department of Research Affairs.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

Dr. James Baxter produced an environmental film entitled "Becoming California" that won two regional Emmy awards. He also published two papers highlighting the relationship between the media and environmental learning. Dr. Ronald Coleman and Dr. Robert Titus investigated the straying of Chinook salmon from the Coleman National Fish Hatchery into the lower American River and found that "release location should be carefully evaluated if future downstream releases are conducted by Sacramento River watershed hatcheries".

The website URL where information about sustainability research is available:

<http://www.csus.edu/research/>

Support for Research

Score	Responsible Party
4.00 / 4.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

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 research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - 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 e-learning objects focused on sustainability.
-

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

The Institute for Water, Energy, Sustainability and Technology (iWEST) at Sacramento State is a new initiative of Academic Affairs and the Provost that is being developed in cooperation with faculty and deans from three colleges (SSIS, ECS, and NSM). With one-time funds from the University, iWEST is being launched as a new hub for the fusion of interdisciplinary research and policy to focus on California and the region's water, energy and sustainability issues. iWEST will bring together faculty and student researchers in partnership with agencies, industry, NGOs and community groups to create and foster an environment of inquiry, action-oriented problem solving, and engaged research that advances public awareness of the complex relationships that impact water, energy, and sustainability questions. Students are provided with internships and research experience.

The website URL where information about the student research program is available:

<http://www.csus.edu/research/links/findingfunding/iWEST%20Faculty%20Funding%20RFP.pdf>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The Institute for Water, Energy, Sustainability and Technology (iWEST) at Sacramento State is a new initiative of Academic Affairs and the Provost that is being developed in cooperation with faculty and deans from three colleges (SSIS, ECS, and NSM). With one-time funds from the University, iWEST is being launched as a new hub for the fusion of interdisciplinary research and policy to focus on California and the region's water, energy and sustainability issues. iWEST will bring together faculty and student researchers in partnership with agencies, industry, NGOs and community groups to create and foster an environment of inquiry, action-oriented problem solving, and engaged research that advances public awareness of the complex relationships that impact water, energy, and sustainability questions. (Please see [www/csus.edu/research](http://www.csus.edu/research) for more information) To launch the iWEST research agenda, the following types of research funding are available to the campus: Institute Research Fellowships, Institute Research Awards, Extramural Development Awards.

The website URL where information about the faculty research program is available:

<http://www.csus.edu/research/links/findingfunding/iWEST%20Faculty%20Funding%20RFP.pdf>

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

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

Basis of Evaluation

A. "Personnel recommendations or decisions relating to retention, tenure, promotion, or termination based upon work performance, or any other personnel action shall be based on the Personnel Action File. For the purposes of this section, course assignments shall not be considered personnel actions. However, course assignments shall not be punitive in nature.

Should the President make a personnel decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the individual faculty member in question, those reasons shall be reduced to writing and entered into the Personnel Action File and shall be immediately provided the faculty member." (M.O.U. 11.9)

B. Prior to completion of the substantive evaluation of a candidate at each level of review all material serving as the basis of the evaluation at that level shall appear in the Working Personnel Action File.

C. Evaluative statements and recommendations adopted at all levels of review shall in each case of periodic evaluation and performance review be based on the entire contents of the Working Personnel Action File in that case. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement required to accompany each recommendation shall be based on a preponderance of the evidence in the file relative to that criterion."

The website URL where information about the treatment of interdisciplinary research is available:

<http://www.csus.edu/umanual/hr/UMU180501.htm>
stars.aashe.org

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

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

CSU Sacramento has a premier library staff that are highly knowledgeable and willing to support faculty and staff in their research efforts. The Environmental Science and Biology librarians (Deborah Metzger and Eileen Heaser) are particularly helpful in finding literature related to sustainability.

The website URL where information about the institution's library support for sustainability is available:

<http://library.csus.edu/>

Access to Research

Score

0.00 / 2.00

Responsible Party

Kristina Cullen
Sustainability Analyst
Facilities Management—Sustainability

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

54

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

The CSU system is currently undergoing major changes to implement an open access policy. We unfortunately do not have an open access policy at this time, but are looking to implement one within the next 2-3 years.

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

Points Claimed 20.00

Points Available 20.00

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, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff 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	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students 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 avail themselves of the outreach and education offerings.

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 *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

28,639

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

CEB – Community Events Board - Residential Housing

Number of students served (i.e. directly targeted) by the program (1st program):

1,700

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The community events board is made up of student assistants hired to be Community Event Officers. We have one Community Event Officer per residence hall. They are responsible for organizing social and educational events for our on-campus residents. A few examples of programs include: Black out Green On (energy savings competition), an annual clothing swap, and recycling fundraiser awareness programs.

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

The students apply for the Community Event Officer positions and are interviewed by our Residential Life Pro-Staff team who oversee the Residential Life Educational Program the Housing Department. We look for students who understand the need and importance for peer-on-peer education.

A brief description of the formal training that the student educators receive (1st program):

The CEB program begins with a large group training at the beginning of August with follow up developmental activities throughout the year. They have regular meetings with the Pro-Staff in charge of residential life education throughout the academic year.

A brief description of the financial or other support the institution provides to the program (1st program):

The CEB program is provided a program budget to purchase supplies or pay for services for the programs they provide to our residents. The budget money comes out of a Trust Fund which was set up for the specific purpose of supporting social and educational programs/events for residents. The money is generated off of contracts which provide a commission to Housing, all funds from the commission based contracts are for this fund.

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

Sustainability Department Outreach & Events

Number of students served (i.e. directly targeted) by the program (2nd program):

26,939

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

The Sustainability Department at Sacramento State utilizes the help of students to promote sustainability minded events to their peers. The largest sustainability event of the year is Earth Day; students educate their peers by managing booths at the Earth Day event which brings students, educators, vendors, and the public to Sac State. Students also help educate their peers during Energy Conservation Awareness Day, Recycle Day, Water Conservation Day, Bike Month, and Mulching Mania. The Sustainability Department hires numerous student assistants to educate their peers through managing the Sustainability Department's website and social media accounts.

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

Student educators are selected based on their interest in the program. We allow any sustainability minded students with a passion to promote our mission to participate in our events as outreach educators.

A brief description of the formal training that the student educators receive (2nd program):

Student volunteers are educated and trained based on the needs of the event, whether that be understanding outreach information to properly educate other students that visit the booth they are managing, to training student volunteers how to properly conduct a river clean-up on the American River so that they may manage and educate a clean up team of their own. Sustainability student assistants receive comprehensive training on such topics as water conservation, energy conservation, recycling methods so that they may educate other student peers on what is happening on campus, conduct presentations for the sustainability department, and educate other students through department social media channels.

A brief description of the financial or other support the institution provides to the program (2nd program):

Student assistants are hired by the Sustainability Department and receive hourly financial compensation for their work.

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

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

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

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

<http://www.csus.edu/aba/sustainability/getinvolved.html>

Student Orientation

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

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. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

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

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

100

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

A walking tour is provided to all incoming new students as part of their orientation program. The following are the talking points incorporated into the orientation walking tour that highlight campus sustainability along the tour:

New Student Orientation Sustainable Talking Points:

- Sac State has two LEED Certified buildings. LEED stands for Leadership in Energy and Environmental Design and indicates that the buildings were designed from conception to meet certain standards of environmentally friendly and sustainable building practices.

- The WELL is recognized as a LEED Gold building, the 2nd highest building rating in sustainable construction.

- The American River Courtyard in Housing and Residential Life is also a certified LEED Gold building.

- Sac State is a Tree Campus USA.

- The National Arbor Day Foundation recognized the University's efforts towards urban forestation with a formal presentation in

November of 2012.

--The University maintains a Tree Campus Committee whose members' duties include setting the standards for tree care and plantings on campus.

--The honor is good for one year at a time so the campus must maintain those standards and apply annually.

--The canopy of trees help to create a cooler campus, potentially driving down energy consumption.

- The University's Grounds and Landscaping Department is committed to striving to plant sustainable plants for all its new vegetation. These include drought-tolerant native plants that require far less water to survive.

- Throughout campus, you'll notice our energy efficient pathway lighting. The 'green poles' are all induction lighting which offer 100,000+ hours or around 11.5 years of service.

- Throughout campus you will notice our recycling receptacles. The University currently uses a mixed stream recycling program which means you can deposit into the receptacle for recycling nearly any object that is not wood, Expanded Polystyrene Plastics (Styrofoam), contaminated by food or oils, or contains toxins such as those found in batteries or electronics.

--Please remember that plastic coffee cups ARE recyclable once you have poured out the contents.

--Also, please remember that bringing your own mug is the most sustainable choice and that Java City offers a \$0.10 discount, Starbucks offers a \$0.50 discount, and Jamba Juice offers a \$0.10 discount when you bring your reusable cup to use.

- One of the greenest spots on campus is the University Arboretum. Boasting some 1,200 trees on a 3-acre site on the North end of campus, the Arboretum also has several attractions including a California Natives section that features many drought resistant plants. A nice place to get away from it all between classes, the Arboretum is open daily from dawn to dusk.

- We provide several opportunities/facilities here on campus so that you can travel here sustainably:

--UTAPS issues a Carpool parking pass which is not only cheaper per person, but also has designated parking spaces for Carpool participants.

--Part of your class registration fees pays for a Commuter Sleeve which will give you free passage on any of the regularly scheduled Regional Transit services throughout the semester. This includes all buses and light rails.

--UTAPS has also partnered with Zipcars to provide two vehicles for student use. Zipcars are a great mode of alternative transportation in that they are vehicles that any student can sign up to use. In leaving their own vehicles at home, the intent is that there will be fewer vehicles on the road. The vehicles are located near the Residence halls and are available 24 hours a day and for up to 180 miles. The registration form to sign up for Zipcar use is available on the UTAPS website!

--In Spring 2014 a Bicycle Task Force comprised of members of Facilities Management and University Transportation and Parking Services created a plan to transform Sac State into a more bicycle-friendly campus. These changes included three new bicycle compounds with over 400 new parking spots; two new skateboard towers capable of holding up to 40 skateboards and scooters; and new bicycle traffic lanes throughout campus consisting of designated "Pedestrians Only" zones to ensure the safe passage of both pedestrian and bicyclist.

- Sac State has a total of 2,100 solar panels on the roofs of the Library and The WELL with the intention of adding more to other rooftops in the future.

--Library I, II have 1,148 panels on their rooftops and reduce the University's carbon footprint by 123.8 metric tons of carbon dioxide emissions.

--The rooftop of The WELL has 952 panels and reduces the carbon footprint by 92.8 metric tons.

--The panels at The WELL make up roughly 16% of its power.

--Interesting fact: the panels were installed at no cost to the school—the University just purchases the power they generate so student tuition is not negatively impacted at all!

- The campus is a Smart Grid, an exciting venture in sustainability!

--By partnering with our local electric utility, SMUD, the University launched a program that will more precisely monitor the way each building uses electricity. Over 80 meters placed throughout campus will allow the University to more accurately pinpoint opportunities to become more efficient in its consumption of electricity.

--Not only will this bring significant monetary savings to the school, but it has already garnered national attention as Sac State has become a model of how to integrate the Smart Grid process onto a campus setting.

--Part of the Smart Grid implementation involved installation of 14 electric vehicle charging stations is available on campus. There are four stations located in Parking Structure 1, seven located in Parking Structure 2, and three located in Parking Lot 1.

The website URL where information about sustainability in student orientation is available:

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

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
- Sustainable 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 related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related 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
- Other co-curricular sustainability programs and initiatives

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 one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	-----------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
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 related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	---
Programs through which students can learn sustainable life skills	---
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	---
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

ESO: The Environmental Student Organization is a group of diverse California State University, Sacramento students who are committed to educating the campus and surrounding community on important environmental issues and to actively improving our environment with an emphasis on sustainability.

Solar Decathlon: A team of 80 students and alumni collaborate to build a state-of-the-art two bedroom sustainable home.

Field Biology Group: The Field Biology Group is a student organization at California State University, Sacramento that offers students the opportunity to explore conservation and biological issues through field experience, service, and contact with professionals.

STORC: Sacramento State's Sustainable Technology Optimization Research Center (STORC) is a highly collaborative teaching and learning model. STORC encourages innovation and facilitates teamwork between faculty and students from multiple educational disciplines by promoting, supporting, and housing ongoing sustainable technology research projects within a common functional space (e.g., Aquaponics, Alternative Energy Technologies, Composting, Bio-digestion, Water Technologies, etc.).

Food and Nutrition Club: promotes career development and nutrition and food education through participation in CSUS Health Fairs and other consumer education events throughout the year. They also sponsor fund raising activities to send members to professional conferences and activities. Has events that help promote a sustainable lifestyle including natural foods and co-op cooking demonstrations.

ASI Green Team: Committee within Sac State's student government that advises the University on source reduction, recycling, and other environmental activities.

Water Treatment Club: Their purpose is to introduce students to practical applications of water resources and environmental engineering. The Water Treatment Team competes every spring in the MidPacific Regional Conference Water Treatment Competition that challenges students to design and build a wastewater treatment system from an assortment of household products. In addition to design and construction, students can acquire valuable networking, technical writing, and presentation experience.

Engineers for Renewable Technologies: A society where like minded engineers can meet to discuss ideas for the development of energy saving technology.

Multicultural Organization of Science Students (MOSS): MOSS maintains a secure and focused support system for its members and alumni by motivating active and cognitive interaction between the general membership, campus community, academic staff, administration, and outside community sources.

The website URL where information about student groups is available:

<http://www.csus.edu/soal/Clubs%20and%20Organizations/Finding%20a%20Group.html>

A brief description of 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:

STORC (Sustainable Technology Optimization Center) has an aquaponics research project that allows students to learn about the Aquaponic Urban Agriculture method. Aquaponics is growing plants and raising fish together. Fish waste (ammonia) is utilized in a closed system to feed plants. The plants take up nitrate converted from the fish ammonia by bacteria. Waste from one organism being food for another is multi-trophic, and is where aquaponics gets a leg up in sustainability when compared to conventional growing. The other major sustainable factor of aquaponics is it being a closed system. Closed system means no water is lost to the ground, and less evaporation. Power needed for pumping groundwater can be costly for a conventional farmer. While aquaponics grows organic plants and fish using 2-10 percent of water used by a farmer growing plants in open ground. Aquaponics also has potential to save money by using less space and grows plants faster. Economically, socially, and ecologically, aquaponics just makes sense.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<http://www.csus.edu/storc/projects/aquaponics/index.html>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Sustainable Technology Optimization Research Center (STORC) is a highly collaborative teaching and learning model. It encourages innovation and teamwork among administration, faculty and student populations from multiple educational disciplines, representing various campus interests, by promoting, supporting, and housing ongoing sustainable technology research projects within a common functional space.

Because numerous research projects coexist within the same functional footprint, knowledge of various technologies is easily acquired and transferred. Those working on STORC-related research projects quickly recognize how dissimilar technologies might be configured to contribute to the enhanced performance of other technologies. As a practical living laboratory and a multi-disciplinary center for learning, STORC synergistically enhances research outcomes and student learning experiences.

Interdisciplinary participation in STORC includes professors and students from Natural Science and Mathematics, Engineering and Computer Science, Social Science and Interdisciplinary Studies, Environmental Studies and from various administrative offices such as Environmental Health and Safety, Risk Management, and Facilities Management.

STORC is an example of Sac State's ingenuity in furthering research and education, and is redefining traditional models of knowledge acquisition and transfer, and exemplifies every aspect of high-quality leadership that Sacramento State strives to instill in its faculty, staff and students.

The website URL where information about the student-run enterprise(s) is available:

<http://www.csus.edu/storc/about.html>

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Fall 2013 Ecology-Geology Colloquium series presented a presentation on migratory birds and the migration of the flu virus by John Takewawa of the U.S. Geological Survey.

The Fall 2013 Ecology-Geology Colloquium series presented "Drought, dispersal, and invertebrate community changes in arid-land streams" by Michael Bogan of UC Berkeley.

The Fall 2013 Ecology-Geology Colloquium series presented "Historic shifts in hardwoods and conifers along the Sierra Nevada, and methods to assess conversion risk to forested sites from fire and climate change" by Jim Thorne of UC Davis.

The Fall 2013 Ecology-Geology Colloquium series presented "Accumulation of pesticides in Sierra Nevada Frogs" by Kelly Smalling of the U.S. Geological Survey. This talk examined how pesticides migrate from the Central Valley to the Sierra Nevada, where they affect frogs.

2014:

The Environmental Studies Department presented a special event for One World and Earth Week. "Water and Environmental Refugees:

Rejuvenation of the Uprooted" included the following talks: "Environmental Refugees and Environmental Desiccation in the Middle

stars.aashe.org

East" by Dr. Michelle Stevens, Environmental Studies Department, "Environmental Refugees and Human Population" by Dr. Tom Krabacher, Geography Department, "Environmental Refugees and Conflict" by Dr. Kevin Wehr, Department of Sociology. The Geology-Ecology-Environmental Science Colloquium Series presented "Expanding ice and shrinking seas: Pleistocene migrations" by Dr. Dale Russell.

The Center for STEM excellence, as part of its STEM Scholars Lecture series, presented "Forest Migration in a Warming World" by Dr. James Wanket.

The One World Initiative hosted an end-of-year campus symposium to celebrate and reflect upon what the campus learned from the 2014-15 theme "Global Perspectives on Happiness". What defines happiness and how do culture, environment, and history affect that definition? Is happiness physiological or psychological? Will money really not bring you happiness? How is happiness reflected in a society's creative output? How important is happiness to society and what are the consequences of its absence?

2014: The Environmental Studies Department presented "The Happiness of Sustainability."

The Fall 2014 Geology-Ecology-Environmental Science Colloquium Series presented Happy Otters: How can sea otters tell us about ecosystem health?

Fall 2014: Screening of "Becoming California"-a documentary of the history of California's changing ecological environment.

In March 2014, Nelson Mmbando, a then senior at Sac State won the 1st place Greenie award at the This Way to Sustainability Conference, led by students for students for his aquaponics project. He presented about his project to an audience of students, judges, and conference attendees.

The website URL where information about the event(s) is available:

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

2013: The Else Gallery presented "Bodies of Water" a free exhibit of multiple media works by Syliva Spensiper, a UC Davis researcher and artist.

2013: The Composers Symposium presented "Water Works" a concert of original student compositions inspired by the One World Initiative.

2013: The Cambodian Student Association of CSUS presented Nurturing the Mind & Body: Performance by renowned composer Chinary Ung and dance master Charya Burt.

Fall 2014: Screening of "Becoming California" a documentary of the history of California's changing ecological environment.

Spring 2015: "River City and Valley Life: An Environmental History of the Sacramento Region" - University Library Gallery.

<http://www.csus.edu/al/index.html>

In April/May 2015, Sac State Sustainability showcased a pictorial exhibit of achievements and highlights of campus sustainability titled "Sustainable U", on display at student union gallery.

The website URL where information about the cultural arts event(s) is available:

<http://www.csus.edu/oneworld/>

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

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Peak Adventures is an outdoor recreation program that offers expert guides, equipment, and transportation. Every trip that Peak Adventures coordinates, teaches guests about leave no trace principles and the staff ensures these principles are upheld.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://www.peakadventures.org/index.php>

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

The website URL where information about the theme is available:

A brief description of program(s) through which students can learn sustainable life skills:

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

The Facilities Management/Sustainability Department at CSU Sacramento employs numerous student assistants that aid in promoting sustainability. Student employees have participated in Earth Day, Recycle It All Day, Energy Conservation Awareness Day, Arbor Day, and River Clean-Up Day. Student employees participate in outreach to help inform other students of a sustainability minded lifestyle. One current student employee is helping collect data for the STARS program and assembling a sustainability/greenhouse gas emissions report for the university.

The website URL where information about the student employment opportunities is available:

<http://www.csus.edu/aba/sustainability/getinvolved.html>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

STORC: Through interdisciplinary scholarship in the fields of engineering, computer science, construction management, biological science, and/or physical science, we seek 1) to demonstrate the operation of innovative commercially viable physical systems that are

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underpinned by sustainable technologies, and 2) to disseminate the associated plans, public policy discourse and scientific findings.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

<http://www.csus.edu/storc/about.html>

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution’s sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

The sustainability website contains information about the Sustainability Department's mission to "seek leadership and excellence in sustainable practices throughout the campus." It includes information about the Sustainability Department team, including contact information, to provide direct accountability for our sustainable efforts. The website includes a calendar to keep students posted on upcoming events as well as our biannual Sustainability Report. The website also posts helpful tips and what to recycle as well as an outreach section so students can get involved with the sustainability department.

The website URL for the central sustainability website:

<http://www.csus.edu/aba/sustainability/>

A brief description of the sustainability newsletter:

The Sustainability Department, housed under Facilities Management, which is a department of Administration and Business Affairs (ABA) is featured in ABA's quarterly published newsletter. The Green News section features highlights of the latest accomplishments of the Sustainability Department, such as sustainable lighting projects and campus Earth Day celebrations.

The website URL for the sustainability newsletter:

<http://www.csus.edu/aba2/newsletters/SPRING2015/greennews.html>

A brief description of the social media platforms that focus specifically on campus sustainability:

The Sustainability Department has a Facebook, Twitter, and Instagram account that features students participating in sustainability events. The social media accounts also highlight less well-known efforts of the Sustainability Department such as mulching and river clean-ups.

The website URL of the primary social media platform that focuses on sustainability:

<https://www.facebook.com/SustainabilityatSacState>

A brief description of the vehicle to publish and disseminate student research on sustainability:

The Sustainability Annual Report, published campus-wide via the sustainability website contains information about student research on sustainability projects such as One World themes and projects developing at the Sustainable Technology Optimization Research Center.

The website URL for the vehicle to publish and disseminate student research on sustainability:

<http://www.csus.edu/aba/sustainability/What-Were-Up-To/Highlights.html>

A brief description of building signage that highlights green building features :

Sac State has two LEED Gold buildings: American River Courtyard and The WELL. In both LEED Gold campus buildings, signage exists near the LEED plaque explaining the rating as well as sustainable building attributes. The WELL even offers a self-guided walking tour of the facility highlighting sustainable attributes via signage throughout the building.

The website URL for building signage that highlights green building features :

<http://thewell.csus.edu/>

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

A webpage exists to promote that Campus Dining at University Enterprises, Inc., (UEI) is committed to supporting Sacramento State in reducing the environmental impact of our food service operations with:

- Sustainable food purchasing
- Recycling and waste reduction
- The use of environment-friendly packaging and materials
- Green custodial and cleaning
- Energy efficiency

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

<http://www.dining.csus.edu/about/sustainability/>

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Sacramento State has recently implemented LID stormwater systems throughout campus. These sites are marked with signage. Sac State has also implemented a rigorous mulching strategy to prevent evapotranspiration during California's devastating drought; areas where mulching is prominent are marked with signage to inform students of the process and why we mulch.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

<http://www.csus.edu/aba/sustainability/water-conservation-efforts/tree-mulching.html>

A brief description of the sustainability walking map or tour:

One way Sac State's Sustainability Team highlights sustainability efforts is through a Campus Sustainability Tour, with over 20 points of interest and discussion.

The tour begins at The WELL, which is LEED Gold certified, and continues through the Library quad, learning about sustainable attributes such as the Low Impact Development (LID) stormwater project and the SMART GRID grant. The tour concludes at the Sustainability Technology Optimization Research Center (STORC). There, participants can learn about the many projects currently underway, including stormwater research, biodiesel production, aquaponics and wicking beds, which prevent over watering of plants using a passive drip water system.

The website URL of the sustainability walking map or tour:

<http://www.csus.edu/aba2/newsletters/SPRING2015/documents/Compiled%20Campus%20Sustainability%20Walking%20Tour%20Highlights%20Talking%20Points.docx>

A brief description of the guide for commuters about how to use alternative methods of transportation:

UTAPS provides commuters with information on public transportation and Zipcar.

The website URL for the guide for commuters about how to use alternative methods of transportation:

<http://csus.edu/aba/utaps/stars.aashe.org>

A brief description of the navigation and educational tools for bicyclists and pedestrians:

UTAPS provides navigation and educational tools for bicyclists. Sacramento is a very bike and pedestrian friendly city; Sacramento State receives a high volume of foot (and bicycle) traffic from the American River Parkway which is a 23 mile path through Sacramento County designated for sole pedestrian and bicycle use.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.csus.edu/aba/utaps/choices/bicycling.html>

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

The California State University System (CSU) and Sacramento State are committed to integrating sustainability into teaching, service, research and facilities management—in other words, to weave “green practices” into every facet of the University. Thus, Housing and Residential Life staff encourages residents to make environmentally-conscious decisions while in living in the residence halls, and to reduce, reuse, and recycle whenever they can.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

<http://www.csus.edu/housing/Code%20of%20Conduct/Recycling%20in%20the%20Residence%20Halls.html>

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

Every semester, a sustainability beat reporter for the State Hornet campus newspaper is assigned to assist the campus sustainability department with coverage on all things sustainability related. Articles written have included coverage about Earth Day, Water Conservation Awareness Day, and campus-wide water conservation efforts to support reduction goals through the drought.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

http://www.statehornet.com/news/sac-state-sustainability-brings-changes-to-csus/article_b2bacde2-bb8b-11e4-8fc3-03768f1676be.html

A brief description of another sustainability publication or outreach material not covered above (1st material):

The website URL for this material (1st material):

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

A brief description of this material (2nd material):

The website URL for this material (2nd material):

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

A brief description of this material (3rd material):

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Kristina Cullen
Sustainability Analyst
Facilities Management—Sustainability

Criteria

Part 1

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 students in a course.

Part 2

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 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 labs or green office 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.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Recycling Audit

A brief description of the campaign (1st campaign):

An audit of 54 trash receptacles from all around campus was conducted to determine what percentage of recyclable content is being thrown away in trash cans. The audit included single stand alone bins and cluster bins that appear in a pair next to a recycling bin. Organized by the Sustainability Department, students conducted the audit, in the middle of campus in the Library Quad for maximum exposure and was directed at students to be a visual learning tool of how their choices of which can to choose can make a big impact. Signage was used to target student passersby of what was occurring, including categories of content being examined, what the event was and sustainability staff was on hand to answer any questions of students passing by wondering what we were doing.

Observations:

1. Nearly 20%, or 1 in 5 lbs., of materials discarded in exterior trash cans at Sac State is a recyclable product under current system.
2. Of the material that was ultimately recycled, hard plastics accounted for 43.8%. (Hard Plastics are defined as all plastics 1-7 that were not plastic bags nor liners)
3. The difference of recyclable content thrown away into stand-alone receptacles versus cluster bins is only 1%.
4. A significant portion of the refuse materials (food, soiled napkins, soiled non-coated paper cups, etc.) appeared compostable in nature.
5. Most of the hard plastic gathered appeared to be cold, beverage cups (including lids and straws) and individually portioned snack/meal containers.
6. Many paper/cardboard materials that may have been unsoiled and thusly, recyclable, may have been soiled by recent rainfall.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

The positive impacts that came of the audit results were a change in the type of signage placed at the recycling and trash bins around campus to help as a educational guidance tool for students as they make a choice as to which bin they will place their items in. Additionally, the residential Dining Commons has since implemented a pre and post consumer food waste composting program because one of our biggest findings was a great deal of materials in the trash bin could be composted. Plans to expand organic composting campus wide is currently in planning stages.

The website URL where information about the campaign is available (1st campaign):

The name of the campaign (2nd campaign):

Department Recycling Days

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

This program opens up some of the University's recycling avenues to the staff and faculty of the Sac State community. The Recycling department collects certain materials from campus offices and even some personal items brought from home for recycling. The event allows for departments to de-clutter their work environment. Departments that have previously participated in this campaign include Facilities Management, the Social Work Department, and the Chemistry Department.

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

This campaign promoted recycling education and awareness among faculty and staff; Additionally, the campaign collected 3,010 lbs of recyclable material!

The website URL where information about the campaign is available (2nd campaign):

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Score	Responsible Party
3.00 / 3.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees 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 avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

2,874

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

Business Partners Round Table Meeting

Number of employees served by the program (1st program):

2,874

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

A campus program that meets the EN 6 sustainability criteria would be the Business Partners Round Table Meeting. The purpose of the BPRT meeting is to educate staff in a peer to peer setting with formally designated employees. Information is disseminated to representatives from various departments across campus. The representatives in attendance are tasked with educating their departments, stars.aashe.org

disseminating information to fellow employees, and implementing related programs. This meeting has been very successful in encouraging broader participation in sustainability initiatives, as well as the dissemination of broad sustainability messages. The BPRT meeting is open to anyone on campus, however, employee educators are primarily selected based on the role each holds in their department; those with the most influence to effect change in their department are recommended to participate in the meetings.

A brief description of the formal training that the employee educators receive (1st program):

Peer to peer education is a two-step process in the BPRT; formal education on program implementation procedures happens during BPRT meetings, as well as training on how to effectively disseminate information to their peers. The BPRT representatives then report back to their departments to educate their peers.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

Employees who attend the meeting do so during paid business hours.

The website URL where information about the program is available (1st program):

http://www.csus.edu/aba/Financial-Services/Documents/bprt-2015-16/Sustainability_Facilities_Mngt_BPRT_Feb_10_2016.pdf

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

Number of employees served by the program (2nd program):

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

A brief description of the formal training that the employee educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

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

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

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

100

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

The following is a summary of the insert given to all employees in their new employee orientation packet:

Sustainability

Sac State recognizes the importance of campus sustainability and in being stewards of the Environment. To ensure we are committed to sustainable practices, we have established a campus Sustainability Steering Committee with supporting sub-committees to guide campus sustainable policy and guidelines. Sac State Sustainability focuses on sustainable initiatives through outreach, student involvement, and cultivating awareness and participation. For any questions, please contact Kristina Cullen, Sustainability Analyst at (916) 278-7603 or

sustainability@csus.edu

. Also, follow us on Facebook at “Sustainability at Sac State” and Twitter @GreenSacState.

Recycling

Every desk has a blue desk-side recycling bin and a black mini-bin. In the blue bin you can place all non-confidential paper documents, cardboard, most plastics and bottles & cans. The mini-bin is for trash and is significantly smaller to remind you that nearly anything can be recycled and deposited into your blue recycling bin as long as it has not been contaminated by food products. Please wash out your plastics.

The University also recycles tires, toner & ink cartridges, e-waste, inert materials like concrete and clay, all its green waste and wood and a wide variety of metals too! To ensure these materials are recycled, Sac State offers these services free for the campus community. If you have any questions about recycling, please feel free to contact Joey Martinez, Recycling Coordinator at (916) 278-5801. To recycle batteries, please contact Environmental Health and Safety: (916) 278-5447. Happy Recycling Sac State!

Energy Conservation

The University strongly promotes and practices energy conservation whenever practical and feasible. We attempt to maintain a balance between occupant comfort and energy saving strategies. Over the years this concept has kept utility costs at a minimum, thus providing

the ability to redirect the savings to educational programs. The campus Energy Policy explains a number of strategies used to minimize energy consumption. Please contact Nat Martin, Energy Conservation Coordinator at (916) 278-3696 for questions.

The website URL where information about sustainability in new employee orientation is available:

Staff Professional Development

Score

2.00 / 2.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Professional development about sustainability concepts is delivered by the Sustainability Department in the form of Earth Day. Celebrating Earth Day on campus is an important and collaborative event that enables fun and promotes awareness around being green and a vast array of sustainability learning concepts. Each year, the campus celebrates Earth Day within the month of April, inviting external vendors to booth and provides interactive activities such as campus sustainability tours, recycling drives, and tree planting/mulching. Education is the entire purpose of Earth Day. Interactive activities such as the campus tours include the campus sustainability highlights, highlighting more than 20 points of sustainable interest on campus. This tour points out highlights such as the solar panels located on top of the Library and The WELL as well as the bioswales throughout campus. The arboretum guided walking tour highlights the extensive and in some cases rare variety of plants and trees located on campus, with 1,200 of our over 3,000 campus trees located in the Arboretum alone. The Sacramento Tree Foundation attends Earth Day and teaches how to properly plant a tree including root care, watering practices and benefits of various tree species as it relates to the environment and reducing CO2 emissions. Staff learn about how to implement their own at-home aquaponics technology to grow their own produce. This training is provided courtesy of faculty and staff from our Sustainable Technology Optimization Research Center (STORC). A mobile display of aquaponics is put on display with experts on hand to explain how the technology works and how anyone can create it at home. Other professional

development is provided by the external vendors that are on campus for the day to educate about such topics as starting your own garden, participating in community gardens, locating local farmer's markets, what locally grown and organic food means, how electronic waste is recycled, what products are recycled at local facilities, how to save water during the drought, how to reduce your utility bill, and much more. Vendors typically use visual displays, hands on and interactive components and samples as well as printed literature and hand outs. Earth Day is open to everyone and ample marketing and advertising is done weeks prior to encourage mass participation, such as the staff Monday Morning Bulletin, which is an announcement bulletin that is emailed out to all staff each Monday. Earth Day is held outdoors in the heart of the campus (Library Quad) where maximum exposure to the campus community is greatest.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

Public Engagement

Points Claimed 14.42

Points Available 21.00

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, non-profit 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	2.00 / 2.00
Continuing Education	5.00 / 5.00
Community Service	0.42 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	0.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability 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 local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

For this supportive partnership, every Friday during active semester months, effective early 2015 to present day, elementary school-aged children (up to 80+) from classrooms all over the Sacramento Unified School District visit the Sac State campus and work in the Sustainable Technology Optimization Research Center (STORC), assisting in learning about vermicomposting and aquaponics by tending to worms in the vermicomposting bin and feeding them to the fish in the aquaponics tanks. This meets supportive partnership requirements because Sac State is sharing resources from the STORC facility, while allowing students to have hands on learning in a fun living lab environment.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

Sac State has had an ongoing partnership (5+ years) with Breathe CA, a local non-profit organization. Breathe California of Sacramento – Emigrant Trails is dedicated to maintaining healthy air and preventing lung and other air-pollution related diseases by partnering with youth, advocating public policy, supporting air pollution research, and educating the public. Each year, Breathe CA hosts the Clean Air Awards Luncheon, which honors and awards people, businesses and organizations who not only recognize the importance of having cleaner air to breathe, but also go above and beyond expectations to achieve it. Sac State has been the physical venue for this event for multiple years, including as recent as 2015, and Sac State has also provided a staff member to serve on the Clean Air Awards Luncheon Planning Committee each year. Having a staff member from Sac State represent on this planning committee strengthens the University's presence in the community as the committee is made up of sustainability leaders and others from throughout the local community representing businesses and non-profits. Bringing Sac State into the presence of other sustainability community members in this collaborative partnership, with a goal of planning this very high profile sustainability awards luncheon, from idea development to implementation and review, helps Sac State's reputation as being a leader in sustainability.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

Sac State Sustainability began an ongoing partnership with the American River Parkway Foundation (ARPF) in 2014 to participate in their mile steward program. Sac State adopted mile 7 south of the American River Parkway, which is conveniently located directly adjacent to the campus. An official mile marker is posted at mile 7 with Sac State Sustainability named on the signage as the steward. To be a steward means to supply and coordinate regular clean up removing debris and evasive plant species from that portion of the parkway. This is an excellent opportunity for our students to get involved and volunteer in an activity that is local to the campus and easy to access at any time as well as contributing to the beauty of the surrounding campus and community and contributing to a healthy surrounding ecosystem. This is a transformative collaboration because ARPF was interested in creating a stakeholder engagement with Sac State students in implementing real hands on change in ecosystem health and upkeep because Sac State students make up such a significant part of the Sacramento community and the American River is one of the largest natural attractions in the entire region. The duration of this partnership is on-going, with a clean up requirement of 20 volunteer hours per quarter each year. This level of involvement catalyzes community resiliency for the surrounding natural environment because of the scope of impact Sac State has in the community it serves. Additionally, student volunteers from Sac State are a built in volunteer base for clean up needs for the ARPF creating strength in their steward program and can act as an example for others to encourage more stewardship partnerships.

A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

In 2014, Sac State presented at the CA Higher Education Sustainability Conference (CHESC) on the topic of our planning and implementation of our campus electric vehicle charging stations as part of our larger Smart Grid project on campus. Sac State has 14 campus electric vehicle charging stations and each unit has its own electric meter to track electrical usage. CHESC is an annual California Higher Education Sustainability Conference, a jointly organized conference by the University of California, California State University, California Community College systems and other independent/private colleges/universities in state to promote sustainable practices in higher education within the state. Additionally in 2014, Sac State presented at the CSU Facilities Management conference as a best practice award winner for the Energy Retrofit award, speaking on the greater topic of the Smart Grid project located on campus highlighting the scope of the Smart Grid project, including the four major components financed by the grant project.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Sac State participates in a monthly California State University conference call for CSU sustainability officers in which they gather ideas and talk about CSU-specific issues for the campus. The sustainability analyst represents the campus on this call. Additionally, in 2014 & 2015, Sac State participated in the CA Higher Education Sustainability Conference Speaker Selection Committee in multiple categories. These selection committees are charged with soliciting for speaker submissions, reviewing and discussing most relevant submissions for criteria, theme and interest, and building out the conference workshop education tracks that would most appeal to the target audience.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Sustainability coordinators, energy managers, recycling coordinators and other facilities managers meet regularly with their counterparts from other CSU campuses to discuss issues related to sustainability.

The website URL where information about cross-campus collaboration is available:

Continuing Education

Score	Responsible Party
5.00 / 5.00	Jenni Murphy Associate Dean College of Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates 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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

137

Total number of continuing education courses offered:

148

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

[EN-11_Sustainability_CCE_1.docx](#)

A list and brief descriptions of the continuing education courses that address sustainability:

See attached

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

Yes

A brief description of the certificate program:

The sustainable meeting and event planning certificate program consists of 9 courses totaling 115 hours of instruction. Each component of the program encompasses green or sustainable initiatives aimed at maintaining and sustaining our environment, decreasing waste, minimizing carbon footprints, and facilitating a better and healthier living pattern. The program provides current trends and practices for greening events and creating sustainable event products.

Courses and descriptions:

Introduction to Meeting and Event Management:

This course addresses some of the major trends and successful business practices in meeting and event management. Participants will learn valuable tools to improve day-to-day effectiveness and efficiency as an event manager or marketer. The course explores sustainability and its benefits.

Financial Management for Meetings and Events:

This course covers basic accounting techniques, as well as the principles of managing a comprehensive meeting or event budget. Participants will learn one of the most important components in a successful meeting or event: making sure the budget is both comprehensive and realistic.

Meeting and Event Design and Décor:

This course explores aspects of design in meeting and event management with a focus on green/sustainable design. Participants will learn the fundamentals of design, explore different design options for creating a meeting or event, and learn the basic vocabulary and theories of design.

Meeting and Event Coordination:

This course covers the day-to-day dynamics of coordinating a successful professional meeting or event. Participants will discuss best practices in on-site management, and learn the standard techniques used to coordinate and manage meeting and event planning as well as crisis management. Participants will learn how to conduct a sustainability assessment as well as different sustainable onsite practices and initiatives.

Utilizing Technology in Meeting and Event Planning:

This course provides an understanding of how technology can improve the efficiency and functionality of meeting and event professionals. Participants will be introduced to the latest technologies and software, relevant to meeting and event planning and ways that technology can reduce your event's carbon footprint.

Food, Beverage and Venue Planning:

This course explores the behind-the-scenes world of event planning from venues to catering. Participants will be exposed to negotiation techniques and critical information on suppliers: the hotel, restaurant, and catering industries. Focus will be on supply chain, transportation and outsourcing. Participants will learn how to make food and beverage sustainable and responsible; common practices and trends in sustainable food and beverage; identify and coordinate special menu requests; and how to manage the food and beverage budget by making sustainable food options affordable.

Risk Management for Meeting and Event Planners:

This course focuses on analyzing and responding to meeting and event management risks and ethical burdens. Participants will examine common legal, physical and ethical challenges that meeting and event planners encounter, and the appropriate responses to said

challenges. Special attention will be given to planning around contracts, laws and regulations, insurance, and ethical standards and stances.

Meeting and Event Marketing and Communication:

This course will cover the key tools for advertising and marketing meetings and events. Participants will focus on the principles for strategic communication, marketing, promotion and fundraising plans. This course will develop the creative thinking necessary to create and implement meetings and events that will be appealing while raising significant funds.

Green Event Planning - The Future of Event Professionals:

This course covers hot topics and green trends for the forward thinking event professional. Participants will learn valuable tools to educate clients and navigate sustainable choices in all events, small and large.

Year the certificate program was created:

2,011

The website URL where information about sustainability in continuing education courses is available :

http://www.cce.csus.edu/course_group.cfm?root_heading_id=71&heading_id=71

Community Service

Score	Responsible Party
0.42 / 5.00	Dr. B. Dana Kivel Director Community Engagement Center

Criteria

Part 1

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

Part 2

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

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

Number of students engaged in community service:

2,372

Total number of students :

28,639

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

Yes

Total number of student community service hours contributed during a one-year period:

48,804

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

We offer a program called "Sac State Volunteers" that provides community service opportunities to students, faculty, and staff.

The website URL where information about the institution's community service initiatives is available:

<http://www.csus.edu/cec>

Data source(s) and notes about the submission:

The number of students and student hours reported here focuses almost exclusively on one type of community-service -- service learning. Thus, it is not a full representation of the thousands of other students and their hours that are contributed through many other programs (e.g. student affairs) and internships across campus.

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	Dr. B. Dana Kivel Director Community Engagement Center

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks 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.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

We have multiple avenues for external stakeholders to provide feedback about our role and impact within the community, allowing for feedback regarding ongoing governance, strategy and operations. One way is through our campus Sustainability Committee. The sustainability committee is a presidential appointed committee that makes recommendations regarding sustainability matters to the president and cabinet members. The committee charge includes at least one community representative at all times, allowing for regular input from outside of the campus.

Below is a copy of the current sustainability charge:

Campus Sustainability Steering Committee Charge

Sacramento State has established the University Sustainability Committee to strengthen its sustainability efforts in alignment with the goals of the CSU Sustainability Policy, CSU Executive Order 987 and California Assembly Bill 32.

The Committee is charged with responsibility for assessing current sustainability practices for incorporation of best technology; recommending new methods/techniques for incorporating sustainability into operational activities and facilities design; partnering with the community we serve; and identifying and tracking critical performance indicators to keep sustainability practices and strategies on course. The Committee concentration includes the following Areas of Focus for sustainable practices: Academics; Dining Services; Energy; Environmental Health & Safety; Landscape; Planning, New Construction, Renewal; Procurement; Recycle/Waste Management; Transportation; Water Conservation.

Committee membership is reflective of the Areas of Focus and includes representatives from the following organizations:

1 - Executive Director, Housing and Residential Life (or designee)

1 - Manager of Grounds & Landscaping (or designee)

1 - Community Representative

1 - Director of Environmental Health & Safety (or designee)

1 - Director of Procurement and Contract Services (or designee)

1 - Director of Dining Services (or designee)

2 - Faculty Representatives – recommended by Faculty Senate

2 - Student Representatives – recommended by Associated Students Incorporated

1 - University Staff Assembly – recommended by the University Staff Assembly

1 - Senior Director of University Transportation and Parking Services (or designee)

1 - Director of Planning, Design & Construction (or designee)

1 - Executive Director, Union & WELL, Inc. (or designee)

1 - Director, Property Services, University Enterprises, Inc. (or designee)

1 - Manager Engineering Services, Central Plant (or designee)

1 - Vice President for Public Affairs (or designee)

1 - Director of STORC, (ex-officio, indefinite term)

1 - Executive Director of iWEST – recommended by Provost, Co-Chair

1 - Manager of Sustainability (ex-officio, indefinite term), Co-Chair

1 - Sustainability & Plant Operations Director (ex-officio, indefinite term)

1 - Energy Conservation Coordinator (ex-officio, indefinite term)

1 - Recycling Coordinator (ex-officio, indefinite term)

1 - Sustainability & Operations Analyst (ex-officio, indefinite term)

Organizations nominate committee members from among their constituencies, but the University President makes formal member appointments.

Approved by President Nelsen on 12/23/15

Additionally, Sacramento State's message, strategic plan, strategic goals, and master plan provide avenues for external stakeholders to provide feedback about our role and impact within the community.

Sacramento State's Master Plan:

During Sac State's Master Plan process, the Master Plan team worked with the University's Master Plan Task Force to develop a vision and seven planning principles to guide the development of the Master Plan. The planning process included numerous opportunities for campus and community participation, including three campus Forums (each Forum consisting of two or three separate meetings) that were organized to both present and listen to ideas and gather feedback about preliminary planning proposals.

The University's Master Plan Task Force was comprised of 28 members including faculty, staff, students, civic and elected leaders, as

well as representatives of partner local government agencies. The task force members conducted countless meetings with local community and campus stakeholders in its development process.

Sacramento State's Strategic Plan:

Community and stakeholder engagement is integral to Sac State's operations and success and is integrated through two way communication for the campus at every level.

In 2013, students, faculty and staff began creating a new Strategic Plan for Sacramento State. The process included months of research and discussions with representatives from all areas of the campus and external community organizations including neighbors, community organizations, and representatives from the business and local government community.

The result is a new Strategic Plan that reflects the needs, ideas and ambitions of our entire community. It sets goals and measures for achievement, and frames the work to be done to ensure a successful Sacramento State.

A Message from President Robert Nelsen:

At Sacramento State, we are committed to growing as a community and institution that influences and shapes public policy to advance and improve this region and the lives of all who live here. From our students' work at the Capitol, to research and community partnerships involving our excellent faculty and staff, to an administration dedicated to propelling the University into a new era, Sacramento State is the place to be for a future in politics.

Sacramento State's Strategic Goals:

- Enhance student learning and success
- Foster innovative teaching, scholarship, and research
- Commit to engaging the community by building enduring partnerships that strengthen and enrich the region
- Engage students in a comprehensive university experience
- Excel as a place to learn, work, live, and visit
- Promote a strong University identity

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

We have Service Learning Agreements executed through Procurement and Contracts with more than 130 community partners, many of whom work with underserved and under-represented populations.

List of identified community stakeholders:

APPROVED COMMUNITY PARTNERS

(as of June 2015)

On-Campus Organizations

Associated Students, Inc.

College Assistance Migrant Program (CAMP)

Health and Human Services

Bristol Hospice Sacramento, LLC

stars.aashe.org

Crossfit Analog
Chateau at River's Edge
Disabled Sports USA Far West
Elder Options Inc.
Eskaton
La Familia Counseling Center, Inc.
Mercy Multiple Sclerosis Achievement Center
Milieu Center
Nat'l Council on Alcoholic and Drug Depend.
NorCal Services for the Deaf and Hard of Hearing
SCI-FIT
Sun Oak Blue Harbor Senior Living Center
Sutter Children's Center
Sutter Senior Care PACE
Municipal
City of Sacramento
Access Leisure
E.M. Hart Senior Center
Parks & Recreation Department,
Neighborhood Services Division
City of West Sacramento
Parks and Recreation
SPARK
County of Sacramento
Therapeutic Recreation Services
Recreation and Park Districts
Arden Park, Cordova
Fair Oaks, Fulton-El Camino
Mission Oaks, Roseville
Sunrise
Non-profit Organizations
A Touch of Understanding
Arts and Business Council of Sacramento
Asian Resources, Inc.
Bishop's Pumpkin Farm
Boys and Girls Clubs of Greater Sacramento
California Conservation Corps
California Indian Consortium
California Protective Parents Association
Capitol Area Indian Resources, Inc.
Community Pride Project Inc.
Crimes Against Sexual Harm (CASH)
Effie Yeaw Nature Center
The Folsom Cordova Partnership
Folsom Historical Society
Girl Scouts Heart of Central California
Goodwill Industries of Sac. Valley and No. NV, Inc.
The GreenHouse

Horses for Healing
Junior Blind of America
Lao Family Community Development
Maidu Museum and Historic Site
Mutual Housing California
My Sister's House
New Helvetia Theater
Opening Doors Inc.
People Reaching Out
Placer Nature Center
Project R.I.D.E.
Reading Partners
Sacramento CASA
Sacramento Children's Home
Sacramento Food Bank and Family Services
Sacramento Loaves and Fishes
Sheriffs Community Impact Program
Soil Born Farms Urban Agriculture
St. Johns Shelter Program for Women
Stanford Youth Solutions
Strategies for Change
United Way California Capital Region
Wellspring Women's Center
Yolo Family Service Agency
Professional Organizations
California Hispanic Chamber of Commerce
School Districts
Davis Joint USD
Dixon USD
Elk Grove USD
Eureka USD
Folsom Cordova USD
Sacramento City USD
San Juan USD
Twin Rivers USD
Woodland Joint USD
Independent Schools
Language Academy of Sacramento
Shalom School ECE Program

A brief description of successful community stakeholder engagement outcomes from the previous three years:

Supported community partners Soil Born, Sacramento Food Bank, and Family Services and River City Foodbank during an MLK day of service where more than 5000 lbs. of citrus fruits were gleaned by hundreds of volunteers, including 35 from Sac State, and given to several food banks in the area.

In the past two years, approximately 100 Sac State students have participated in Paint the Town with NeighborWorks Sacramento to do landscaping, painting, fence building and minor home repair in an underrepresented community. In 2014 and 2015, Sac State students painted the outside walls and trim of two homes. Students contributed 800 hours of service for this one-day event.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

<http://www.csus.edu/cec>

Participation in Public Policy

Score

2.00 / 2.00

Responsible Party

Nathan Dietrich

Interim Director of State & Federal Relations
Public Affairs and Advocacy

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. 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 national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

Sacramento State maintains close relationships with federal, state, and local elected officials and public agencies. Meetings and visits between elected officials and university leaders occur frequently. Issues key to sustainability have been incorporated into both Sacramento State and the CSU system's policy platforms. For example, in February 2016 Sacramento State will take a delegation of campus leaders to the California State Capitol to meet with state legislators specifically on environmental stewardship issues and how Sacramento State is helping California meet its energy and water reduction goals.

Sacramento State has taken a number of positions and activities in support of sustainability in previous years. Highlights include: Sacramento State signed the American Campuses Act on Climate Pledge, which showed support for strong climate action at the 2015 Paris Climate Conference (COP21).

Sacramento State has advocated for fully funding key Department of Energy solar, energy efficiency, and sustainability programs. Sacramento State has pledged to take significant action to reduce greenhouse gas emissions, increase campus sustainability and resilience, and incorporate environmental action into academic curriculum.

Sacramento State has led by example with its construction efforts. The WELL, Sacramento State's recreation and wellness center, is LEED gold certified. American River Courtyard, Sacramento State's new residence hall is LEED gold certified.

Sacramento State has supported the use of bicycles to and from campus in order to reduce carbon emissions by adopting a bicycle plan in conjunction with the City of Sacramento.

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

Sacramento State encourages its students and alumni to be engaged in the political process. The university has hosted a number of forums on campus and near the state capitol.

Sacramento State has supported undocumented students through the establishment of the Dreamer Resource Center.

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

N/A

The website URL where information about the institution's advocacy efforts is available:

<http://www.csus.edu/paa/>

Trademark Licensing

Score

0.00 / 2.00

Responsible Party

Kristina Cullen
Sustainability Analyst
Facilities Management—Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

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

Is the institution a member of the Worker Rights Consortium?:

No

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Responsible Party

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

Points Claimed 6.11

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
Greenhouse Gas Emissions	5.11 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
5.11 / 10.00	Nathaniel Martin Energy Coordinator Facilities Management—Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 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.

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

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	No
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

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

Our campus tracks all utilities and reports associated GHG emission to The Office of the Chancellor for the California State University (CSU) system. As a point of reference, all GHG emissions were certified starting in 2006 through CSU.

We currently use the 2007 Emission Rates from table 14.1 US Emission Factors by eGRID Subregion. Source: US EPA eGRID2010 Version 1.0 (2007 data) for all none electric energy usage.

For electrical usage, our campus now uses the Sacramento Municipal Utility District (SMUD) 2012 Emission Factors.

The table data of conversions factors used in our report are listed below:

Utilities Conversion Factor

SMUD kWh 626.110

Natural Gas Therm(s) 52.78

Petro Diesel Gallons 9.96

CNG 23.598

Propane Gallons 5.67

Gasoline Gallons 8.55

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?:

Yes

A brief description of the internal and/or external verification process:

The GHG inventory was conducted in house by Facilities Management’s Sustainability department. The validation process was reviewed and checked by several internally and compared against purchased utility invoices. This data has also been sent to CSU system wide reporting requirements.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	19,157 <i>Metric Tons of CO2 Equivalent</i>	21,506 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	12,499 <i>Metric Tons of CO2 Equivalent</i>	12,260 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

N/A

A brief description of the carbon sequestration program and reporting protocol used:

N/A

A brief description of the composting and carbon storage program:

N/A

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,700	1,700
Number of residential employees	49	49
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,229	24,237
Full-time equivalent of employees	1,860	1,801
Full-time equivalent of distance education students	9,532	12,372

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

	Start Date	End Date
Performance Year	Aug. 1, 2014	July 31, 2015
Baseline Year	Aug. 1, 2013	July 31, 2014

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

Since this is the first time Sac State is completing the STARS report, the performance year was chosen based on the most recent 12 month period prior to starting work on the STARS report. Sac State started working on the STARS report in September 2015. The baseline year was determined by choosing the next 12 month period prior to the performance year so that the data being looked at for both date ranges would include the last 2 years to include the campus' most recent sustainability efforts and achievements.

Gross floor area of building space, performance year:

5,166,951 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	246,317 <i>Square Feet</i>
Healthcare space	145,843 <i>Square Feet</i>
Other energy intensive space	782,784 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

[SCOPE-1 and 2 COMBINED Emission conversion sheets from MER \(4\).xls](#)

The website URL where the GHG emissions inventory is posted:

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

The Department of Energy awarded the grant to SMUD in fall of 2009 to help fund the Smart Grid project. In May 2013, Sac State completed the Smart Grid Grant project. Each element listed below helps reduce GHG emissions for our campus and included the following:

Smart Electric Meters:

Installation of 58 smart electric meters was completed in campus buildings (including non-State buildings); these meters report to an Energy Information System software.

Energy Management and Control Systems (EMCS):

Replacement of the old and outdated EMCS occurred in 38 buildings with nearly 37,000 monitoring and control points. This allowed for central real time monitoring and control of environmental conditions within each of the buildings and the ability to control and minimize energy consumption.

Electric Vehicle Charging Stations:

Installation of 14 electric vehicle charging stations was completed on campus and is also available for public use. There are four stations located in Parking Structure 1, seven located in Parking Structure 2, and three located in Parking Lot 1.

Renewable Energy Projects - Photovoltaic (PV):

Sac State implemented two PV solar panel projects totaling a maximum capacity of 500 kW. They were both roof mounted PV systems located on the Library (272 kW) and The WELL (228 kW). Both projects were completed in March 2013 as Power Purchase Agreements.

Lighting Projects:

LED Street Lighting Project:

Sac State has replaced the existing High Pressure Sodium cobra head street lighting fixtures with energy efficient LED street lights. The project has resulted in 54% energy savings, reduced maintenance costs, and better lighting quality and color.

Gym LED Lighting Retrofit:

Sac State replaced 30 existing High Pressure Sodium lights in Yosemite Hall's North Gym with 20 LED lamps with individual occupancy sensors that resulted in 73% energy savings, reduced maintenance cost due to longer lamp life, and better lighting quality.

Pathway Lighting Project:

Sac State has an ongoing project to replace the existing High Pressure Sodium pathway lights with Induction lamps, which has resulted in 43% energy savings and reduced maintenance costs due to longer lamp life.

Data source(s) and notes about the submission:

<http://www.csus.edu/oir/Index.html>

Outdoor Air Quality

Score	Responsible Party
1.00 / 1.00	Nathaniel Martin Energy Coordinator Facilities Management—Sustainability

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Mobile Sources

The campus is guided by Executive Order 987, AB-32, and our Sustainability Policy. The three constants contained in all three documents are as follows: reduce energy consumption, reduce GHG emissions, and increase renewable energy generation.

Facilities Management:

One of the ways we have tried to achieve reductions in GHG emission as it relates to mobile sources, is we have installed 14 electric vehicle charging stations available for public use. This project was completed in the last 3 years. There are four stations located in Parking Structure 1, seven located in Parking Structure 2, and three located in Parking Lot 1. We also have 2 additional electric vehicle charging station not for public use. One is located at Sacramento Hall for administration and one in Parking Structure 1 in a fenced in area for the University Transportation and Parking Services (UTAPS).

Another method Sac State has used to reduce mobile GHG emissions, is by phasing out gasoline powered vehicles. We now have 135 electric facility carts/small trucks. We have 6 forklifts which in the past were powered by diesel fuel, but were replaced by propane

powered over the last 3 years.

University Transportation and Parking Services (UTAPS):

Beginning September 2015 Facilities Management Sustainability personnel began collecting post-consumer food waste for the express purpose of taking it to a local facility "Clean World" where it is processed into Bio Compacted Natural Gas. In our first semester with this new program we have delivered 26.49 tons of food waste that would have otherwise ended up in the landfill. The Bio CNG is then sold to our UTAPS department which uses it to power its entire Hornet Express fleet, which is a free service to any student with a valid One Card ID.

"CNG vehicles emit 95% less pollution (depending on the pollutant) than a gasoline or diesel fueled vehicle. Natural gas is almost always significantly less expensive than petroleum, which means reduced fuel costs for Natural Gas Vehicle (NGV) operators."

<http://csus.edu/aba/utaps/>

Something else that UTAPS does to help ensure cleaner air is to have 'Heat Maps' on their Facebook page. These maps indicate which parking lots and parking structures are full(er) and should therefore be avoided. This leads to less time idling in cars which also helps to reduce carbon emissions.

<https://www.facebook.com/SacStateUTAPS>

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

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

Records of all refrigerants used on campus are kept, as well refrigerant replacement because of leaks at each campus location where refrigeration equipment is used. The majority of refrigerants used on campus are HCFC & HFC types, which represent approximately 74% of all refrigeration material used in all equipment on campus. However, the campus still has a few small systems on campus which still use R-22, which represent about 26% of our total refrigerant used on campus. These reports are updated annually.

Sac State keeps records of the boilers and emergency generators usage and tracks the emissions.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	2,014.90 <i>Tons</i>
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	25,102.80 <i>Tons</i>

Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

Sac State operates under Sacramento Metropolitan Air Quality Management District (SMAQMD), and fully complies with all rules and regulations as they pertain to maintaining good air quality regarding stationary sources, including for example, permitting all stationary sources over 50 BHP. Sac State also has several stationary sources which were certified by SMAQMD as low Nox equipment.

The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:

<http://www.calstate.edu/cpdc/sustainability/policies-reports/documents/JointMeeting-CPBG-ED.pdf>

Data source(s) and notes about the submission:

<http://www.calstate.edu/cpdc/sustainability/policies-reports/documents/JointMeeting-CPBG-ED.pdf>

<http://www.calstate.edu/eo/EO-987.html>

<http://www.arb.ca.gov/cc/ab32/ab32.htm>

Buildings

Points Claimed 4.75

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 Operations and Maintenance	1.50 / 4.00
Building Design and Construction	2.25 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
1.50 / 4.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

n/a

Total floor area of eligible building space (operations and maintenance):

5,166,951 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 Square Feet

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

5,166,951 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

[CSU Wide Sustainability Policy Statement 5.20.14.pdf](#)

The date the guidelines or policies were formally adopted:

May 20, 2014

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

One example of how we maintain sustainable building operations and maintenance is through our Residential Housing custodial program. An evaluation and testing system is used to determine the best performance and packaging from companies' green products. Products that have a high concentrated dilution ratio and metered with a handle dispenser are preferred because it reduces plastic packaging and product waste. Rapid renewable and 100% recycled paper products with a green seal certification are used. Additionally, motion sensors and upgraded LED lighting are a standardized practice for building maintenance. i.e.

Sierra Hall Renovation:

- Replacement of all corridor 13 watt compact fluorescent lamps with motion sensor LED fixtures.
- Replaced old plumbing fixtures with low flow fixtures.

Sutter Hall Renovation/Refresh:

- Replacement of all 13 watt compact fluorescent corridor lamps with motion sensor LED fixtures.
- Replaced old plumbing fixtures with low flow fixtures.

Also, whenever practical, projects reuse materials such as ceiling tiles and carpeting to minimize amount of materials being thrown away needlessly.

Example: California Department of Public Health (2nd floor of Folsom Hall), carpet tiles & ceiling tiles reused along with furniture partitions.

Facilities Management will select more energy efficient fixtures, techniques and materials when an option exists.

Examples: Library 1001 for Global Education, various “Smart” classrooms around the campus.

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The campus complies with the CSU-wide Chancellor's Office sustainability policy that covers sustainability building practices for operations and maintenance. The policy encourages all CSU campuses to continue to adopt an integrated design approach that includes sustainable materials and practices. It also requires new goals for energy conservation, and the purchase and generation of renewable power. The following is an excerpt of the sustainable building practices policy:

Sustainable Building Practices

1. All future CSU new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the CSU will ensure that these facilities are designed to consider energy efficiency. Energy efficient and sustainable design features in the project plans and specifications will be considered in balance with the academic program needs of the project within the available project budget. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)
2. Capital Planning, Design and Construction in the Chancellor’s Office shall monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance shall be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity and microclimates within the CSU. (05-New; 14-Revise)
3. The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED “Silver.” Each campus shall strive to achieve a higher standard equivalent to LEED “Gold” or “Platinum” within project budget constraints. Each campus may pursue external certification through the LEED process. (05-New; 14-Revise)

The website URL where information about the institution’s certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<http://www.calstate.edu/cpdc/sustainability/policies-reports/documents/JointMeeting-CPBG-ED.pdf>

Building Design and Construction

Score	Responsible Party
2.25 / 3.00	Donovan Hillman Campus Architect Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

We have 2 LEED Gold buildings on campus, certified by the U.S. Green Building Council.

Total floor area of eligible building space (design and construction):

359,895 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	359,895 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

Floor area of building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 Square Feet

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Aug. 2, 2006

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

California State University, Sacramento follows the 2010 California Green Building Standards Code (CAL Green), requiring all new buildings reduce water consumption, employ building commissioning to increase building system efficiency, divert construction waste from landfills, and install low pollutant emitting finish materials. CAL Green’s mandatory measures establish a minimum for green construction practices, and incorporate environmentally responsible buildings into the everyday fabric of California cities without significantly driving up construction costs in a slow economy.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

California State University, Sacramento follows the CSU Office of the Chancellor’s Executive Order Number 987 and the CSU system wide sustainability policy, which encourages campuses to continue to adopt an integrated design approach that includes sustainable stars.aashe.org California State University, Sacramento | STARS Report | 118

materials and practices. It also requires new goals for energy conservation, and the purchase and generation of renewable power.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://www.calstate.edu/EO/EO-987.html>

Indoor Air Quality

Score	Responsible Party
1.00 / 1.00	Tim Bair Manager of Engineering Services Engineering Services

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans 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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

5,166,951 Square Feet

Gross floor area of building space:

5,166,951 Square Feet

A brief description of the institution's indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

Sac State uses Demand Control Ventilation on the majority of its building control systems, the campus can ensure a learning environment that requires the CO2 levels for the classrooms and offices to be maintained at less than 1000 PPM. When Sac State's CO2 levels rise from the pre-designated set point, the controls automatically open the outside air dampers to introduce more fresh air and remove the CO2 content.

Sac State ensures proper CO2 levels as part of a preventative maintenance (PM) program which confirms correct equipment and filtering operation. The campus also uses HVAC systems with high efficiency filters rated at 85%. To ensure the reliability of the filtration all filter bank seals are inspected during monthly PMs.

Complaints are logged into our work order system, AIM, for proper tracking and resolution. Actions would include meeting with the complainant, identifying possible causes and steps that may include verification of air flows, a recheck on control sensors, and physical checks on all equipment. Adjustments or actions are made as needed at that time and verified for mitigation of the issue.

To calculate the gross area of building space for this credit, we only used buildings on campus that are serviced by the central plant. This excludes all UEI buildings (The Union, The WELL, etc). Additionally, to calculate the floor area of building space covered by an IAQ management program, we used only occupied building space excluding UEI buildings, closets, hallways, etc.

The website URL where information about the institution's indoor air quality program(s) is available:

<http://www.csus.edu/aba/Facilities/units/hvac-system-maintenance.html>

Dining Services

Points Claimed 1.18

Points Available 7.00

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.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
Food and Beverage Purchasing	0.68 / 4.00
Low Impact Dining	0.50 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
0.68 / 4.00	Steven Davis Director UEI Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

17

A copy of an inventory, list or sample of sustainable food and beverage purchases:

[Copy of 2015-09 CSUS REPORT AUGUST 2015 \(002\).pdf](#)

An inventory, list or sample of sustainable food and beverage purchases:

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

0

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

N/A

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

When possible, Dining Services will purchase sustainable food and beverages. Maintaining a balance of quality items at a competitive cost allows us to keep prices for our customers reasonable. We strive to follow the CSU commitment to sustainability.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Develop and implement sustainability goals.

Identify and track Rain Forest Alliance, organic, biodegradable, recyclable products.

Continue creation and maintenance of sustainability reports.

Identify areas of needs with Sacramento State to develop and grow its sustainable practices in partnership with the outside community.

Total annual food and beverage expenditures:

3,642,319 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	No
Franchises	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

N/A

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

Data source(s) and notes about the submission:

N/A

Low Impact Dining

Score	Responsible Party
0.50 / 3.00	Steven Davis Director UEI Dining Services

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

100

A brief description of the methodology used to track/inventory expenditures on animal products:

Develop and implement sustainability goals.

Identify and track Rainforest Alliance, organic, biodegradable, recyclable products.

Continue creation and maintenance of sustainability reports.

stars.aashe.org

Identify areas of needs with Sacramento State to develop and grow its sustainable practices in partnership with the outside community

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

No

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

None

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

None

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

2,644,436 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

370,221.04 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

0 *US/Canadian \$*

Energy

Points Claimed 2.15

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 Consumption	1.98 / 6.00
Clean and Renewable Energy	0.17 / 4.00

Building Energy Consumption

Score	Responsible Party
1.98 / 6.00	Nathaniel Martin Energy Coordinator Facilities Management—Sustainability

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per 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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	250,017 <i>MMBtu</i>	257,086 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	149,871 <i>MMBtu</i>	146,999 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	5,166,951 <i>Gross Square Feet</i>	5,166,951 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	246,317 <i>Square Feet</i>
Healthcare space	145,843 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F)::

	Degree days (see help icon above)
Heating degree days	1,441
Cooling degree days	1,804

Source-site ratios::

	Source-Site Ratio (see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	Aug. 1, 2014	July 31, 2015
Baseline Year	Aug. 1, 2013	July 31, 2014

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

Since this is the first time Sac State is completing the STARS report, the performance year was chosen based on the most recent 12 month period prior to starting work on the STARS report. Sac State started working on the STARS report in September 2015. The baseline year

was determined by choosing the next 12 month period prior to the performance year so that the data being looked at for both date ranges would include the last 2 years to include the campus' most recent sustainability efforts and achievements.

A brief description of any building temperature standards employed by the institution:

Facilities Services takes the following steps to efficiently utilize natural gas and electricity to meet the heating and cooling needs of the campus:

- Interior building temperatures will be maintained at 68 degrees F in the winter and 78 degrees F in the summer.
- Domestic hot water temperatures will not be set above 115 degrees F.
- All air conditioning equipment and fans will be shut off on weekends, holidays, and nightly, wherever appropriate.
- During working hours, ventilation will be maintained to meet health and safety standards.
- Windows and doors should remain closed at all times to prevent loss of conditioned air. It is impossible to maintain controlled conditions if windows are open in offices or classrooms.
- Heat generating equipment and large items of furniture, such as bookshelves or cabinets, should not be set in front of thermostats to prevent false temperature readings and cause over-cooling or under-heating.
- Use of portable electric heaters and fans is not allowed unless authorized by the campus Energy Coordinator. Approval is dependent upon medical need or failure of the building heating and ventilating systems.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED Street Lighting Project:

Sac State has replaced all the old High Pressure Sodium cobra head street lighting fixtures with energy efficient LED street lights. The project has resulted in 54% energy savings, reduced maintenance costs, and better lighting quality, color, and improved security.

Gym LED Lighting Retrofit:

Sac State replaced 30 existing High Pressure Sodium lights in Yosemite Hall's North Gym with 20 LED lamps with individual occupancy sensors that resulted in 73% energy savings, reduced maintenance cost due to longer lamp life, and better lighting quality and color.

The campus is currently in design for pilot LED lighting project with advanced controls, which should start construction in the first quarter of 2016.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

In 1996 the University completed a campus wide lighting retrofit project converting from T-12 fluorescent tubes to T-8 fluorescent tubes with either wall or ceiling mounted occupancy sensors as part of the project. With this project every office and class room on campus received occupancy sensors. All retrofit projects or remodels have been constructed with occupancy sensors, as well as any new construction projects after 1996 based on code.

A brief description of any passive solar heating employed by the institution:

N/A

A brief description of any ground-source heat pumps employed by the institution:

N/A

A brief description of any cogeneration technologies employed by the institution:

N/A

A brief description of any building recommissioning or retrofit program employed by the institution:

The 100,041 GSF, Academic Information Resource Center (AIRC) building was built in 2005. In 2008, Sac State noticed some problems with ventilation, and hired a third party to Retro-commission the entire building's ventilation system, including some corrective redesign of the underfloor air distribution system.

A brief description of any energy metering and management systems employed by the institution:

Installation of 58 smart electric meters was completed in 2013 on Sac State's campus buildings (including non-State buildings); these meters report to an Energy Information System (EIS) software.

Sac State is currently in the design phase to install approximately 167 smart meters which consist of the following: smart gas meters, smart water meters, and smart Btu meters which will all communicate to the existing EIS software.

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

Sac State requires Energy Star rating for all appliances and or high efficiency rating as stated in the campus Sustainability Guidelines regarding energy.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Sac State converted the existing sprinkler heads to low-gallon sprinkler heads, integrated all irrigation controllers to the Rainbird Maxicom irrigation control system. The Maxicom system is now connect to the campus weather station to automate weather related shut-downs and start-up to conserve irrigation.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Sac State has approximately 101 vending machine on campus, and has installed Vending Misers on all non-perishable food item vending machines. The machines with Vending Misers installed represents about 97% of the machines on campus.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Please guidelines listed in the below URL section.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://www.csus.edu/aba/sustainability/Documents/pdf/guidelines/Energy.pdf>

Clean and Renewable Energy

Score	Responsible Party
0.17 / 4.00	Nathaniel Martin Energy Coordinator Facilities Management—Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it 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.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, 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 count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Total energy consumption (all sources, transportation fuels excluded), performance year:

250,017 *MMBtu*

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	2,600 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	918.44 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	7,254 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	40.90 <i>MMBtu</i>

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

Sac State installed a Photovoltaic (PV) system with a new car port located behind the Facilities Management building during the 2001-02 time frame. The car port is 108 Ft. long and 18 Ft. wide. The installed system size is 6.5 kW. This system is still in operation today. During the same time period as the car port installation, we installed (11) 110W PV powered parking lot lights and (11) 195W powered parking lot lights in lot-10, in late 2001. This system is still in operation today.

Sac State entered into a Power Purchase Agreement (PPA) for Photovoltaics (PV), at two locations on campus for renewable energy produced at a fixed rate of \$0.1086/kWh for a 20 year duration. The two PV solar panel projects totaling a maximum capacity of approximately 500 kW. They were both roof mounted, PV systems located on the Library (272 kW) and The WELL (228 kW). Both projects were completed in March 2013 using a Power Purchase Agreements approach. Currently, The WELL system produces about 16% of the total electricity required for the building. The Library South system produces about 40% of the total electricity required for the building.

All rights to the REC's are exclusively and contractually retained by Sac State for the two projects located on the Library and The WELL, however Sac State has not registered with Western Renewable Energy Generation Information System (WREGIS) because of the difficulty in doing so.

A brief description of on-site renewable non-electric energy devices:

Sac State entered into a Power Purchase Agreement (PPA) for Solar Hot Water back in 1986. These systems are still operational to date and are still providing clean renewable hot water which is generated on site. The Solar Hot Water systems are located on the roof of Riverfront Center, Yosemite Hall North and South, and the Pool at Yosemite Hall.

American River Courtyard is one of our new housing developments built in 2009 on campus. It also has a Solar Hot Water system. All these systems play a critical part in our operational ability to reduce GHG emissions.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

N/A

A brief description of the RECs and/or similar renewable energy products:

Sac State participates in SMUD's Greenergy program. Sac State purchases a small amount of SMUD's Greenergy product which is certified Green-e, and SMUD keeps the Renewable Energy Credits for this purchased energy.

The website URL where information about the institution's renewable energy sources is available:

<http://www.csus.edu/aba/sustainability/Documents/Sac%20State%20Campus%20Sustainability%20Report%202012%20-%202014.pdf>

Data source(s) and notes about the submission:

<http://www.green-e.org/>

Grounds

Points Claimed 3.01

Points Available 4.00

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 water and resources.

Credit	Points
Landscape Management	1.01 / 2.00
Biodiversity	<p data-bbox="1425 619 1542 646">2.00 / 2.00</p> <p data-bbox="857 695 1542 762">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 data-bbox="818 810 1542 1098" style="list-style-type: none"> <li data-bbox="818 810 1542 842">• Legally protected areas (e.g. IUCN Category I-VI) <li data-bbox="818 856 1542 926">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) <li data-bbox="818 940 1542 1010">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) <li data-bbox="818 1024 1542 1098">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p data-bbox="824 1146 1542 1331">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.</p> <p data-bbox="1479 1377 1542 1404">Close</p>

Landscape Management

Score	Responsible Party
1.01 / 2.00	Robert Anchor Manager of Grounds and Landscape Facilities Management

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	300 Acres
Footprint of the institution's buildings	106 Acres
Area of undeveloped land, excluding any protected areas	25 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	170 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

Sacramento State Grounds and Landscaping crews first monitor for pest and/or undesired grasses and weeds. If the threshold for either is breached, the following methods/steps/plans are observed as appropriate:

1. When the option is available, non-toxic agents are utilized first to capture or eliminate intended targets. These non-toxic agents include but are not limited to the following: Cultural (environmental) control, the introduction of natural predators and/or flora (such as citronella plants for mosquitos) to act as deterring agents against undesired pests. Mechanical spring-loaded traps are also utilized when applicable as non-toxic capturing agents.
2. Only licensed and trained personnel handle sprayers containing toxins and do so as minimally as possible.
3. Targeted or spot treatments of specific pests are employed to once again eliminate waste and to avoid unintended fallout or harm against non-specified targets.
4. Selectively non-toxic pre-emigrants are used to deter weed growth.
5. Use of selective amounts of herbicides for weed-control to minimize exposure to campus community.

6. All equipment, e.g. spray nozzles, are strictly maintained, repaired and stored to disallow for accidental overuse of toxins from faulty equipment.
7. Training is required on all said equipment.
8. Personnel work with vendors to research for new less/non-toxic alternatives.
9. Full transparency is adhered to via required monthly reports of chemicals use and methodologies.

A brief summary of the institution's approach to sustainable landscape management:

The campus master plan dictates the reduction of turf areas and recommends the use of native plant materials and drought tolerant species for all future landscape projects.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

The campus utilizes MP rotor or drip irrigation exclusively for irrigation purposes. Water usage from the five irrigation wells has been reduced up to 40% by these practices. Two additional landscaped areas of campus (Benicia Hall and the Well) have been xeriscape in nature and have required far less irrigation than the turf that was there previously. Bark chips are utilized throughout the campus, primarily under trees to retain moisture.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

The campus turf care operations utilize mulching mowers and all leaf debris from seasonal sweeping activities are composted in a collection area on the south end of campus.

A brief description of the institution's organic soils management practices:

N/A

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

All new and future landscape projects are to be xeriscape in nature and consist of native California plant materials that, once established, will require far less water than conventional plantings. We will continue chipping all beds and under trees to retain moisture.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

All campus irrigation is provided by five wells which gather water from the American River aquifer. Drainage water after filtration is returned to the same source via area drains. Nine LID projects (rain gardens and bioswails) have been completed throughout campus to improve the quality of the water that returns to this source.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

N/A

A brief description of any certified and/or protected areas:

The campus location is adjacent to the American River, which is a state protected area. All campus maintenance operations take this into account whether it is chemical applications or drainage water exiting the site. Regular state and county inspections are performed to ensure that the campus is in full compliance with the various regulatory agencies.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://csus.edu/aba/facilities/units/grounds-landscaping.html>

Biodiversity

Score

2.00 / 2.00

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)

Kristina Cullen
Sustainability Analyst
Facilities Management—Sustainability

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\)](#) for Research & Conservation Planning or an equivalent resource or study.

[Close](#)

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, 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, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The campus is adjacent to the American River which is under the jurisdiction of the American River Flood Control District. The district's primary duties consist of levee inspection and repairs and maintenance of the bike trails.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The University is currently working with the Department of Water Resources Central Valley Flood Protection Board and the American River Parkway Advisory Committee to assess any anticipated impacts to the flora and fauna of the American River and surrounding eco-system as a result of the Student Housing Phase II project. The project will require certification by the U.S. Department of Fish and Wildlife.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Because of the endangered Elderberry Beetle, which lives in Elderberry bushes along the American River Parkway, a large environmental impact assessment of the project was necessary.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Sacramento State is located along the American River Watershed. Because of the University's proximity to this environmentally sensitive area campus plans and programs have been designed to protect the local environment.

The campus Master Plan outlines goals to protect the American River and resident aquatic life from pollutants originating from campus. These goals will be met through projects like Low Impact Development included in new construction and diverting 29% of campus storm water from direct discharge into the American River. Additional details can be found in the Sustainability Chapter of the campus Master Plan.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://www.csus.edu/aba/facilities/master-planning.html>

stars.aashe.org

Purchasing

Points Claimed 4.02

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
Electronics Purchasing	0.25 / 1.00
Cleaning Products Purchasing	0.77 / 1.00
Office Paper Purchasing	0.50 / 1.00
Inclusive and Local Purchasing	1.00 / 1.00
Life Cycle Cost Analysis	0.50 / 1.00
Guidelines for Business Partners	1.00 / 1.00

Electronics Purchasing

Score	Responsible Party
0.25 / 1.00	John Guion Director Procurement and Contract Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives 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.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

<http://www.csus.edu/aba/sustainability/about-us/guidelines.html>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Sacramento State rigorously follows the guidelines listed above.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

2,046,606 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.csus.edu/aba/sustainability/index.html>

Cleaning Products Purchasing

Score	Responsible Party
0.77 / 1.00	John Guion Director Procurement and Contract Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

We opt for the non-hazardous alternative: By purchasing alcohol thermometers as opposed to ones filled with mercury you can lessen disposal costs while removing the potential for a hazardous chemical spill. Likewise the purchase and use of non-toxic cleaning supplies, like those with the Green Seal (

<http://www.greenseal.org/can>

) improve worker safety by reducing exposure to noxious chemicals.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Procurement process:

All cleaning products and each buyer who is responsible for that purchase understands that buying green is of high importance. Whenever possible green cleaning products are purchased first.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

272,524 US/Canadian \$

Total expenditures on cleaning and janitorial products:

389,320 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

Our campus custodial practices include hydrogen peroxide-based daily cleaners, water-based floor finish and stripper, use of sustainable foaming hand soap, micro-fiber mops and rags, Hepa-filtration vacuums and use of a sustainable multi-purpose cleaner.

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

stars.aashe.org

<http://www.csus.edu/aba/Procurement/faculty-staff-contribution.html>

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Score	Responsible Party
0.50 / 1.00	John Guion Director Procurement and Contract Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

<http://www.csus.edu/aba/Procurement/buy-recycled.html>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

All office paper must meet the recycle content of 30% post-consumer.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

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	0 <i>US/Canadian \$</i>
30-49 percent	150,000 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	0 <i>US/Canadian \$</i>

Total expenditures on office paper :

176,608 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.csus.edu/aba/Procurement/buy-recycled.html>

Inclusive and Local Purchasing

Score	Responsible Party
1.00 / 1.00	John Guion Director Procurement and Contract Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

<http://www.csus.edu/aba/Procurement/procurement-services/small-business-DVBE-program.html>

The University supports Small Businesses and Disabled Veterans Businesses (DVBE) Please see URL for additional and detailed information.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

29

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://www.csus.edu/aba/Procurement/procurement-services/small-business-DVBE-program.html>

Life Cycle Cost Analysis

Score	Responsible Party
0.50 / 1.00	Nathaniel Martin Energy Coordinator Facilities Management—Sustainability

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

Planning derives it program policies in regards to sustainable business practices from the CSU Chancellor's office Executive Order (EO) 987 which states, among other things, that sustainable practices, materials, and other considerations be made in the design, construction and operation of buildings and other structures on CSU campuses. While this EO primarily indicates consideration of measures to conserve water and energy, it also expressly indicates that materials and equipment with long life cycles should be used as well as sustainable building products.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Score	Responsible Party
1.00 / 1.00	John Guion Director Procurement and Contract Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[Business Partner_Checklist.pdf](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Procurement Sustainability guidelines and policy

<http://www.csus.edu/aba/Procurement/procurement-sustainability.html>

Procurement Guide

<http://www.csus.edu/aba/Procurement/Documents/Procurement%20Guide%20Revised%20October%202015.pdf>

f

CSU General Provisions

<http://www.calstate.edu/CSP/crl/GP/GP.shtml>

Campus sustainability guidelines and policy

<http://www.csus.edu/aba/sustainability/>

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Sacramento State rigorously follows all of the established guidelines listed above.

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

Points Claimed 3.97

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	0.59 / 1.00
Student Commute Modal Split	1.15 / 2.00
Employee Commute Modal Split	0.48 / 2.00
Support for Sustainable Transportation	1.75 / 2.00

Campus Fleet

Score	Responsible Party
0.59 / 1.00	Tony Lucas Senior Director University Transportation and Parking Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. 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)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

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 :

253

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	3
100 percent electric	135
Fueled with compressed natural gas (CNG)	10
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	1
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

All of the newly procured vehicles are either alternative fueled vehicles or are hybrid electric.

The website URL where information about the institution's support for alternative fuel and power technology is available:

<http://csus.edu/aba/utaps/>

Data source(s) and notes about the submission:

Counts do not include auxiliary-owned vehicles.

Student Commute Modal Split

Score	Responsible Party
1.15 / 2.00	Tony Lucas Senior Director University Transportation and Parking Services

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, 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.

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

Total percentage of students that use more sustainable commuting options:

57.30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	42.70
Walk, bicycle, or use other non-motorized means	33
Vanpool or carpool	1.30
Take a campus shuttle or public transportation	22
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

Total Students: 29349

Days of Instruction: 145

Numbers calculated using this information in addition to permit counts, RT Counts, and Bicycle Counts.

The website URL where information about sustainable transportation for students is available:

<http://csus.edu/aba/utaps/commute-choices.html>

Employee Commute Modal Split

Score	Responsible Party
0.48 / 2.00	Tony Lucas Senior Director University Transportation and Parking Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, 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 workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

24

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	76
Walk, bicycle, or use other non-motorized means	14
Vanpool or carpool	2
Take a campus shuttle or public transportation	7
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

Faculty/Staff overall numbers

Permits issued

Counts from RT and Shuttle System

Derived extrapolation from Bike Counts

The website URL where information about sustainable transportation for employees is available:

<http://csus.edu/aba/utaps/commute-choices.html>

Support for Sustainable Transportation

Score

1.75 / 2.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

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:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- 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
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The campus has eight secure bike locker compounds with individual bike lockers for rental per semester. There are a total of 112 bike lockers for rental on campus and can be rented at the front desk of the Bike Shop located at Peak Adventures. They rent for \$30.00 a semester with a \$20.00 key deposit. Showers are located at Yosemite Hall.

http://www.peakadventures.org/bike_shop/bike_locker_rentals.php

<http://www.csus.edu/aba/utaps/images/BikeParkingLocations.pdf>

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

In Spring 2014 a Bicycle Task Force comprised of members of Facilities Management and University Transportation and Parking Services created a plan to transform Sac State into a more bicycle-friendly campus. The change included new bicycle traffic lanes throughout campus consisting of designated "Pedestrians Only" zones to ensure the safe passage of both pedestrian and bicyclist. The paths are marked by neon green lines that denote when a lane is to be shared by both pedestrians and bikes or when the bike lane ends and should be a "wheel-free zone" for pedestrians only.

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:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

n/a

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Student Commuter Sleeve:

Sac State students may ride all Sacramento Regional Transit (RT) fixed-route transit services, including the light rail, by presenting a valid Sacramento State OneCard and the student commuter sleeve. Students pay a nominal fee for this service through their registration fees and may pick up a student commuter sleeve at one of the following locations:

- Associated Students, Inc. (ASI) on the 3rd floor in the University Union
- Student Financial Services Center (SFSC) on the 1st floor in Lassen Hall
- University Transportation and Parking Services office (UTAPS)

Employee Commuter Sleeve

Sac State employees may ride all Sacramento Regional Transit (RT) fixed-route transit services, including the light rail, by presenting a valid Sacramento State OneCard and the employee commuter sleeve. Beginning with the Fall, 2012, sleeve, Sacramento State employees may purchase an employee commuter sleeve at \$40.00 for six months (January 1-June 30 and July 1-December 31). The commuter sleeve may be purchased at one of the following locations:

- Student Financial Services Center (SFSC) on the 1st floor in Lassen Hall
- University Transportation and Parking Services office (UTAPS) on the 1st floor in Folsom Hall

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

Guaranteed Ride Home Program:

The campus promotes carpooling and vanpooling. Both are attractive options for the Sacramento State community since the campus is known as a commuter school. As a participant in the carpool or vanpool program with Sacramento Transportation Management Association (TMA), two free emergency rides home via taxi or a rental car are provided free of charge. Carpooling takes more cars off the road and in turn helps improve outdoor air quality in the Sacramento region.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Carpools at Sacramento State must include at least two (2) people. At least two members of the carpool must be in the vehicle when parking in carpool spaces. Student carpool permits are also valid in student parking lots and faculty/staff carpool permits are valid in faculty/staff parking lots. Vehicles must be parked in non-carpool parking spaces when driving to campus alone and displaying a carpool permit. Carpool spaces are located in Parking Structures I and III. Faculty only carpool spaces are located in Lot 1. Carpool parking permits are offered at a reduced cost.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Zipcars are available around the Residence Halls. Zipcar vehicles are available 24 hours a day with gas, insurance, parking, maintenance and up to 180 miles of driving per day included in the membership. Participants sign up online and pay an annual fee – \$35 for students and \$50 for everyone else, plus a \$25 application fee. When they need a set of wheels for as little as an hour or up to four days, they reserve the auto via the Internet or mobile device, use their Zipcard to access the vehicle and drive off.

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:

Sacramento State has installed 14 Level II Electric Vehicle Charging stations in order to support California's increasing Electric Vehicle operating population. These charging stations make it possible for Electric Vehicles to replenish in order to prepare for the commute home. For most EV owners, the charging stations are a convenience offering an opportunity to "top-off". For long range commuters the charging stations make owning and operating an all-electric vehicle an option.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Sacramento State approved a telecommute policy effective January 1, 1994. With the approval of the appropriate supervisor and department head, telecommuting allows an individual to work one or more days each work week from their home or from a telecommuting center close to their home. Individuals stay in touch through the use of electronic devices.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Sacramento State was among 60 area employers the federal Environmental Protection Agency listed as a Best Workplace for Commuters in 2005 and again in 2006. The employers were recognized for their extraordinary efforts to improve the quality of life in our region, reduce area traffic and protect the environment by making it possible for their employees to use good commuting practices. Sacramento State was recognized for the following efforts in alternative transportation.

Hornet Express Shuttle

Operates 6 buses on three fixed routes.

All buses are fueled with Compressed Natural Gas (CNG).

CNG vehicles emit 95% less pollution (depending on the pollutant) than a gasoline or diesel fueled vehicle.

Natural gas is almost always significantly less expensive than petroleum, which means reduced fuel costs for Natural Gas Vehicle (NGV) operators.

Sacramento Regional Transit (RT) bus/light rail commuter pass subsidy.

An RT Basic Monthly Pass is \$100.00.

Employees at Sacramento State pay \$80.00/year for the same service.

FREE Guaranteed Ride Home program for employees through the Sacramento Transportation Management Association (SacTMA).

Being located near bus/light rail routes as well as bicycle/pedestrian paths.

Having accommodations for bicyclists, such as a staffed bike compound, bike racks located throughout campus and rentable bike lockers (in conjunction with Peak Adventures).

Preferential, covered carpool parking.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and

reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Walking: There are several excellent pedestrian pathways throughout the campus. There is also easy access to campus by way of the Guy West Bridge and the Hornet Tunnel.

Commuting: Sacramento State also partners with the Sacramento TMA, an independent non-profit organization that offers alternatives to driving alone.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.csus.edu/aba/utaps/commute-choices.html>

Data source(s) and notes about the submission:

<http://www.sacrt.com/faresandpasses.stm>

Waste

Points Claimed 5.94

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	2.59 / 5.00
Waste Diversion	1.65 / 3.00
Construction and Demolition Waste Diversion	0.70 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
2.59 / 5.00	Joey Martinez Recycling and Sustainability Coordinator Facilities Management—Sustainability

Criteria

Part 1

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

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	653.98 Tons	469.06 Tons
Materials composted	631.92 Tons	639.13 Tons
Materials reused, donated or re-sold	26.41 Tons	1.08 Tons
Materials disposed in a solid waste landfill or incinerator	1,080.69 Tons	1,180.90 Tons

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,700	1,700
Number of residential employees	49	49
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,229	24,237
Full-time equivalent of employees	1,860	1,801
Full-time equivalent of distance education students	9,532	12,372

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

	Start Date	End Date
Performance Year	Aug. 1, 2014	July 31, 2015
Baseline Year	Aug. 1, 2013	July 31, 2014

A brief description of when and why the waste generation baseline was adopted:

Since this is the first time Sac State is completing the STARS report, the performance year was chosen based on the most recent 12 month period prior to starting work on the STARS report. Sac State started working on the STARS report in September 2015. The baseline year was determined by choosing the next 12 month period prior to the performance year so that the data being looked at for both date ranges would include the last 2 years to include the campus' most recent sustainability efforts and achievements.

A brief description of any (non-food) waste audits employed by the institution:

1. The Sustainability Department conducted an audit on the contents of 50+ external trash cans to determine which items should be diverted.
2. The Recycling Department has conducted several audits to determine which trash and recycle cans should be relocated.
3. The Recycling Department has conducted several audits to determine which trash cans can be pulled from service in order to encourage recycling. As a result, over 20 trash cans have been removed from service.
4. An audit was performed to determine which of the campus' cigarette urns collected the most cigarette butts in order to determine locations where urns need to be placed.
5. Bills and invoices are routinely audited for trends in weight fluctuations and types of materials collected.
6. Spot checks are conducted on the campus' waste and recycle receptacles to reduce cross-contamination of waste and recycling streams.
7. All excess equipment and furniture are audited to determine whether those items are fit for reuse or to be recycled.

8. The Recycling Coordinator collects waste data annually from several entities and subsidiaries of the university to determine which waste diversion programs and practices should be implemented on the campus.
9. Football game tailgate recycling events are conducted not only to collect recyclable materials but also to determine which and how much materials are being collected.
10. To maximize payment, metals are audited and separated according to their type value prior to being recycled.
11. Two audits have been conducted to determine how much of the campus is still in need of desk side recycling bins and mini trash bins. The results of these audits have led to increased recycling can distribution and decreased trash can distribution.
12. An annual Buy-Recycled report is required by all departments conducting purchases to ascertain how many purchases and total dollar amount are being spent on products containing recycled content. This report is audited to ensure that sustainable purchase requirements are being met.

A brief description of any institutional procurement policies designed to prevent waste:

The University's Procurement office includes the promotion of sustainable purchasing on its website and includes the following info:

1. The University encourages its current suppliers to carry and promote sustainable products as part of their catalogs.
2. The Procurement office encourages its buyers to consider purchasing green products in lieu of other products.
3. Several benefits--environmental, monetary, and otherwise--are outlined on the Procurement website.
4. Additionally, the following tips are included to help a buyer make the most sustainable purchase: consolidate orders, use of electronic catalogs, buy items containing recycled content, double-sided printing, choosing renewable resources, opting for non-hazardous materials, buy local, look for energy efficient models, buy only what is needed and, finally, to spread the word to others to buy green.
5. Links to the EPA's Environmentally Preferred Purchasing website are available, the federal government's sustainable buying guidelines page, as well as CalRecycle's Buy Recycled Campaign page.

Additionally:

6. All vendors registered with the CSU must have all products sold as containing recycled content (some exceptions are outlined) much certify said products with the CSU to prove the recycled content.
7. Procurement requires certain purchases such as metal, paper, paint and more to contain certain amounts of recycled content. A page on their websites outlines the products and the required recycled content percentages.
8. A Buy-Recycled audit report is required of all campus departments conducting purchases to report the dollar amount spent on said recycled content purchases.
9. Facilities Management's work order program requires that all requests for purchasing made through the program record whether or not the purchase is green and if the purchase contains recycled content.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

1. Property Management Department collects all excess equipment and furniture to determine if the items are fit for reuse for campus needs.
2. Any excess furniture or equipment that Property Management Department determines of sound quality but not fit for reuse on campus are put up for public auction.
3. When a department switches to new copiers that require a new kind of toner cartridge, the old unused toner cartridges are collected for redistribution to other departments which may have use for those cartridges.
4. On a limited basis, when old office supplies are collected for recycle, if said office supplies are in good usable condition, those office supplies are reallocated.
5. Books can be donated to the Friends of the Library by any member of campus community or general public. Those books are then resold by the Friends of the Library which raises funds going for the Library.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

1. The University as a whole, and its many Departments, Divisions, and other subsidiaries, routinely utilize websites, social media, and other online avenues as a means to make available information for its customers. These sites routinely provide interactive opportunities, i.e. forms, by which said customers may apply for a program, conduct monetary transactions, request work, etc.
2. SacCT, a Blackboard Learning Program, is utilized by Academics as a virtual blackboard and classroom forum for the students. Students can discuss with classmates, take instruction from professors, register for classes, take quizzes and tests online, and receive their grades without ever needing to print.
3. The campus utilizes an online universal directory by which contact information for faculty, staff, and other campus entities can be located. There is no printed version of the directory.
4. The campus employs a virtual course catalog where students can search for potential classes. This has led to a significant reduction in the need for printed catalogs.
5. Campus staff utilize a shared drive on which qualified members store and share files, thus negating the need for printed hard copies.
6. Facilities Management employs an online software program (AiM) on which the campus community can request work. This program has negated the need for paper forms.
7. The campus allows qualified members to access their workstations remotely, thus negating the necessity of printing files and other documents when working remotely.
8. All but two of the University's business operations (Facilities Management and Police Department) have switched to online verification of work hours. Previously, each employee received a printed form of their hours worked by which they would verify their hours for their paychecks. Now, most of the campus community can verify this information online without the need for paper hard copies.
9. The Procurement Department has created a virtual online shopping center filled with approved vendors. This eliminates the need for any printed catalogs of approved vendors and their products.

A brief description of any limits on paper and ink consumption employed by the institution:

1. Many of the University's printing stations charge by the page for print jobs, discouraging frivolous or excessive paper and toner consumption.
2. Paper towel dispensers have pre-cut amounts to discourage overconsumption of paper towels.
3. When possible, many departments are switching to a single printer for an office or group of employees, thus negating the need for excessive ink and toner purchases.
4. Though not mandatory, some offices encourage double-sided printing and copying to save paper and ink.
5. Reprographics Department uses a toner-saving printer that distributes less ink on a page and does it in such a way as to make it easier to remove ink during the recycling process.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

1. During move-in/move-out events, extra 4-yard recycling bins are located on site.
2. Special recycling stream collections are created for these events. These special collections have included but are not limited to Styrofoam, battery, and e-waste collections.
3. On-site Housing staff are trained to help residents recognize opportunities for recycling during move-in and move-out.
4. The University, Sustainability Department, and Housing all utilize social media to encourage residents to recycle during these events.
5. Extra notices (posters, flyers) are located throughout Housing to direct residents to recycling receptacles and which items can be recycled.
6. In their moving-in instructions to new residents, Housing indicates which nonrecyclable packing items should be avoided (Styrofoam and plastic film), and also announces that recycling will be part of these events.
7. In an effort to decrease the amount of appliance waste at move-out events, Housing has employed a program to rent personal

refrigerators to residents. In the past, many refrigerators were left behind during move-out. At the last move-out event, only 4 personal refrigerators were left behind, only 3 of which contained Freon.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

1. In order to reduce waste, the campus reduced its number of external trash cans and repurposed five of those trash cans into recycling receptacles.
2. Representatives of STORC are routinely invited to glean items from the Facilities Management "boneyard" for reuse and upcycling at STORC. For example, bathroom stall dividers that were destined for recycling were upcycled to create compost bins for STORC.
3. The University has employed an award-winning Take Back program that has allowed the campus community to bring in personal items for recycling for which the University either bears no cost to recycle or is compensated monetarily.
4. Sac State Sustainability conducts two 'Recycle-It-All at Sac State' events--one in the Fall and one in the Spring. At these events, the campus community is encouraged to bring in various items for recycling at no cost to them.
5. Sac State Sustainability has restructured many of its waste contracts to facilitate more opportunities for recycling or waste diversion, e.g., specifications that all green waste be diverted from landfills and food composting be an option provided by the waste hauler.
6. Organic waste is routinely donated to STORC for composting purposes.
7. Over the past couple of years, recycling options have been offered for more items previously not recyclable.
8. Sac State Sustainability has aggressively pursued online avenues such as social media and its website as a means to further promote updates and information about recycling to the campus community.
9. Sac State Sustainability has participated in "Game Day Recycling" and "RecycleMania."
10. In addition to redistributing equipment and furniture, Property Management now conducts public auctions of excess furniture and equipment.
11. Sac State Sustainability has teamed up with California Product Stewardship Council (CPSC) to implement the "Don't Rush to Flush" and "Refuel Your Fun" campaigns on the Sac State campus. "Don't Rush to Flush" is a pharmaceutical take-back program and "Refuel Your Fun" offers the option of renting reusable propane tanks rather than purchasing single-use propane tanks.
12. Sac State Sustainability is committed to composting its green waste onsite as much as is possible.
13. Policies have been set in place to maximize the purchasing of recycled paper.
14. Campus has continued to utilize deskside mini trash bins in an effort to instill in its customers the idea that most of their waste should be recycled.
15. Recycling has employed the use of infographics and posters to educate the campus community about what is recyclable.
16. The Recycling Coordinator has participated in several interviews, speeches, and other engagements to help educate the campus community about recycling and waste diversion.
17. In 2015, the campus' first-ever large-scale zero-waste event was conducted (the Clean Air Partnership Awards Luncheon).
18. Long before local and state regulations required it, the Union Store stopped automatically offering plastic bags to its customers in an effort to reduce plastic bag waste.
19. Many of the campus eateries no longer offer Styrofoam to-go containers.
20. The campus has removed much of its grassy turf in favor of nonorganic materials. Though this was done to conserve water, it has the added benefit of reducing the campus green waste.

A brief description of any food waste audits employed by the institution:

1. Dining Services audits the billing for all post-consumer food waste collected from the Dining Commons to note trends in program participation among students and diners in the Dining Commons. They also audit the billing to keep track of the amount of said material that is being collected.
2. Dining Commons employees audit the waste stream on a daily basis to ensure that only post consumer food waste is collected. This is important since the waste is going to a facility to make Bio Compacted Natural Gas and needs to be free of contaminants.
3. A student conducted an audit of the contents of the trash at our Dining Commons facility to determine how much food was thrown

away as trash.

4. Two students conducted an audit of the campus' numerous eateries and coffee houses to determine how much pre-consumer, post consumer, and mixed pre and post consumer food was thrown away on daily and weekly basis.
5. The Sustainability Department conducted a general audit of 50+ of the campus' external refuse bins to determine what was being thrown away, including to what extent food was being tossed.
6. In March, April, and part of May 2014, the Recycling Department collected used coffee grounds from the University's coffee houses and audited for location and weight of those collections. From March 11th through May 2nd over 2000 lbs. of used coffee grounds were collected from the coffee houses. The most came from the Library Java City at 605 lbs. All materials were added to an on-site mulch pile to be used on campus to enhance the greenery.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

1. The campus' STORC facility (Sustainable Technologies Optimization Research Center) collects preconsumer waste from many of the campus' eateries and also from the campus Children's Center which generates preconsumer waste when creating snacks and lunch for its young students.
2. The campus' Consumer Sciences Department also has its left over grease recycled at STORC which uses it to create bio-diesel.
3. Used coffee grounds from the campus coffee houses are collected in the campus' Grounds to Grounds program to be used to promote composting.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

1. All post-consumer food waste collected by the Dining Commons is collected and sent to a local facility called Clean World to be upcycled into BioCompacted Natural Gas (BioCNG). This BioCNG is also what fuels our Hornet bus shuttle system. This has resulted in nearly 27 tons diverted from the landfill in the program's first semester of existence.
2. Also at the Dining Commons, in an effort to reduce the amount of food students serve themselves, trayless dining has been implemented. Without trays, students are less inclined to over-serve themselves.
3. In order to track the amount of post-consumer waste generated on campus, two students conducted an audit of the campus' eateries and coffee houses to determine how much product was generated on a daily and weekly basis.
4. A student conducted an audit of the amount of post-consumer food collected in the campus' Dining Commons.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

1. Most of the campus eateries have switched to some form of compostable to-go containers from Styrofoam containers. As of this writing, only three of the University's eateries still use Styrofoam.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

1. Every student in residence at the University's Housing Dept. is given a reusable to-go container for food, a reusable cup, and a reusable bag to carry everything in. These reusables can be used at the campus Dining Commons where students can use these items to pick up their food to go. This is part of a larger plan to institute a similar program at other campus eateries.
2. At Housing's "Block Party" event, which is an event to initiate students to housing life, Dining Services gave away over 700 reusable Starbucks mugs for students to use at campus coffee houses.

3. All serveware used for dine-in meals at the Dining Commons is reusable.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

1. Each coffee house on campus offers a \$0.25 discount for any student, faculty, or staff who uses a reusable mug.

A brief description of other dining services waste minimization programs and initiatives:

1. Used cooking oil from many of the campus eateries are taken to the STORC where they are upcycled into biodiesel. Whatever used oil/rendering collected that is in excess of the wants and needs of the STORC is collected and given to a local rendering company.
2. New water, and energy-efficient, dish washing equipment was installed in the dining commons.
3. In an effort to reduce greenhouse gas emissions, Dining Services has committed to purchase at least 25% of its produce locally.
4. In an effort to reduce greenhouse gas emissions, in 2015, campus eatery Epicure, in an effort to cater a zero-waste event, committed to using salad green grown onsite at the university STORC. Additionally, a portion of the event's pre-consumer food waste went back to the STORC for composting.

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.csus.edu/sustainability>

Data source(s) and notes about the submission:

other websites include:

www.csus.edu/procurement

www.dining.csus.edu

<http://www.csus.edu/oir/Index.html>

Waste Diversion

Score

1.65 / 3.00

Responsible Party

Joey Martinez

Recycling and Sustainability Coordinator
Facilities Management—Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

1,312.31 Tons

Materials disposed in a solid waste landfill or incinerator :

1,080.69 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Programs:

1. Sac State Sustainability: University program that helps promotes sustainability on campus. Recycling, a component of Sac State Sustainability, maintains the operational standards of waste diversion at Sac State.
2. Take-Back Program: This award-winning program sought to open up free recycling opportunities to both the campus community as well as the surrounding communities. At the direction of the Recycling Coordinator, this program opened up all streams for which the University either gained monetarily or was able to recycle at no cost to the University. This program, which piggybacked the campus' recycling efforts, also allowed for waste diversion beyond the constraints of the campus. Streams that were part of this program include, but were not limited to: electronic waste, polystyrene foam, car batteries, etc. At its peak, this program averaged about 900 pounds of e-waste alone every month.
3. Tailgate Recycling: This program invites the students of the University to join with Sac State Recycling to capture CRV materials from tailgate events at home football games. The Fall of 2015 saw the advent of compost collection as part of these events.
4. Procurement Public Auction: Procurement operates a public auction of all materials deemed by Property to be of operating condition but of no further use to the University. These auctions can include any type of equipment, up to and including vehicles, forklifts, etc.
5. Trash Can Reduction: In an effort to remind the campus community that most items are recyclable, Sac State Recycling is removing unnecessary external trash cans from the campus. Furthermore, in a joint effort with Custodial Services, Recycling is switching desk side trash receptacles to a smaller 1.75 gallon mini-trash bin.

6. Food Composting: As opportunities avail themselves, pre and post-consumer food items from campus eateries, coffeehouses, etc., are being composted through various methods including vermicomposting, biodigesters, etc.
7. Green Waste Composting: The campus has created a temporary facility to house its burgeoning Green Waste Compost program, where green waste items can be composted to create mulch that will be used for campus greenery efforts. A permanent facility to exercise this program is in the planning stages. Prior to this temporary facility, the University's green waste was processed at a local co-gen plant to create energy.
8. C&D Diversion: The University's Planning Department requires at least 50% diversion from landfills of all capital construction projects occurring on campus.
9. Refuel Your Fun: Peak Adventures, a campus institution that allows students to join backpacking trips, get bikes serviced, etc., has begun a program in conjunction with California Product Stewardship Council (CPSC), in which personal-sized propane tanks can be rented or refilled, reducing the need of further purchase of these tanks.
10. Don't Rush to Flush: In another joint venture with CPSC, and through a grant from the Rose Foundation, the University was given a secure bin to collect unused or expired medication, including pet meds. These medications are collected for incineration, preventing the introduction of said medications to the water stream via flushing.
11. Department Recycling Days: This program was created to help departments declutter their offices (and homes) in a sustainable manner. Working together, a department representative and the Recycling Coordinator worked in advance to promote to the department members all of the office and personal items that would be accepted for recycling and on which day the event would be. On the day of the event, the Recycling Team would then come and pick-up, weigh, and otherwise document the materials before delivering them to their respective holding areas for recycling.

Policies:

1. The university's Recycling Program is based in part on requirements set forth by CA Assembly Bills 75, 341, and 1826.
2. "Procedures for the Safeguarding and Disposal of State Property" is the official university policy regarding the determination of materials to be reused, recycled, or auctioned. This policy is based in part on ICSUAM Policies: 3150.01 – Administration of University Property & 3151.04 – Equipment.
3. It is the practice of Sac State to conduct businesses of recycling and other forms of diversion with CalRecycle-approved vendors deemed to satisfactorily recycle and/or otherwise divert materials in a safe and sustainable manner.

Infrastructure Investments:

1. Temporary compost yard - The University has temporarily converted a portion of its spoils yard into a green waste composting facility.
2. Sustainable Technologies Optimization Research Center (STORC) - STORC has, through its programs including vermicomposting and biodiesel production, captured various pre-consumer streams from campus eateries and coffeehouses. The Center houses the facilities of these programs.
3. Waste compactors - The university employs the use of several recycling compactors, including one 20-yard food compactor.

Outreach:

1. Online - Sac State Recycling maintains a heavy presence on its social media accounts, including Facebook and Instagram, as well as on the university's official social media accounts, regularly reaching thousands of viewers each week. When reposted on the University's main social media account, the message of recycling has its best opportunity to reach most of the 28,500+ students at Sac State. A list of the types of materials that can be recycled can also be found on the Sac State Sustainability website.
2. Recycle It All Day - An event typically occurring in both Fall and Spring semesters invites the campus community to bring in various approved materials for recycling. In the past, these approved streams have included e-waste, batteries, light bulbs, clothes hangers, etc.
3. Sac State Sustainability typically tables at University events such as Rush Week and the WELL's WELLcome Back event.
4. Sac State Sustainability conducts its annual Earth Day event each April, where recycling and waste diversion play significant roles--once even collecting 7000 pounds of recyclable materials.
5. Sac State Sustainability volunteers act as docents at events such as Tailgate Recycling and Housing Move In/Out events, instructing event attendees of the various recycling opportunities available at Sac State.
6. Housing's RA Training - Each Fall, new Resident Advisors in the university's Housing department are instructed on University recycling opportunities so that they may in turn instruct students living in their dorms.

7. Graphics - Numerous graphics have been created through the years to illustrate opportunities for recycling. These graphics have been tailored to the department, event, or program which is promoting recycling. These graphics have been created as infographics, posters, and even stickers, and are displayed throughout the campus.

8. At the invitation of faculty and/or program advisors, the Recycling Coordinator has participated in speaking engagements to promote recycling opportunities at Sac State as well as the university's efforts at waste diversion.

9. To better promote the Sac State Recycling program, Sac State Recycling has submitted for awards and has been the recipient of the CPSC Infinity Arrow Award, the only school in CA (Kindergarten through University Level) to have won in the last six years.

10. Recyclemania and Game Day Recycling: These are Retrac programs available through Keep America Beautiful and are competitions designed to promote recycling specifically to college students.

A brief description of any food donation programs employed by the institution:

At the writing of this response there are no food donation programs currently employed by the University. However, this has been noted and we have begun to address the issue.

A brief description of any pre-consumer food waste composting program employed by the institution:

1. Beginning in March 2014, the Recycling Department began to collect used coffee grounds from the University's coffee houses. This program was then turned over to students working at the Sustainable Technologies Optimization Research Center (STORC) to be used in their composting program.

2. Also beginning in 2014, students from STORC began collecting pre-consumer food stuffs from various campus eateries and also from the University's Children's Center which created the stream when making snacks for their students. Much of this material was taken to the STORC for composting as part of the students' vermicomposting program.

3. Cooking oils collected in the University's Consumer Sciences Department are collected for use at STORC and processed into a form of bio-fuel. This bio-fuel has, in part, been added to the Facilities Management's diesel supply for state vehicles.

4. Cooking oils collected by Dining Services from the campus eateries are recycled in one of two ways. If the oil is relatively clean and there is a need for significant volume, then whatever can go to STORC does so as is processed much as described in #3. The rest of the oil is collected in bins by a local rendering company and is processed off-site.

A brief description of any post-consumer food waste composting program employed by the institution:

1. Currently all the post consumer product is collected from the University's Dining Commons and shipped via the University's waste hauler to a local bio digester facility. This facility is known as Clean World and captures the methane and other gases from the composting process and infuses them with natural gas to create a bio compacted natural gas product. It is this final product which is used for fuel for the University's Hornet Bus program--six buses fueled by bio CNG gas which serve as free mass transportation for the students of this university. This is a newer program and in its first semester we were able to divert 26.49 tons from the landfill!

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No

Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

- Car Batteries
- Cardboard
- Construction Materials
- Electronic Waste
- Inert Materials
- Latex Paints
- Polystyrene Foam (During portions of the baseline and reporting years)

Construction and Demolition Waste Diversion

Score	Responsible Party
0.70 / 1.00	Joey Martinez Recycling and Sustainability Coordinator Facilities Management—Sustainability

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:

134.73 Tons

Construction and demolition materials landfilled or incinerated :

58.59 Tons

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:

1. Planning derives its program policies in regards to waste diversion from the CSU Chancellor's office Executive Order (EO) 987 which states, among other things, that sustainable practices, materials, and other considerations be made in the design, construction and operation of buildings and other structures on CSU campuses. While this EO primarily indicates consideration of measures to conserve water and energy, it also expressly indicates that materials and equipment with longlife cycles should be used as well as sustainable building products.
2. Additionally, Planning includes in its general packets for campus builds verbiage entitled "Construction and Demolition Materials Recycling Requirements". This verbiage includes, but is not limited to the following:
 - The requirements of waste diversion as outlined by California Assembly Bill 75 to include a mandatory 50% reduction of source materials sent to California landfills.
 - It requires that any projects designed with the intentions of obtaining a LEED certification must submit, as part of its proposal, documentation of compliance with "Materials and Resource Credit 2.1" and "Materials or Resources Credit 2.2 Construction Waste Management".
 - A contractor must include in a proposal a "Contractor's Construction Waste and Recycling Plan" prior to commencement of work.
 - A contractor must complete and submit quantitative reports for construction waste materials as a condition of "the approval of the third progress payment."
3. Planning has committed to strive to obtain an equivalent of LEED Gold status or higher for all future projects thus ensuring all previous department project conditions for LEED projects are met in addition to all applicable LEED Gold options chosen for the projects in question.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Bob Hitomi Environmental Specialist Risk Management Services

Criteria

Part 1

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

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or 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:

At Sacramento State, the emphasis is on first recycling wherever possible and then reducing the volume/toxicity of any other hazardous waste generated. The University participates in the California PaintCare program for recycling both oil based and latex paint products, while also participating in the nationwide Call-to-Recycle program for recycling rechargeable batteries. On the academic side, the emphasis has been to transition many of the hazardous chemicals to less toxic alternatives. Examples in the College of Natural Sciences and Math are fixatives used with specimens and intercalating agents such as ethidium bromide. In chemistry, stockrooms have been purged of old chemicals so that only necessary chemicals are kept in stock. Only items currently in use will be kept in stock, reducing the amount of future waste generated.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

For hazardous waste, there are designated personnel in each generating department who are responsible for the proper characterization, containerization, labeling and handling of hazardous waste. Their job is to work with faculty/students to ensure the proper protocols are followed, including the proper use of personal protective equipment (ppe).

For universal wastes, student interns have created an information pamphlet that is made available to campus departments and at campus

events. These pamphlets emphasize the importance of recycling universal waste and options on/off campus. Campus recycling events provide an opportunity to educate the campus community and give them an opportunity to recycle their waste.

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 materials releases in the past three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

There is no formalized system for chemical reuse or redistribution, but unused chemicals that still have potency are kept for less stringent uses (e.g. art, design). Unused boiler treatment chemicals have been transferred to a local community college through a chemical supplier, reducing our hazardous waste generation.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all 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?:

Yes

A brief description of the electronic waste recycling program(s):

The procedures to divert Sacramento State's electronic waste are a joint effort between several campus agencies. Depending on the stream and the condition of the units/materials involved, we employ several possibilities to ensure diversion:

1.University equipment in working order for reuse: This equipment is collected by our IRT department, graded as operational and conditioned to remove all memory from the unit. Our Property department takes possession and, if determined to still be useful for campus agencies, is housed and available for university agencies to reuse.

2.University equipment in working order for public auction: This equipment is collected, graded and conditioned by IRT and then given to Property as before, however, these are materials deemed not to be useful for campus agencies. They are then sold at auction using the following website:

publicsurplus.com

3.University equipment salvaged for parts: university equipment collected by IRT and determined to not be reusable maybe salvaged for parts which are then used to repair other equipment. The left-over components are then recycled as described in the next step.

4.University equipment determined by both IRT and Property to not be useful for campus needs and not suitable for public auction are conditioned to have all memory wiped, removed and destroyed, released from campus inventory and taken possession of by the Recycling department. All materials collected are then taken to local recycling agency California Electronic Asset Recovery (CEAR) for complete recycling.

5.During portions of the baseline period and during the entire reporting period, Sacramento State opened electronic waste recycling to its entire campus community. Students, faculty, and staff were encouraged to bring personal e-waste to a collection point located within the stars.aashe.org

Facilities Management yard for collection and complete recycle by California Electronic Asset Recovery. Because the university is paid for these materials and after requiring participants to remove, wipe, or destroy all memory, the university encouraged recycling throughout its entire community by accepting e-waste for recycling purposes.

6. The University's Housing and Residential Life department also conducts semester long collections of personal e-waste as well as at special moving-out events. These materials are then turned over to the campus Recycling department for recycling with CEAR.

7. Again, to encourage recycling from the campus community, the Recycling department hosts two campus collection events each year--one in the spring which coincides with the campus Earth Day festivities and one on the Fall to coincide with America Recycles Day. Personal e-waste is collected at these events and recycled via the method mentioned above with the vendor CEAR.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

During both the baseline and reporting periods, Sacramento State has recycled its e-waste with the vendor California Electronic Asset Recovery (CEAR). The University has chosen to work with this vendor for several environmentally related reasons:

1. To discourage long-hauling and reduce carbon emissions, Sacramento State recycles its e-waste with CEAR which is located only 10.2 miles away.
2. CEAR is in compliance with all local and state laws regarding e-waste recycling.
3. CEAR has received numerous sustainable certifications including:
 - The Basil Network E-standard certification
 - QMI-SAI Global ISO 14001 Certified System
 - QMI-SAI OHSAS 18001 Certified System
 - R2 Certified
 - CalRecycled Certified

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

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

Data source(s) and notes about the submission:

http://www.csus.edu/aba/EHS/documents/Universal_Waste_Mgmt.pdf

<http://www.csus.edu/aba/EHS/documents/Universal%20waste-batteries%20and%20lights.pdf>

http://www.csus.edu/aba/EHS/documents/HazMat_Management.pdf

Water

Points Claimed 4.30

Points Available 6.00

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																		
Water Use	<p style="text-align: right;">2.30 / 3.00</p> <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 this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="813 1066 1544 1562"> <thead> <tr> <th data-bbox="813 1066 1057 1203">Physical Risk QUANTITY</th> <th data-bbox="1057 1066 1300 1203">Points Available For Each Part</th> <th data-bbox="1300 1066 1544 1203">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1203 1057 1257">Low Risk</td> <td data-bbox="1057 1203 1300 1257">0.67</td> <td data-bbox="1300 1203 1544 1257">2</td> </tr> <tr> <td data-bbox="813 1257 1057 1354">Low to Medium Risk</td> <td data-bbox="1057 1257 1300 1354">1</td> <td data-bbox="1300 1257 1544 1354">3</td> </tr> <tr> <td data-bbox="813 1354 1057 1451">Medium to High Risk</td> <td data-bbox="1057 1354 1300 1451">1.33</td> <td data-bbox="1300 1354 1544 1451">4</td> </tr> <tr> <td data-bbox="813 1451 1057 1505">High Risk</td> <td data-bbox="1057 1451 1300 1505">1.67</td> <td data-bbox="1300 1451 1544 1505">5</td> </tr> <tr> <td data-bbox="813 1505 1057 1562">Extremely High Risk</td> <td data-bbox="1057 1505 1300 1562">2</td> <td data-bbox="1300 1505 1544 1562">6</td> </tr> </tbody> </table> <p style="text-align: right;">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low Risk	0.67	2	Low to Medium Risk	1	3	Medium to High Risk	1.33	4	High Risk	1.67	5	Extremely High Risk	2	6
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Low Risk	0.67	2																	
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High Risk	1.67	5																	
Extremely High Risk	2	6																	
Rainwater Management	2.00 / 2.00																		
Wastewater Management	0.00 / 1.00																		

Water Use

Score
2.30 / 3.00

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 this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	0.67	2
Low to Medium Risk	1	3
Medium to High Risk	1.33	4
High Risk	1.67	5
Extremely High Risk	2	6

Nathaniel Martin
Energy Coordinator
Facilities Management—Sustainability

[Close](#)

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use (potable and non-potable combined)::

	Performance Year	Baseline Year
Total water use	97,364,462.83 <i>Gallons</i>	146,907,755.45 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	68,060,647.81 <i>Gallons</i>	75,514,353.30 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,700	1,700
Number of residential employees	49	49
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,229	24,237
Full-time equivalent of employees	1,860	1,801
Full-time equivalent of distance education students	9,532	12,372

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,166,951 <i>Square Feet</i>	5,166,951 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	166 Acres	169 Acres

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

	Start Date	End Date
Performance Year	Aug. 1, 2014	July 31, 2015
Baseline Year	Aug. 1, 2013	July 31, 2014

A brief description of when and why the water use baseline was adopted:

Since this is the first time Sac State is completing the STARS report, the performance year was chosen based on the most recent 12 month period prior to starting work on the STARS report. Sac State started working on the STARS report in September 2015. The baseline year was determined by choosing the next 12 month period prior to the performance year so that the data being looked at for both date ranges would include the last 2 years to include the campus' most recent sustainability efforts and achievements.

Water recycled/reused on campus, performance year:

0 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

N/A

A brief description of any water metering and management systems employed by the institution:

Sac State is currently in the design phase to install approximately 167 smart meters which consist of the following: smart gas meters, smart water meters, and smart Btu meters which will all communicate to the existing EIS software.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

Sac State converted the existing sprinkler heads to low-gallon sprinkler heads, integrated all irrigation controllers to the Rainbird Maxicom irrigation control system. The Maxicom system is now connect to the campus weathers station to automate weather related shut-downs and start-up to conserve irrigation.

The irrigation water used is from the campus Well Water system. This project would reduce the amount of ground water depletion by reducing our irrigation needs.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

Rainwater Management

Score	Responsible Party
2.00 / 2.00	Kevin Murphy Engineering Manager Office of Water Programs

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of 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 use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Sacramento State has made a major commitment to implementing LID stormwater treatment devices on campus. At a minimum, LID stormwater capture and treatment devices are required for any construction projects with greater than 2,500 square feet of impervious surface. Current construction of new dormitories includes the installation of a series of infiltration trenches and planters. In addition, as part of a retrofit project, Sacramento State recently constructed over 25 LID stormwater capture and treatment devices on campus. Go to

the following link for more information on the project:

<http://www.owp.csus.edu/csus-lid/>

The devices include bioretention planters, bioswales, rain gardens, rooftop disconnects, porous pavement, and a green street. The devices are designed to capture and treat over 13 acre-feet of stormwater runoff every year. Sacramento State continues to look for opportunities to install additional LID devices.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The LID devices discussed above were designed in accordance with the Sacramento Stormwater Quality Partnership (SSQP - see

<http://www.beriverfriendly.net/>

) LID design standards. The University plans to work closely with the SSQP in the future and will consider adopting guidance and policies as appropriate. The University is dedicated to implementing sustainable stormwater management practices and protecting the American River, which is located on the eastern side of the campus. The focus is on using LID devices to infiltrate and/or treat stormwater before it reaches the American River. Sacramento State Facilities Management (FM) is dedicated to properly maintaining all LID devices. They will follow guidance provided in the recently prepared "Campus LID Operation and Maintenance Manual". The University also has a master plan dedicated to sustainability (including LID stormwater devices). See the following two links for more information:

<http://www.csus.edu/aba/facilities/Documents/SacState-MasterPlan-2015Report-Reduced%20072715.pdf>

f

AND

<http://www.csus.edu/news/articles/2015/5/20/sac-state-master-plan-is-given-green-light-by-csu-t>

[rustees.shtml](#)

A brief description of any rainwater harvesting employed by the institution:

The existing LID stormwater capture and treatment devices are designed to infiltrate over 11 acre-feet of water per year. The infiltrated water will replenish the groundwater which is used to irrigate the campus.

Rainwater harvested directly and stored/used by the institution, performance year:

3,600,000 Gallons

stars.aashe.org

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

There are currently seven bioretention devices that treat stormwater runoff from large parking lots. The devices include 12-24 inches of amended soils to filter stormwater runoff before it is either infiltrated (regular sized storms) or infiltrated/released (large storms).

A brief description of any living or vegetated roofs on campus:

N/A

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous paving was installed on both sides of the green street (Jeb Smith Drive) where it is used for parallel parking. The green street also includes porous pavement walkways. At the campus Wellness Center, porous pavement directs rooftop runoff into the subsurface. Porous pavement walkways are currently being installed at a Library Green rain garden. Finally, a porous pavement patio was recently constructed next to the rain garden that takes rooftop runoff from Caleveras Hall.

A brief description of any downspout disconnection employed by the institution:

Downspouts at Caleveras Hall were disconnected and the rooftop runoff is now directed to two rain gardens. Rooftop runoff from portions of the campus Wellness Center are directed via porous paving to the subsurface. There are other areas throughout campus where rooftop runoff is directed to existing landscaped areas.

A brief description of any rain gardens on campus:

There are a total of 14 rain gardens on campus. Four were recently constructed on the west side of campus and treat stormwater runoff from Campus Drive. Four are a part of the Green Street (Jeb Smith Drive) and treat stormwater runoff from Jeb Smith Drive and adjacent parking lots. Four were recently constructed near Library Grove and Campus Grove and treat stormwater runoff from walkways and grass areas. Two treat rooftop runoff from Caleveras Hall.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

All seven bioretention devices include at least a foot of storage below an underdrain placed beneath the filter materials (amended soil). Stormwater treated by the bioretention devices will likely infiltrate or, in the case of large storms, be retained and then released during the later part of the storm.

A brief description of any bioswales on campus (vegetated, compost or stone):

A stone bioswale was recently constructed on campus at Capital Public Radio. In addition, another bioswale (amended soils with vegetation) was constructed in Parking Lot 7. There is also a large unlined canal that runs south/north through the campus that naturally acts as a bioswale in several areas.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Ongoing construction of dormitories includes multiple infiltration trenches and planters to capture and treat stormwater runoff. Sacramento State is extremely involved in promoting LID throughout California. The campus hosted an LID conference in November 2015. See following link for more information:

<http://www.owp.csus.edu/upcoming-events/2015-sacramento-regional-lid-conference.php>

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.owp.csus.edu/csus-lid/>

Wastewater Management

Score

0.00 / 1.00

Responsible Party

Bob Hitomi

Environmental Specialist
Risk Management Services

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

68,235,844.74 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The university is working with the City of Sacramento to install natural mechanisms for the treatment of campus stormwater. A number of different mechanisms, such as bioretention planters, rain gardens and bioswales, are being utilized as part of a California Proposition 84 Grant Project. The purpose of the project is to remove contaminants while also recharging campus groundwater supply. Students will be involved during the monitoring phase and the project will become a showcase for stormwater treatment methodologies for the region.

The website URL where information about the institution's wastewater management practices is available:

<http://www.owp.csus.edu/csulid/>

Planning & Administration

Coordination, Planning & Governance

Points Claimed 7.00

Points Available 8.00

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	4.00 / 4.00
Governance	2.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover 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 just one department or school within the institution does not count for this credit 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, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Department of Energy awarded the grant to SMUD in fall of 2009 to help fund the Smart Grid project. In May 2013, Sac State completed the four major components of the Smart Grid Grant project which included:

High Voltage Smart Electric Switches:

Four switches are in use to allow for automated rerouting of power on the campus owned 12,000 volt electric circuits.

Smart Electric Meters:

Installation of 58 smart electric meters was completed in campus buildings (including non-State buildings); these meters report to an Energy Information System software.

Energy Management and Control Systems (EMCS):

Replacement of the old and outdated EMCS occurred in 38 buildings with nearly 37,000 monitoring and control points. This allowed for central real time monitoring and control of environmental conditions within each of the buildings and the ability to control and minimize energy consumption.

Electric Vehicle Charging Stations:

Installation of 14 electric vehicle charging stations was completed on campus and is also available for public use. There are four stations located in Parking Structure 1, seven located in Parking Structure 2, and three located in Parking Lot 1.

Sac State implemented two PV solar panel projects totaling a maximum capacity of 500 kW. They were both roof mounted PV systems located on the Library (272 kW) and The WELL (228 kW). Both projects were completed in March 2013 as Power Purchase Agreements. Sac State replaced 30 existing High Pressure Sodium lights in Yosemite Hall's North Gym with 20 LED lamps with individual occupancy sensors that resulted in 73% energy savings, reduced maintenance cost due to longer lamp life, and better lighting quality. Sac State has an ongoing project to replace the existing High Pressure Sodium pathway lights with Induction lamps, which has resulted in 43% energy savings and reduced maintenance costs due to longer lamp life. Sac State has replaced the existing High Pressure Sodium cobra head street lighting fixtures with energy efficient LED street lights. The project has resulted in 54% energy savings, reduced maintenance costs, and better lighting quality and color. Beginning in Fall 2012, drought-tolerant plant materials installed throughout campus are more sustainable—requiring less water and less pruning—thus generating less green waste. Currently Sac State aerates approximately 30 acres of campus lawn with research showing up to a 25% savings in water usage possible if done regularly. For the first time on November 14, 2012, Sac State was recognized by the national Arbor Day Foundation as a Tree Campus USA. Sac State was awarded this designation for the 2nd year in a row in 2013. Effective January 27, 2014, all five active shuttles now use Atlas ReFuel's compressed natural gas (CNG) biogas for fuel exclusively. Only the fuel from the non-fossil source of organics produced by Clean World's anaerobic bio-digester delivered and processed into renewable natural gas is considered carbon negative, which means the University has made the choice to purchase and use gas that essentially destroys carbon. In July 2014, UTAPS retired three aging enforcement trucks (90's Ford Ranger) due to age and condition. Rather than replace the trucks with more trucks, the enforcement team reviewed their requirements and determined that a truck was no longer required for every day operations as long as the team lead had a truck. UTAPS consulted with various other parking enforcement agencies and decided to go green with the replacements. UTAPS has procured three plug-in Toyota Prius vehicles and outfitted them with safety lights and identifying labels. The new vehicles are more visible, approachable and are significantly more sustainable.

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:

Sac State's Sustainability Departments mission statement is as follows:

California State University, Sacramento seeks leadership and excellence in sustainable practices throughout the campus. We will integrate innovative technologies that conserve resources with sensitivity for the surrounding eco-system, and encourage environmental stewardship in our daily lives. Consistent with The CSU System and State of California conservation and environmental policies, we will pursue sustainability in the areas of Academics; Dining Services; Energy; Environmental Health & Safety; Landscape; Planning, New Construction, Renewal; Procurement; Recycle/Waste Management; Transportation; Water Conservation.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Angela Wiere, Assistant Director of Housing Planning & Project Development
Bob Anchor, Manager - Grounds & Landscaping
Bob Hitomi, Environmental Specialist
Hunter Merritt, US Army Corps of Engineers Sacramento District, Community Representative
Joey Martinez, Recycling Coordinator
John Guion, Director of Procurement & Contract Services
Kristina Cullen, Sustainability & Operations Analyst
Mike Christensen, Associate Vice President, Risk Management Services
Nathaniel Martin, Energy Conservation Coordinator

Paul Serafimidis, Director, Sustainability & Plant Operations
Steven Davis, Director, Dining Services
Jesse Catlin, College of Business Admin Faculty, Faculty Senate
Aryn Fields, Student Representative 1, Associated Students, Inc.
Rebecca McCann, Student Representative 2, Associated Students, Inc.
Kevin Murphy, Engineering Manager, Office of Water Programs
Ryan Todd, Sustainability Manager
Tony Lucas, Senior Director, University Transportation and Parking Services
Donovan Hillman, Campus Architect
Stephen Forseth, Assistant Director, Facilities Services, Union & The WELL

The website URL where information about the sustainability committee(s) is available:

<http://www.csus.edu/aba/sustainability/index.html>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Sustainability Office is housed in the department of Facilities Management under the business unit umbrella of Administration & Business Affairs (ABA). The office has 7 FTE employees: Sustainability & Plant Operations Director, Sustainability Manager, Sustainability Analyst, Recycling Coordinator, Energy Conservation Coordinator, and 2 Recyclers.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

7

The website URL where information about the sustainability office(s) is available:

<http://www.csus.edu/aba/sustainability/about-us/team.html>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kristina Cullen, Sustainability Analyst

A brief description of each sustainability officer position:

Under the general direction of the Sustainability Manager, the Sustainability Analyst supports the development, advancement, and continuation of the sustainability program and provides technical support for Facilities Management.

The website URL where information about the sustainability officer(s) is available:

stars.aashe.org

<http://www.csus.edu/aba/sustainability/about-us/team.html>

Sustainability Planning

Score

4.00 / 4.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

According to the CSU Sustainability Policy (May 2014), "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development." A campus specific example of this at Sac State is the stormwater management, low impact development project, also known as implementation of rain gardens and bioswales. In 2015, Sacramento State's Office of Water Programs (OWP) and Facilities Management teamed up with the City of Sacramento to install new stormwater management devices on campus. The devices, or low impact development best management practices (LID BMPs), are intended to reduce stormwater impacts to the American and Sacramento Rivers. Stormwater runoff from urban development is one of the leading contributors of water quality degradation. Another example of incorporating sustainability into curriculum is using the campus as a living lab by use of a sustainability signage trail.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The Sustainability Trail envisioned by the 2015 Master Plan would be both a physical route through the campus and an overall philosophy underpinning the University's commitment to sustainability education. The physical trail would extend from the Arboretum, the LEED-Gold American River Courtyard at the north end of campus, into the Main Quad and along the main stretch of the campus.

The Sustainability Trail would incorporate existing and planned features of the University's sustainability program such as the stormwater management devices – with signage expressing how the LID project protect the American River and resident aquatic life from pollutants originating from campus. Typically each location on the Sustainability Trail would have an interpretive sign describing the sustainability feature of the campus and how it functions. In short, the Sustainability Trail has unlimited potential as a platform to promote the University's excellence in an increasingly critical field of science and its contribution as a responsible partner with the community, the Sacramento region and the state of California. By making the campus into a living demonstration of sustainability, the University will attract not only the elementary school classes who currently visit the campus, but will draw the attention of the entire K-12 regional system as well as other regional higher education institutions. The University Sustainability Committee has envisioned establishing a Sustainability Trail as an educational component of Sacramento State's sustainability program.

Accountable parties, offices or departments for the Curriculum plan(s):

Sylvester "Jim" Bowie, Faculty Senate Chair
Provost & Vice Provost, Academic Affairs
Office of Water Programs

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Regarding plans to advance Research the campus is in the process of opening the Institute for Water, Energy, Sustainability and Technology (iWEST). iWEST at California State University, Sacramento is a hub for the fusion of science and policy to focus on California and the regions water, energy and sustainability issues. iWEST channels the power of interdisciplinary science through an integrated research and education platform to inform policy, education, outreach and behavioral change. iWEST is designed to create and foster an environment of inquiry, of action oriented problem solving, and engaged research that advances public awareness of the complex relationships behind water, energy, and sustainability questions.

An iWEST Executive Summary can be found at:

<http://www.csus.edu/research/links/findingfunding/iwest%20executive%20summary.pdf>

iWEST as listed on the Centers and Institutes page, through the Office of Research Affairs:

<http://www.csus.edu/research/centersinstitutes1.html>

A request for Faculty Research Funding Initiatives can be found at:

<http://www.csus.edu/research/links/findingfunding/iwest%20faculty%20funding%20rfp.pdf>

The incorporation of iWEST into the campus Strategic Plan can be found at:

<http://www.csus.edu/universitystrategicplan/>

For additional information regarding iWEST contact the iWEST Executive Director Debbie Whaley

debbie.whaley@csus.edu

(916) 278-3932

The measurable objectives, strategies and timeframes included in the Research plan(s):

The first phase of measuring iWEST's success is the call for applications for the Faculty Research Funding Initiative. Call for proposals deadline was May 29, 2015, with the review and selection period to follow.

To launch the iWEST research agenda, the following types of research funding are available to the campus. All Unit 3 faculty (full-time and part-time) are eligible to apply (with possible limitations on award duration for instructional faculty based on appointment term and time base). There are three types of funding available, and applicants may receive only one of the following types of awards, and may apply by designating in their application a primary award objective and a secondary award objective if the first cannot be awarded. Co-investigators and collaborators may participate in more than one award, subject to the limitations above.

Preference will be given to applications and projects that demonstrate collaborative efforts among faculty, including both inter- and intra-college collaborations, with an award divided as requested among partners. Applications will be reviewed by a group of faculty and campus administrators with appropriate backgrounds in sponsored projects, externally-funded research, and the iWEST disciplines, and may also include external experts in the field.

For the first two award options, successful applicants will demonstrate a track record or clear potential for grant funding, along with stars.aashe.org

experience producing high-quality research and sponsored project outcomes on time that illustrate the likelihood of continuing a dynamic research agenda with external support. Relationships with federal and/or state funding agencies that can translate into mutually beneficial funded projects consonant with iWEST themes and campus priorities will be of particular importance to this initial round of funding for faculty research projects.

Accountable parties, offices or departments for the Research plan(s):

Provost

Executive Director of iWEST (Institute for Water, Energy, Sustainability and Technology): Debbie Whaley

Associate Vice President, Office of Research Affairs: David Earwicker

College of Social Sciences & Interdisciplinary Studies

College of Engineering and Computer Science

College of Natural Sciences & Mathematics

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Earth Day is one of the largest sustainability events supporting campus engagement each year. Celebrating Earth Day on campus is an important and collaborative event that enables fun and promotes awareness around being green for faculty, students, and staff. Each year, the campus celebrates Earth Day within the month of April, inviting external vendors to booth and provides interactive activities. Each year plans to increase the magnitude of Earth Day increases because the larger and more robust the event is, the greater the outreach is to the campus community. Each year, an increasing larger number of campus entities reach out to the sustainability team expressing an interest in getting involved in Earth Day, hence strengthening the cross campus engagement. The campus plans to continue this practice moving forward every year.

Regarding plans to advance sustainability through Campus Engagement chapter 6 (Sustainability Guidelines) of the Campus Master Plan, Section 6.10 (Academic and Student Programs) outlines the use of the Annual Earth Day and Mulching Mania events to engage students and the campus community. The campus Master Plan can be accessed through the following link:

<http://www.csus.edu/aba/facilities/documents/sacramento-state-master-plan-042815-reduced.pdf>

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

2015 was the largest campus Earth Day here at Sac State to date. 55 educational vendors participated, an increase of 12% from 2014 and an 89% increase from 2013 Earth Day, and had 2 mascots.

More than 1,000 Greeks contributed to Earth Day in one of the largest recycling competitions on campus, yielding .61 tons collected. Four guided walking tours, sustainable vehicles, up-cycled art displays, Pillars of Sustainability walking educational sign exhibit displaying 48 campus sustainability highlights and tips, and various educational displays such as plastic bag consumption, water conservation, energy conservation, etc. Future plans for Earth Day include expanding the impact on the campus community.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sac State Sustainability in Facilities Management
Environmental Student Organization
Environmental Studies Department
Sustainable Technology Optimization Research Center (STORC)

A brief description of the plan(s) to advance Public Engagement around sustainability:

External engagement is a significant emphasis in the campus master plan: "The Master Plan will emphasize Campus and Community Connectivity by providing:

- More activities on campus to increase duration of visitors' stays;
- 24/7 internal and external engagement;
- Integration with the community; and
- A vibrant events hub and community crossroads."

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

One of the defining principles of engagement is found in the Campus Master Plan

Principle 6: Showcase and maximize engagement with the American River, which includes the following:

- Enhance connectivity to bikeway/pedestrian path and river's edge.
- Maximize view opportunities.
- Enhance academic and research opportunities.
- Provide appropriate riverfront development.

By embracing the American River adjacent to the campus, it evokes a sense of responsibility for the surrounding ecosystem and enhances the appreciation of the natural beauty of nature around the campus. To achieve this, goals for a new residential housing complex planned to be finished in May 2017, will house 400 beds total, will be built to LEED Gold standards, with a special feature of a roof top terrace to take advantage of the American River views. The plan for this project also ensures a river view to all rooms that overlook the river. Additionally, embracing the surrounding bike paths that run adjacent to the campus and American River and continuing to support development to expand Sac State as a bike-friendly campus, invites the surrounding community to use Sac State as a bypass or pass through allowing the community to also share in the enjoyment of the campus. It also promotes less driving to campus.

Accountable parties, offices or departments for the Public Engagement plan(s):

Entire campus community
Planning, Design, Construction Department

A brief description of the plan(s) to advance sustainability in Air and Climate:

According to the CSU Sustainability Policy (May 2014),

"The CSU will strive to reduce system-wide facility greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020 consistent with AB 32, California's Global Warming Solutions Act of 2006 (HSC §38550). Emissions will include both state and auxiliary organization purchases of electricity and natural gas; fleet, marine vessel usage; and other emissions the university or self-support entity has direct control over. The Chancellor's Office staff will provide the baseline 1990 facility emission levels (for purchased electricity and natural gas) for the campuses that existed at that time and assist campuses added to the CSU after 1990 to determine their appropriate baseline. (14-New)."

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

"The CSU will strive to reduce facility GHG emissions to 80 percent below 1990 levels by 2040. Campus tracking and reporting of their GHG inventory will be grounded in the American College and University President's Climate Commitment guidelines or equivalent, with consideration to campus requested improvements. Metrics will include GHG emissions per FTE. (14-New)

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. (14-New)" - CSU System Wide Sustainability Policy.

Accountable parties, offices or departments for the Air and Climate plan(s):

Campus wide, CSU System wide, Sustainability team, University Transportation & Parking Services.

A brief description of the plan(s) to advance sustainability in Buildings:

According to the CSU Sustainability Policy (May 2014),

"1. All future CSU new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the CSU will ensure that these facilities are designed to consider energy efficiency. Energy efficient and sustainable design features in the project plans and specifications will be considered in balance with the academic program needs of the project within the available project budget. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)

2. Capital Planning, Design and Construction in the Chancellor's Office shall monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance shall be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity and microclimates within the CSU. (05-New; 14-Revise)

3. The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED "Silver." Each campus shall strive to achieve a higher standard equivalent to LEED "Gold" or "Platinum" within project budget constraints. Each campus may pursue external certification through the LEED process. (05-New; 14-Revise)"

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

To support the CSU sustainability policy for LEED Gold development, Sac State has a new residential housing building with a completion date of May 2017, slated for LEED Gold equivalent, including recreation rooms, river views for all rooms that overlook the river, a roof top terrace to take advantage of the river views, each wing of the building will have a study room and living room on each floor that will overlook the river. The current plan is slated for 125,847 sq ft, with room for 400 beds total, with 240 freshman rooms on double occupancy and 160 sophomore rooms on single occupancy.

Accountable parties, offices or departments for the Buildings plan(s):

Residential Housing, Facilities Management, Planning, Design & Construction, Sustainability team.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

According to the CSU Sustainability Policy (May 2014),

"1. All campus food service organizations should track their sustainable food purchases. Such tracking and reporting will be grounded in the Real Food Challenge guidelines, or equivalent, with consideration to campus requested improvements. Campuses shall strive to increase their sustainable food purchases to 20 percent of total food budget by 2020. (14-New)

2. Campuses and food service organizations shall collaborate to provide information and/or training on sustainable food service operations to staff and patrons. (14-New)"

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Based on the sustainability goals and measures created by Dining Services, the following supports the CSU wide sustainability policy as listed above:

"Goal: Continue to grow in diverting all types of waste products from the waste stream for recycle & repurpose and pursue opportunities for reduction through increased efficiencies.

Objectives:

1. Reduce greenhouse gas emissions by purchasing local food products when available.
2. Increase sustainability by purchasing new, more eco-friendly equipment to fulfill Dining Service needs.

Performance Measures:

Use analysis reports of local buying opportunities.

Purchase new dish washing unit for the Housing and Residential Life Dining Commons that will reduce water consumption by at least 50%.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services, UEI, Procurement, Steven Davis, Director of Dining Services.

A brief description of the plan(s) to advance sustainability in Energy:

According to the CSU Sustainability Policy (May 2014), "1. All CSU buildings and facilities, regardless of the source of funding for their operation, will be operated in the most energy efficient manner without endangering public health and safety and without diminishing the quality of education and the academic program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)

"2. All CSU campuses will continue to identify energy efficiency improvement measures to the greatest extent possible, undertake steps to seek funding for their implementation and, upon securing available funds, expeditiously implement the measures. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)

"3. The CSU will cooperate with federal, state, and local governments and other appropriate organizations in accomplishing energy conservation and utilities management objectives throughout the state; and inform students, faculty, staff and the general public of the need for and methods of energy conservation and utilities management. (78-Adopt; 88-Revise; 01-No Change, 04-No Change; 14-No Change)

"4. Each CSU campus will designate an energy/utilities manager with the responsibility and the authority for carrying out energy conservation and utilities management programs. The Chancellor's Office will have the responsibility to coordinate the individual campus programs into a systemwide program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)

"5. The CSU will monitor monthly energy and utility usage on all campuses and the Chancellor's Office, and will prepare a systemwide annual report on energy utilization and greenhouse gas emissions. The Chancellor's Office will maintain a systemwide energy database in which monthly campus data will be compiled to produce systemwide energy reporting. Campuses will provide the Chancellor's Office the necessary energy and utility data, such as electricity and natural gas consumption; water and sewer usage; fuel consumed by fleet vehicles, boats, and ships; waste disposal for the systemwide database in a timely manner. (78-; 88- Adopt; 01-Revise; 04-No Change; 14-Revise)

"6. Each CSU campus is encouraged to develop and maintain a campus-wide integrated strategic energy resource plan, which will include tactical recommendations in the areas of new construction, deferred maintenance, facility renewal, energy projects, water conservation, solid waste management, and an energy management plan. This plan will guide the overall energy program at each campus. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)"

The measurable objectives, strategies and timeframes included in the Energy plan(s):

According to the campus sustainability goals created by the Sustainability team on energy: "Goal: Reduce GHG emission to 1990 levels by 2020".

"Objectives:

1. North GYM lighting project. Convert existing HID to LED.
2. Develop a Photovoltaic RFP for renewable energy projects.
3. LED street lighting project. Convert existing HID to LED.
4. Pilot LED Lighting project with new dimmable controls, occupancy sensors, and bi-level stair well lighting."

" Performance Measures:

1. Gym lighting
2. PV RFP
3. Estimated completion date of LED street lighting project
4. Pilot Lighting project"

Accountable parties, offices or departments for the Energy plan(s):

Energy Coordinator, Nat Martin, Facilities Management, Procurement Department.

A brief description of the plan(s) to advance sustainability in Grounds:

According to the CSU Sustainability Policy (May 2014), "All CSU campuses will pursue water resource conservation to reduce water consumption by 10 percent by 2016, and 20 percent by 2020 including such steps to develop sustainable landscaping, install controls to optimize irrigation water use, reduce water usage in restrooms and showers, and promote the use of reclaimed/recycled water. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to reduce water use. (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)"

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Based on the campus sustainability goals for grounds, the following supports the CSU-wide sustainability policy as listed above:

"Goal: Reduce the water used for landscape by 20% by 2020."

Objectives:

1. Implement drought tolerant landscaping by replacing targeted grassy areas with wood chips, sustainable planting, permeable hardscaping and other products which require less or no watering.
2. Instead of annually re-sodding the 'goat path' through the middle of the Main Quad grassy area, find alternative, sustainable solution.
3. Upgrade current irrigation system and program to a more sustainable level with an emphasis on water conservation.
4. Irrigation: Changing campus sprinkler heads:

Change sprinkler heads from pop-up to MP rotors or bubblers. MP rotors use about 30% less water than pop-ups.

Performance Measures:

1. Complete Benicia Hall project which will convert 5,000 sq.ft. of grassy turf to include barrier walls and sustainable plantings.
2. Will implement new pathway with decomposed granite and educational gardens filled with sustainable flora.

3. Measures:

3A: Fill position of Irrigation Lead in Grounds and Landscaping.

3B: Implement Maxi-com system which will adjust the sprinkler system in accordance with the needs of the flora as dictated by the weather.

3C: Update irrigation systems to low-gallon heads which reduce water.

Accountable parties, offices or departments for the Grounds plan(s):

Grounds Department, Facilities Management, Grounds Manager, Bob Anchor, Director of Sustainability, Paul Serafimidis.

A brief description of the plan(s) to advance sustainability in Purchasing:

According to the CSU Sustainability Policy (May 2014), "Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose recycled 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. (14-New)

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 CalRecycle Buy-Recycled program or equivalent; and (3) increase recycled content purchases in all Buy-Recycled program product categories. (14-New)

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. (14-New)"

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

According to the campus sustainability goals for Procurement:

"Goal: Increase purchase of more recycled/ sustainable products by 15% by 2018."

"Objectives: 1. Track through the campus recycled report – specific attention:

- Lubricating oils
- Paint
- Glass
- Paper Products
- Metal Products"

"Performance Measure: Yearly tracking based on campus procurement spend of recycled products year over year."

Accountable parties, offices or departments for the Purchasing plan(s):

Procurement Department, John Guion, Director of Procurement & Contract Services

A brief description of the plan(s) to advance sustainability in Transportation:

According to the CSU Sustainability Policy (May 2014), "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. (14-New)"

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

According to the campus sustainability goals created around transportation:

Goal: "Increase sustainable transportation initiatives and options to support an increase in use of alternative transportation options on campus."

"Objectives: 1. Procure 2 additional CNG Powered Buses to support a shuttle to remote parking on campus.

2. Increase the service hours for our Hornet Express "Hornet Line" service from the campus to Napa Hall, Folsom Hall, The WELL and the 65th Street light rail station. (Currently the service hours are 7:30am-5:00pm and we'd like to extend it into the evening hours.)

3. Negotiate a new contract with Sacramento Regional Transit to continue offering Bus Passes to Students, Faculty and Staff.

4. Work on several bike initiatives to increase safety and use of bikes as a commute option for our community."

Accountable parties, offices or departments for the Transportation plan(s):

Tony Lucas, Senior Director, University Transportation and Parking Services (UTAPS), UTAPS Department, Facilities Management - Planning, Design & Construction.

A brief description of the plan(s) to advance sustainability in Waste:

According to the CSU wide sustainability policy on waste:

"1. Campuses shall seek to reduce the solid waste disposal rate by 50 percent (PRC § 42921) by 2016, by 80 percent by 2020, and move to zero waste. (14-New)

2. The CSU will encourage the reduction of hazardous waste to the extent possible while supporting the academic program. (14-New)"

The measurable objectives, strategies and timeframes included in the Waste plan(s):

According to the campus sustainability goal created for waste:

"Goal: Increase landfill diversion to 75% by 2020."

"Objectives:

1. Track and report waste per AB 75 & AB 341 – waste

2. Track and report diversion

3. Implement organics diversion program

4. Reduce the number of external stand-alone trash cans by 33% each year

5. Add new lids w/ new signage to cluster bins

6. Implement desk-side recycling to 100% of campus
7. Implement composting/mulching program for campus green waste."

"Performance Measures on Objectives:

1. 100% on-time reporting
2. Compute diversion spreadsheet quarterly
3. Investigate opportunities for food, paper towels and other organics.
4. Determine baseline of stand-alone trash receptacles and reduce by 33%.
5. Have graphics for lids approved.
6. 100% desk side recycling cans.
7. Investigate mulching systems to determine which would work best for all campus stakeholders."

Accountable parties, offices or departments for the Waste plan(s):

Recycling Coordinator, Joey Martinez, Sustainability Manager, Ryan Todd.

A brief description of the plan(s) to advance sustainability in Water:

According to the CSU Sustainability Policy (May 2014), "All CSU campuses will pursue water resource conservation to reduce water consumption by 10 percent by 2016, and 20 percent by 2020 including such steps to develop sustainable landscaping, install controls to optimize irrigation water use, reduce water usage in restrooms and showers, and promote the use of reclaimed/recycled water. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to reduce water use. (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)"

In addition, in accordance with the Executive Order B-29-15 (April 2015), "The orders and provisions contained in my January 17, 2014 Proclamation, [Governor Brown's] April 25, 2014 Proclamation, and Executive Orders B-26-14 and B-28-14 remain in full force and effect except as modified herein." Further, EO B-29-15 sets mandates in the areas of: statewide water reductions of 25%, increased enforcement against water waste, investment in new technologies, and streamlined government response.

The measurable objectives, strategies and timeframes included in the Water plan(s):

1. Irrigation

- a. Evaluation: We contracted with an independent consultant to conduct an evaluation of the campus-wide irrigation system, assessing 68 controllers and over 14,000 individual sprinkler heads.
- b. Maintenance and repairs: As we make repairs, we install more efficient sprinkler heads that minimize over-spray. Installation of new sprinkler heads reduces water use by 30% per head.
- c. Sprinkler control upgrades: We are installing a new water efficient irrigation control system. This improved system will allow us to schedule watering remotely and automatically and enable us to better evaluate how and when watering is needed.
- d. Use of non-potable water use for irrigation: We only use non-potable water for irrigation and have reduced this use by 37% in the past year.
- e. Lawn replacement: We are installing native and drought-tolerant plants on all future landscaping projects. We have installed rocks or decomposed granite in walking paths in place of turf. We have also installed block wall seating areas with low water use landscapes.
- f. Lawn watering reduction: A turf reduction plan is currently being implemented. We have reduced or completely shut off watering to select lawns around campus while being mindful of preserving campus trees. To date we've ceased watering on 6.20 acres of lawn, which includes shutting off 610 sprinkler heads. The total irrigation savings (based on twice weekly watering schedule) is 43,586 acre feet of water or 2,397,230 gallons of water saved annually. (This does not include the athletic turf venues or turf areas that contain trees.)

Notable: Hornet Stadium has artificial turf.

g. Mulching: Increased mulching campus-wide retains soil moisture, reducing the need for watering.

h. Reduced watering times: Reduced irrigation times by 25% on campus irrigation controllers in the past year.

2. Domestic

a. Toilets and urinals: We received a rebate of \$78,150 from the City of Sacramento to help fund the replacement of all pre-1992 toilets and urinals. A total of 519 restroom fixtures have been replaced. The new toilets use only 1.28 gallons compared to the older models which use 4-6. The new urinals use only .5 gallons, compared to the older models at 3-4 gallons. The planned replacement of flush valves on the remaining 437 fixtures will provide an additional estimated 7-10% domestic water reduction.

b. Water meter installation: Plans to install water meters on every building are currently in progress. Adding these meters will improve overall operation and efficiency.

c. Sinks: Installation of new faucet aerators to bathroom sinks is part of the regular maintenance cycle and will continue on the remaining 75% of faucets. This change-out decreases the water output to just 0.5 gallons per minute, compared to 2 gallons per minute with the old aerators.

d. Fountains: Two decorative fountains have been shut down to prevent water loss from evaporation and signage posted explaining this is done in response to the drought. This practice will continue moving forward.

e. Pool Cover: Use of automated pool cover helps ensure water isn't lost to evaporation. This practice will continue moving forward.

Accountable parties, offices or departments for the Water plan(s):

Sustainability team, Facilities Management, Sustainability Steering Committee, Sustainability Director, Paul Serafimidis, Sustainability Manager, Ryan Todd, UEI, entire campus.

A brief description of the plan(s) to advance Diversity and Affordability:

n/a

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

n/a

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Executive Orders from the CSU Chancellor's Office are the primary driver for CSU campus plans, policies and practices of the campus. Regarding Health, Wellbeing, and Work, Executive Order 1039 states: "The California State University, its officers, and employees are responsible for developing and maintaining injury and illness prevention programs, and ensuring that activities and tasks are performed in a manner that reasonably control hazards that can cause injuries or illnesses."

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Regarding the Measureable Objectives of Health, Wellbeing and Work the campus Master Plan discusses this in Chapter 6 (Sustainability Guidelines) throughout pages (139-143). The plan has set Open Space as a Major Institutional Framework Goal, in order to leverage outdoor open space on campus as an organizing element to promote environmental health and strengthen student's connection with nature. Additionally, table 6-3 outlines specific Sustainability Actions and Benefits regarding Human Health, Comfort and Performance including:

- Increase and enhance park-like outdoor spaces for human comfort and Health,
- Student housing with adjacent river views and access,
- Devote selected campus areas to urban food production to support Campus food service and community needs,
- Grand park pedestrian and bicycle path network,
- Improved transit and bicycle access to campus via State University Drive West,
- Bicycle lanes and improved safety features for pedestrians on and near campus
- Enhanced campus transit facilities and circulator shuttles
- Follow LEED guidelines and standards for exceeding Title 24 code and optimizing energy performance of buildings
- LEED v4 certification for new buildings on campus
- o For example the recent construction of 2 LEED Gold Buildings (The WELL & the American River Courtyard Housing)
- LEED v4 certification for Major Existing Building Remodels and Renovations
- Re-lamping of outdoor lighting to include cut-off fixtures to reduce light pollution and protect the night sky

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

CSU Chancellor's Office, EH&S Department.

A brief description of the plan(s) to advance sustainability in Investment:

n/a

The measurable objectives, strategies and timeframes included in the Investment plan(s):

n/a

Accountable parties, offices or departments for the Investment plan(s):

n/a

A brief description of the plan(s) to advance sustainability in other areas:

n/a

The measurable objectives, strategies and timeframes included in the other plan(s):

n/a

Accountable parties, offices or departments for the other plan(s):

n/a

The institution's definition of sustainability:

Sac State prioritizes sustainability in the following manner:

"Sac State adopts a responsibility for assessing current sustainability practices for incorporation of best technology; recommending new methods/techniques for incorporating sustainability into operational activities and facilities design; partnering with the community we serve; and identifying and tracking critical performance indicators to keep sustainability practices and strategies on course. Sustainable concentration includes the following Areas of Focus for sustainable practices: Academics; Dining Services; Energy; Environmental Health & Safety; Landscape; Planning, New Construction, Renewal; Procurement; Recycle/Waste Management; Transportation; Water Conservation."

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sac State Sustainability, in partnership with the campus Sustainability Steering Committee has adopted a campus-wide sustainability policy to be used as the guiding document with support from accompanying sustainability guidelines from all major areas of focus to be referenced by all for sustainable expectations on campus.

The website URL where information about the institution's sustainability planning is available:

<http://www.csus.edu/aba/sustainability/Documents/pdf/Sustainability%20Policy%20Statement.pdf>

Governance

Score	Responsible Party
2.00 / 3.00	Rebecca McCann ASI Student Representative ASI

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

During the spring semester each year, Students, who meet eligibility requirements, can run for available ASI student government positions. These positions include the ASI President, Executive Vice President, Vice President of Finance, Vice President of University Affairs, Vice President of Academic Affairs, and representative positions for each college.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The election process takes place online, making it very convenient for student voting. All students are encouraged to participate in voting in the student elections and ASI board meetings, which are open to the public.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
--	-----------

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Establishing organizational mission, vision, and/or goals:

Associated Students California State University, Sacramento (ASCSUS)

SHALL WORK TO ENSURE:

ASCSUS will work to ensure that students at the University have the ability to contribute to the governance of the University.

ASCSUS will work to ensure that campus life enables all members of our diverse student body to have a strong sense of campus community, which will continue during their college years and beyond.

ASCSUS will work to ensure that quality programs and services are provided which respond to the changing needs of our dynamic student population.

ASCSUS will work to ensure that learning outside the classroom opportunities are available for students in order to foster personal and professional growth.

ASCSUS will work to ensure strong positive links between the campus community and the broader Sacramento community.

ASCSUS will seek out ways to encourage students to participate in programs and utilize services.

Establishing new policies:

The President acts as the representative of the membership in matters pertaining to campus activities and policies. ASI resolved Board support to make Sac State a tobacco free campus. ASI Office of Governmental Affairs lobbied on behalf of the students and helped 5 bills get signed into law by the governor.

Strategic and long term planning: ASI applies for external grants for funding of future activities. Coordinated voting for a new event center which was approved.

Existing or prospective physical resources: Donated \$10,000.00 for purchase of additional bike racks in two newly constructed compounds.

Budgeting, staffing, and financial planning: Donated \$10,000.00 for purchase of additional bike racks in two newly constructed compounds. 423 grant applications were submitted for "Dollars fro Organizations and Clubs" funding. \$143,061 in scholarships was awarded to students.

Communication processes and transparency practices:

Surveyed the student membership to obtain opinion for the need for a campus food pantry, community garden, and campus mobile application. Publish a biannual report summarizing ASI's projects.

Prioritization of programs and projects: ASI balanced projects for the Aquatic Center, Children's Center, Peak Adventures, and student

life and services.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Board meetings are open to the public and the entire Sac State community, from students to faculty and staff are encouraged to participate.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

N/A

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

N/A

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Board meetings are open to the public and the entire Sac State community, from students to faculty and staff are encouraged to participate.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

N/A

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

<http://www.asi.csus.edu/student-government/>

Diversity & Affordability

Points Claimed 7.85

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	2.00 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.10 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Part 1

Institution has 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 and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

"---" 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 and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Committee on Diversity and Equity (CODE) reviews, develops, and recommends to the Executive Committee revisions to existing goals, policies, and procedures in accordance with University non-discrimination policies.

Based on federal Equal Opportunity and Affirmative Action guidelines, the committee reviews, develops, and recommends to the Executive Committee revisions to existing goals, policies, and procedures in accordance with the University non-discrimination policies.

-Identifies (in consultation with the University's Equal Opportunity/Affirmative Action Office) and reports to the Executive Committee on areas in which policy needs to be established.

-Makes recommendations to the Faculty Senate on short-term and long-term goals for University equity and diversity and evaluates progress toward achieving those goals.

-Reports to the Executive Committee on progress in meeting the objectives of the University's Strategic Plan.

-Heightens faculty's awareness of the University's equity and diversity goals, policies, and procedures; and works with Colleges and Departments to achieve these goals.

-Reviews and recommends the University's, Departments' and Colleges' methods to improve recruitment and retention of diverse faculty.

-Provides assistance to the University, Departments and Colleges as they seek to achieve equity and diversity in hiring.

-Prepares an annual report on equity, diversity, and inclusion to be presented to the Faculty Senate, with recommendations, in the spring semester.

The full-time equivalent of people employed in the diversity and equity office:

12

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.csus.edu/acse/Other-Senate-Committees/Diversity-and-Equity.html>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The American Language and Culture Program (ALC) is a four-week course of study offered by the College of Continuing Education at California State University, Sacramento. The ALC program provides fun and engaging workshops, classes, cultural activities and field trips designed for individuals who want to improve their conversational English, learn about American culture, and explore Sacramento and its surrounding region.

Open Safe Zone Program: The PRIDE Center offers a 3 hour training aimed at creating safe spaces/zones on campus for people, organizations, and offices/departments. At the end of each training, individuals get "Safe Zone Stickers" which they can put on office stars.aashe.org California State University, Sacramento | STARS Report | 229

doors/windows, water bottles, binders, laptops, etc., to show that they are safe spaces for LGBTQ students, staff, and faculty.

The College of Education hosts the Annual Multicultural Education Conference. Over the years this annual event has provided an opportunity for Sacramento State faculty, students, and local educators to join in their ongoing efforts to promote educational excellence, social justice, and equity in the region's K-12 schools. Past conference themes have highlighted issues affecting California's historically underserved students (low income, English learners, and culturally different populations).

Sacramento State hosts an international conference on genocide in conjunction with the Ethnic Studies Department at California State University, Sacramento, American University of Nigeria, the Center for Genocide and Holocaust Studies at Sonoma State University, Global Majority Peace Organization, and the Friends of Rwanda Association (FORA) in Sacramento. This conference brings together notable experts, concerned global citizens, and members of the University Community to confront one of the world's most pressing issues.

Sacramento State hosted the Alternative Dispute Resolution and Peace Studies in Africa conference. A report on the proceedings of the Fourth International Africa Peace and Conflict Resolution Conference held in Johannesburg, South Africa, on 25 and 26 July 2014, hosted by the African Centre for the Constructive Resolution of Disputes and the Center for African Peace and Conflict Resolution, California State University, Sacramento.

The Center for African Peace and Conflict Resolution hosted a Training Workshop on Conflict Resolution, Negotiation, and Mediation Skills Building.

The website URL where information about the cultural competence trainings is available:

<http://www.csus.edu/mcc/>

Assessing Diversity and Equity

Score

0.75 / 1.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The Office of Institutional Research administered the Campus Climate Survey for Students in partnership with the Campus Educational Equity Committee (CEEC) to a random subset of undergraduate students. Survey efforts included gathering information about the campus climate at Sacramento State, particularly with respect to intergroup dialogue regarding issues of diversity. In the scope of this survey, campus climate refers to "the formal and informal environment in which we learn, teach, work, and live in a post-secondary setting." This survey was administered to approximately 34% of the student population within each undergraduate class level. Subsequently, 8,885 students were selected (via email) to complete an online survey questionnaire in November of 2013. 1,534 of those students completed a survey for an overall response rate of 17%. This response rate differs from those obtained in 2003 and 2007 due to the fact that previous survey administrations were conducted in class.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Survey was conducted in fall of 2013. Results were presented to the Committee on Diversity and Equity who then made policy recommendations to the Executive Committee.

Results of the climate survey can be found here:

<http://www.csus.edu/oir/Reports/Campus%20Climate%20Survey/CC%20Survey%20Report%202013.pdf>

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

In 2013-2014, the Office of Human Resources conducted a campus climate survey for all employees. Respondents were classified as faculty, staff, and management personnel plan (MPP employees). In conjunction with IRT and the Office of Analytics and Institutional Effectiveness, we also prepared a report comparing the results from these different classifications in the following categories: Equal Opportunity/Diversity, Employee Relations, Work Climate, Employee Development, Relationships with Management, Benefits Satisfaction, Intra-Department Communication, Job Satisfaction, and Work-Life Balance.

Results of the employee survey can be found here:

[http://www.csus.edu/hr/docs/Final%20-%20Landscape%20Climate%20Survey%20Statistical%20Analysis.p](http://www.csus.edu/hr/docs/Final%20-%20Landscape%20Climate%20Survey%20Statistical%20Analysis.pdf)

df

The Vice President for Human Resources, Christine Lovely, reviewed the survey results to determine if any policy recommendations needed to be made.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Employee Opportunity Program (EOP) serves California residents from low-income households who demonstrate the motivation and potential to earn a baccalaureate degree.

EOP students are individuals who have the potential to succeed at Sacramento State, but have not been able to realize their goal for a higher education because of her/his economic and/or educational background.

Program Goals

The primary aim of the program is to help students achieve their college goals by providing services needed to be successful in college. The following services are offered through EOP:

Admissions assistance

A special orientation to the university

Academic advising, personal counseling, and tutoring

Financial aid advising and information

An EOP grant award for eligible EOP students

stars.aashe.org

Course placement and planning

Learning and study strategies

Participation in a required EOP Learning Community

Referrals to other university special programs and services Enrollment in a second-semester transition program to aid with adjustment to university life

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.csus.edu/eop/index.html>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The Office for Equal Opportunity, among other duties, investigates complaints of discrimination, harassment and retaliation (DHR) brought by faculty, students, staff; responds to complaints filed through outside agencies; participates as a member or ex officio on various campus equity committees; provides DHR training to managers, supervisors, and staff; consults with various departments on equity issues; prepares an annual affirmative action plan; reviews process summaries and recruitment waivers; administers the on-line sexual harassment prevention training program; and determines and processes reasonable accommodation requests from employees with disabilities. The Director for Equal Opportunity serves as both the Title IX Coordinator and the DHR Administrator for Sacramento State.

Executive Order (EO) 1097 applies to complaints by students of harassment, discrimination, or retaliation. The CSU, through its chancellor and presidents, is committed to creating an atmosphere in which all students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation. This policy is established in compliance with the California Equity in Higher Education Act (Education Code §66250 et seq.), Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws. It is CSU policy that no student shall, on the basis of any Protected Status, be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this Executive Order.

For Executive Order 1097 please see

<http://www.calstate.edu/EO/EO-1097-rev-6-23-15.pdf>

Information for Employees (includes Faculty, Staff, and Student Employees):

Executive Orders 1096 apply to employee complaints of harassment, discrimination, or retaliation. The California State University (CSU) is committed to maintaining a work environment where every employee is treated with dignity and respect. CSU will not tolerate unlawful harassment based on race, color, religion, national origin, ancestry, age, sex, sexual orientation, marital status, veteran status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended), physical disability, mental disability, or medical condition.

For Executive Order 1096 please see

Information for Applicants and Independent Contractors:

Individuals who are applicants or independent contractors who have a complaint of discrimination, harassment or retaliation, should contact the Office for Equal Opportunity at:

William Bishop
Director of Equal Opportunity

william.bishop@csus.edu

(916) 278-7469

Alison Morgan
Investigator for Equal Opportunity

alison.morgan@csus.edu

(916) 278-2843

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.csus.edu/hr/departments/equal-opportunity/discrimination.html>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Data source(s) and notes about the submission:

The Housing Office accepts applications from all students. They try to make the best accommodations for transgender students.

Support for Future Faculty Diversity

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

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.)
 - Mentoring, 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 faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Sacramento State has programs to support the hiring of diverse faculty members as well as programs to support underrepresented students who may become future faculty members.

To support underrepresented student who may become future faculty, the University offers the following programs:

McNair Scholars Program: Prepares junior and senior level students from low-income and first-generation college or from a group underrepresented in graduate education for admission and study at the doctoral level.

MEP: The MESA Engineering and Computer Science Program (MEP) improves the recruitment, retention, and graduation of highly motivated students from educationally disadvantaged backgrounds by providing a large 24 hour-a-day study center/computer lab, workshops, tutoring, study groups, professional development, a freshman orientation course, academic advising, and co-op placements, as well as assisting in the coordination of retention services for all students in the College of Engineering and Computer Science.

EOP: The Employee Opportunity Program (EOP) serves California residents from low-income households who demonstrate the motivation and potential to earn a baccalaureate degree. EOP students are individuals who have the potential to succeed at Sacramento State, but have not been able to realize their goal for a higher education because of her/his economic and/or educational background. The primary aim of the program is to help students achieve their college goals by providing services needed to be successful in college. The following services are offered through EOP:

Admissions assistance

A special orientation to the university

Academic advising, personal counseling, and tutoring

Financial aid advising and information

An EOP grant award for eligible EOP students

Course placement and planning

Learning and study strategies

Participation in a required EOP Learning Community

College Assistance Migrant Program: CAMP is a unique educational program that helps students from migrant and seasonal farm worker backgrounds succeed at Sacramento State. CAMP facilitates transition from high school to college and offers first-year support services to develop the skills necessary to graduate from college. CAMP strives to be "a home away from home" for its students.

FSMP: The Faculty Student Mentor Program (FSMP) is one of several educational equity programs designed to provide students with the academic support and encouragement needed to accomplish their educational goals. The Faculty Student Mentor Program is designed to offer academic and personal support to students from traditionally low-income communities.

These are just a few of the programs Sacramento State offers. A more comprehensive list is available here:

<http://www.csus.edu/stem/Inventory%20Listing/studentretequity.html>

To support the recruitment of diverse faculty members, Sacramento State sponsors the AA/EOR & Full-Time Faculty Recruitment Workshop. This workshop supports and promotes future faculty diversity through the following objectives:

To raise a greater awareness and sensitivity to diversity issues in the hiring process by providing a framework to:

- ensure open, respectful dialogue
- discover your own unconscious biases
- challenge and transform those biases

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Score	Responsible Party
2.10 / 4.00	Marcellene Watson-Derbigny Associate Vice President Student Retention and Academic Success

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Through the work of Student Academic Success and Educational Equity Programs (SASEEP) the following core programs provide support to low-income students, which include the Educational Opportunity Program, the College Assistance Migrant Program, and the Faculty Student Mentor Program. Specifically, these programs provide grants to minimize the cost of attendance, outreach services and advising, and program mentorship to help student navigate college.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Each year the SASEEP Unit provides a university-wide Mentoring and Tutoring Institute to advance the goals of retention and graduation. Speakers from throughout the nation are brought in to provide faculty and staff training on how to work with low income college students. Bi-weekly and monthly meetings are held of College based faculty and staff from each of the seven colleges to customize trainings to the needs of low income and first generation college students through the DEGREES Project and Faculty Student Mentor Program. Regular meetings are also supported by a speaker series as delivered by the Serna Center which promotes research, civic engagement, and global understanding of issues impacting Sacramento State scholars. The institution also hosts an annual Student Academic Success Day to provide low income students and students at large with resources to meet their goals of college success and ultimately graduation.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

To promote access to higher education, each of the educational equity programs offered on campus provides outreach services, workshops, and educational fairs to promote the higher education experience. These outreach programs help to prepare students for higher education and include the following:

The American Indian Summer Institute (AISI) - an access effort that exposes American Indian students to college life and assists them through the application process.

The EOP Outreach Component- provides admissions and college preparation workshops in Sacramento State's top feeder schools.

The CAMP Outreach Component- assists some 70 schools per year to prepare for the rigors of college and holds an annual counselors conference to educate students from migrant and seasonal farm worker backgrounds.

The Education Fair, as hosted by the CSU advances the goals of higher education with prospective scholars from the Chicano/Latino community.

Super Sunday, as coordinated by the Chancellor's Office, provides outreach and support to students in the African American Community through the auspices of the local churches. CSU admissions and program support information is disseminated along with key messaging to set students up for success.

The Journey to Success Project, another CSU administered effort, supports the goals of access and college degree attainment for Asian Pacific Islander Students.

Lastly, the MESA Engineering and Computer Science Program along with the Science Educational Equity Program both provide outreach to prospective students through the promotion of STEM education and preparation.

A brief description of the institution's scholarships for low-income students:

A variety of scholarships exist for low-income students, with either financial need being a requirement or financial need may be considered but is not required. One scholarship example is the A.C. Nielsen International Bilingual/Multicultural Education Scholarship for students enrolled in the single subjects or multiple subjects Bilingual/Multicultural Education teacher preparation program. Eligibility includes a minimum GPA of 3.0. Selection will be made by the faculty in the Bilingual/Multicultural Education Department. Amount varies from \$300-\$500 and financial need is required. More information about all scholarships can be found at

A brief description of any programs to guide parents of low-income students through the higher education experience:

Under the leadership of SASEEP, the Parents and Families program provides co-educational opportunities to educate parents and families about higher education through regional events, workshops, college fairs, e-newsletters, and program support mechanisms. CAMP also provides multiple venues for bilingual workshops and seminars to promote higher education. Parent based programs are also convened as a part of University Orientation. Programs are held in English, Spanish, and Hmong.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

As one of the primary programs serving low-income and first generation college students, the Educational Opportunity Program accepts some 700 plus students per year for admission. Each year target goals are set and an outreach plan is followed to help recruit students from low-income backgrounds for the program.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

n/a

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

n/a

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

N/A

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A variety of scholarships exist for non-traditional/part time students. One example is the Wilson Riles Memorial Scholarship.

Requirements include:

- minimum 3.0 GPA;
- limited to students accepted or enrolled in any College of Education credential program;
- financial need may be considered but is not required;

•must be enrolled with no minimum requirement at time of award

A variable scholarship award amount exists for this scholarship. Information about other scholarships available can be found at

<http://www.csus.edu/coe/scholarships-grants/list/index.html>

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The University currently offers a Child Care Center as run through Associated Students Incorporated. Students of the University receive priority enrollment in the child care program to ensure care for their dependents. In addition, the Parents and Families Program recently partnered with the Child Care Center to provide student parents with resources in the community for child care beyond the scope of the college to help ensure care where needed, when the Center has reached capacity and to provide helpful referral services.

A brief description of other policies and programs to support non-traditional students:

The university offers a campus-wide mentorship program called the Sacramento State “U” Mentor Program, which is open to all students on campus to acquire mentoring and as well provides tutoring online 24 hours a day to support the needs of students academically.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	54.95
The graduation/success rate for low-income students	54.75
The percentage of student financial need met, on average	0
The percentage of students graduating with no interest-bearing student loan debt	0

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

0

The website URL where information about the institution's affordability and access programs is available:

stars.aashe.org

Health, Wellbeing & Work

Points Claimed 3.99

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 making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	1.50 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.49 / 2.00

Employee Compensation

Score	Responsible Party
1.50 / 3.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

2,874

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,874

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1,186

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

1,186

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Employees of the California State University system (including CSU Sacramento State) are covered under several collective bargaining agreements.

Those agreements are available at

http://www.calstate.edu/LaborRel/Contracts_HTML/current_cba.shtml

.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

2,874

Number of employees of contractors that receive sustainable compensation:

1,186

A brief description of the standard(s) against which compensation was assessed:

The California State University system holds rigorous compensation standards to ensure the well being of employees.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Employees are paid at least the minimum wage rate in California. Staff with appointment time of more than 6 months are eligible for benefits. Faculty with academic year appointment are eligible for benefits. Lecturer or coaches with 12 month appointment are eligible for benefits.

Benefits include:

Medical

Dental

Vision

FlexCash

Life Insurance

Long Term Disability Insurance

Dependent Care Reimbursement Account

Health Care Reimbursement Account

Voluntary Benefits Plans

Savings Plus Program

Scholarshare College Savings Plan (California's 529 Plan)

Tax Sheltered Annuity

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Employees are paid at least the minimum wage rate in California.

Staff with an appointment with length of more than 6 months and timebase of half-time or more are eligible for benefits.

Instructional Faculty with a 12-month or Academic Year (AY) appointment with length of more than 6 months and minimum 7.5 weighted teaching units are eligible for benefits.

Lecturer or Coach with a 12-month appointment with length of more than 6 months and minimum 7.5 weighted teaching units or AY appointment for minimum of one semester and 6 weighted teaching units are eligible for benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Employees are paid at least the minimum wage rate in California. Temporary employees do not receive benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Employees are paid at least the minimum wage rate in California. Faculty with a 12-month or Academic Year appointment with length of more than 6 months and minimum 7.5 weighted teaching units are eligible for benefits. Faculty employed solely to teach summer session, stars.aashe.org

extension, or intersession are not eligible for benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Employees are paid at least the minimum wage rate in California. Student employees are not eligible for benefits.

The local legal minimum hourly wage for regular employees:

10 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.calstate.edu/>

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Christine Lovely Vice President, 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 an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The University utilized a campus wide survey to faculty, staff and managers. The survey was communicated via campus wide communication to email accounts. Responses were anonymous. Results were reviewed by management for further action. The results were analyzed by the campus Office for Analytics and University Effectiveness. A summary of the results was shared with the campus. The sampling was staff and management heavy.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

- 1) The campus instituted a manager's leadership academy, with its first cohort of participants in the summer of 2015.
- 2) The campus offered two development opportunities geared toward staff - a) one for employees who were earlier in their careers; and b) one geared towards employees who are further along in their careers and seeking direction for career growth.
- 3) The campus highlighted and encouraged employee development through the use of Skillssoft (the CSU's online training portal).

4) The campus' Office for Equal Opportunity has offered and presented diversity training in response to specific concerns raised.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.csus.edu/hr/docs/Human%20Resources%20Campus%20Climate%20Survey%202013_2014.pdf

Data source(s) and notes about the submission:

This submission specifically relates to the campus climate survey issued by the Office of Human Resources to the campus. There may be other surveys issued by other divisions, e.g. IRT, ABA that are not referenced here.

Wellness Program

Score	Responsible Party
1.00 / 1.00	Scott Oleinik Benefits Manager Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Employees

Employee Assistance Program

Employees or eligible family members in need of helpful guidance, counseling, local resources or reliable professional care, your LifeMatters program is just a phone call away, and it is available on a live basis, 24/7. When you call, a professional LifeMatters counselor will speak with you about your concerns, and offer a variety of services.

Employees and eligible family members may receive up to three (3) sessions, for each problem, to assist them in resolving issues related to stress; family difficulties; depression and anxiety; chemical dependency; crisis situations; other personal or family concerns. The Employee Assistance Program also provides Work/Life resources and referrals and other educational information, self-serve options and interactive tools.

Website:

<http://www.csus.edu/hr/departments/benefits/eap.html>

NoonTime Wellness Activities

Employees are invited to reduce stress and meet their daily physical activities needs by participating in our NoonTime Wellness program.

Website:

<http://www.csus.edu/hr/departments/professional%20development%20and%20training/noonwellness.htm>

1

Students

The mission of Student Health & Counseling Services (SHCS) is to enhance students' educational experience by addressing health-related barriers to learning, enabling students to make informed health decisions, and promoting the seven dimensions of wellness – Intellectual, Emotional, Environmental, Physical, Career/ Financial, Spiritual, and Socio-Cultural.

SHCS embraces a holistic and collaborative approach to healthcare by offering urgent care, primary care, preventive services, wellness education, violence support services, and mental health services to the Sacramento State campus community.

SHCS offers quality healthcare provided by a multidisciplinary team of medical and mental health professionals dedicated to making healthcare accessible and affordable for students through ethically sound practice, confidentiality and integrity. SHCS is committed to quality care and service delivery and is accredited through the Accreditation Association for Ambulatory Health Care (AAAHC). Clinical services include acute illness & injury care; after hours nurse advice; birth control methods/supplies; counseling & psychological services; HornetMD; immunizations; reproductive health; pharmacy; vision care; athletic training; x-ray; and lab services. SHCS also provides health education and outreach on nutrition; mental health; alcohol, tobacco, and other drugs; healthy relationships; and other college health topics.

Website:

<https://shcssacstate.org/>

The website URL where information about the institution's wellness program(s) is available:

<http://www.csus.edu/hr/departments/benefits/eap.html>

Workplace Health and Safety

Score	Responsible Party
0.49 / 2.00	Stephan Leland Director, Environmental Health and Safety Risk Management Services

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	47	16
Full-time equivalent of employees	1,860	1,801

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

	Start Date	End Date

Performance Year	Aug. 1, 2014	July 31, 2015
Baseline Year	Aug. 1, 2013	July 31, 2014

A brief description of when and why the workplace health and safety baseline was adopted:

Since this is the first time Sac State is completing the STARS report, the performance year was chosen based on the most recent 12 month period prior to starting work on the STARS report. Sac State started working on the STARS report in September 2015. The baseline year was determined by choosing the next 12 month period prior to the performance year so that the data being looked at for both date ranges would include the last 2 years to include the campus' most recent sustainability efforts and achievements.

A brief description of the institution's workplace health and safety initiatives:

Training - improve Learning Management System and development of an online training needs assessment tool.

Construction Health - revise existing contractor safety program to capture small businesses.

Engineering Controls - assist departments in locating funding for improving ventilation systems to further reduce occupational exposure.

Campus Health and Safety Committee - improve participation by offering meetings in an open forum setting.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.csus.edu/aba/ehs/>

Investment

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

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
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions 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 agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainable Investment

Score

0.00 / 4.00

Responsible Party

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 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 (CDFI)** 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 for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 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, either by its CIR or other committee or through the use of guidelines, during the previous three years
- 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
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- 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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation

Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. 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 ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainable Technology Optimization Research Center (STORC)

A brief description of the innovative policy, practice, program, or outcome :

The Sustainable Technology Optimization Research Center (STORC) is a highly collaborative teaching and learning model. It encourages innovation and teamwork among administration, faculty and student populations from multiple educational disciplines, representing various campus interests, by promoting, supporting, and housing ongoing sustainable technology research projects within a common functional space.

Because numerous research projects coexist within the same functional footprint, knowledge of various technologies is easily acquired and transferred. Those working on STORC-related research projects quickly recognize how dissimilar technologies might be configured to contribute to the enhanced performance of other technologies. As a practical living laboratory and a multi-disciplinary center for learning, STORC synergistically enhances research outcomes and student learning experiences.

Interdisciplinary participation in STORC includes professors and students from Natural Science and Mathematics, Engineering and Computer Science, Social Science and Interdisciplinary Studies, and from various administrative offices such as Environmental Health and Safety, Risk Management, and Facilities Management.

STORC is an example of Sac State's ingenuity in furthering research and education, and is redefining traditional models of knowledge acquisition and transfer, and exemplifies every aspect of high-quality leadership that Sacramento State strives to instill in its faculty, staff and students.

Vision:

To be an international resource for practical, scalable, and financially viable solutions in the area of sustainable technologies that are suitable for private and/or public sector operations related to the management of energy, food, water and waste.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

At present, more than five sustainable projects are in various stages of operation at STORC. Sustainable projects in operation, in various stages of construction, or under consideration include:

- **Wind Aerators:** Wind aerators can be used to oxygenate agricultural ponds. These can be constructed using a variety of techniques. Items needed to build such systems are plentiful (e.g., waste drums, small vehicle axles, diaphragm pumps, etc.). As simple as this seems, the big challenge is in creating a system that actually addresses real-world O₂ demands in agriculture and aquaculture operations.
- **Solar Space Heaters:** Building solar space heaters for homes/out-buildings, using air and/or water and passive heat transfer techniques is an idea gaining momentum with DIYers. Old car radiators can be used for heat transfer once the water has been sufficiently heated by the sun. Also, old, tempered glass such as shower doors, are easily obtainable, and can be used to trap and amplify solar energy.
- **Hydroponic Gardening Systems:** This is a very fascinating concept, and an amazingly efficient crop production concept when combined with aquaculture and photo-electric systems.
- **Water Filtering Systems:** A properly designed, passive system using 55 gallon drums can filter contaminated water very efficiently and inexpensively.
- **Electric Power Generation Systems:** Constructing small solar arrays for running well and pond pumps on remote properties.
- **Electricity Producing Wind Turbines:** Vertical axis or traditional propeller driven wind turbines can be constructed using materials that are readily available for little or no cost.

A letter of affirmation from an individual with relevant expertise:

[STORC innovation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---

Investment

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.csus.edu/storc/>

Innovation 2

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. 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.

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Aquaponics

A brief description of the innovative policy, practice, program, or outcome:

Project title: Multi-Trophic, Sustainable, System for Food Waste Conversion and Production of Quality Food.

The conceptual goal was to build and operate a food waste to good-food system that demonstrates key waste management issues, ecological principles (trophic levels, nitrogen cycle, etc.), and nutrition concepts. The system uses aquaponics, the combination of aquaculture and hydroponics, combined with earthworm and insect processing of the food wastes to produce protein as a substantial component of the fish food, typically one of the most costly and ecologically damaging inputs to fish production. This goal provides an academic context for addressing the full range of issues about sustainability. The practical goal is to develop a pilot-scale system to demonstrate how all the campus food waste can be processed. There have been efforts at composting in the past, but there were concerns about odors, food safety, and the low economic value of the products. The academic value of this goal is in linking theoretical issues in sustainability with practical, institutional issues and daily experiences that provide immediate learning opportunities.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The project started in Fall 2013 and is supporting an upper-division 25 person class in the department dealing with urban agriculture.

Two local high schools (Luther Burbank and Elk Grove) have made contact with us and sought our assistance in establishing their own high school projects.

We have received conceptual and political support from the California Endowment as it relates to its initiatives relating to health issues in low income communities and food deserts.

This project has established faculty relationships in the following academic departments: Biology, Chemistry, Economics, Engineering, FACS (Family and Consumer Sciences—Nutrition), and Sociology. By getting food waste from the Day Care Center, we are creating opportunities for very young kids to see and learn about the system and about sustainability principles. We are working with the Office of Water Programs on water quality issues.

A letter of affirmation from an individual with relevant expertise:

[Aquaponics innovation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes

Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.csus.edu/storc/projects/aquaponics/index.html>

Innovation 3

Score

1.00 / 1.00

Responsible Party

Kristina Cullen

Sustainability Analyst

Facilities Management—Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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10. 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.

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Refillable Propane Tanks at Peak Adventures

A brief description of the innovative policy, practice, program, or outcome:

The Refillable Propane tank program is an innovative solution to a sustainability challenge and demonstrates sustainability leadership because it had not previously been implemented in a University Setting. Working with the California Product Stewardship Council, Sacramento State was the first college campus in the Nation to participate in the “Refuel Your fun Program”. The program allows students and the local community to purchase and exchange refillable propane tanks on campus. The program benefits both the University and local region and was not captured within any other section throughout the STARS report. Since the pilot program at Sacramento State 2 additional campuses have joined the program, including Stanford University and UC Santa Cruz. Sacramento State has been used as the university template for bringing the “Refuel Your Fun” program to schools across the nation. Beginning June 2016 this program will be implemented nationwide, using the Sac State model.

Every year in North America, 40 million disposable one-pound propane cylinders are used, with over four million in California alone. Because of limited, expensive recycling options, the empty cylinders are often disposed of improperly in landfills, dumpsters, household trash, campsites, on the roadside or in recycling containers.

By purchasing, refilling and/or exchanging your one-pound REFILLABLE propane cylinders. The new valves on the refillable one-pound cylinders work exactly the same except they can be refilled and reused hundreds of times for up to 12 years.

For more information please see:

<http://refuelyourfun.org/the-problem-and-the-solution/>

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[Propane Innovation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---

Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	Yes
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://peakadventures.org/equipment/index.php>

Innovation 4

Score	Responsible Party
1.00 / 1.00	Kristina Cullen Sustainability Analyst Facilities Management—Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Don't Rush to Flush Medication Disposal Bin at The WELL Pharmacy

A brief description of the innovative policy, practice, program, or outcome:

A collection bin for unused and expired medications, located in The WELL's pharmacy, is a receptacle for prescription and over-the-counter drugs, pet medications and medicated ointments from the general public and the campus.

This bin was placed as a part of the "Don't Rush to Flush" campaign. Many people dispose of these items by flushing them down the toilet, where they go straight to wastewater treatment plants that cannot remove all pharmaceuticals.

The collection bins are courtesy of a Rose Foundation Grant via the California Product Stewardship Council, and the collaborative efforts of Sac State's Office of Environmental Health and Safety, the University's Sustainability team, and the Student Health and Counseling Services Pharmacy at The WELL.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

By providing safe and convenient disposal opportunities for unused pharmaceuticals, we are taking the first step toward cleaning up our water supplies and protecting our families. Sac State has diverted a total 1133.5 lbs. worth of medication to date.

A letter of affirmation from an individual with relevant expertise:

[med bin innovation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://shcssacstate.org/pharmacy/medication-disposal>