



# California State University, Channel Islands

The following information was submitted through the [STARS Reporting Tool](#).

**Date Submitted:** Feb. 17, 2015

**STARS Version:** 2.0

# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>11</b>
Curriculum	11
Research	36
<b>Engagement</b>	<b>45</b>
Campus Engagement	45
Public Engagement	73
<b>Operations</b>	<b>91</b>
Air & Climate	91
Buildings	100
Dining Services	111
Energy	118
Grounds	127
Purchasing	135
Transportation	148
Waste	160
Water	172
<b>Planning &amp; Administration</b>	<b>181</b>
Coordination, Planning & Governance	181
Diversity & Affordability	199
Health, Wellbeing & Work	215
Investment	226
<b>Innovation</b>	<b>234</b>
Innovation	234

*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

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

---

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

## Institution type:

Master

## Institutional control:

Public

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	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:**

Satellite locations in Thousand Oaks and Goleta are not owned by the University. Utility consumption and other data is not available for these locations.

**Reason for excluding hospital:**

---

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**

---

**Narrative:**

---

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

13,341,289 US/Canadian \$

### Total campus area:

125 Acres

### IECC climate region:

Marine

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

1,380,239 Gross Square Feet

### Conditioned floor area:

995,165 Square Feet

### Floor area of laboratory space:

64,656 Square Feet

### Floor area of healthcare space:

1,467 Square Feet

### Floor area of other energy intensive space:

5,794 Square Feet

### Floor area of residential space:

90,668 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

<b>Biomass</b>	---
<b>Coal</b>	---
<b>Geothermal</b>	---
<b>Hydro</b>	---
<b>Natural gas</b>	70
<b>Nuclear</b>	---
<b>Solar photovoltaic</b>	---
<b>Wind</b>	---
<b>Other (please specify and explain below)</b>	30

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

30% of the electricity purchased from SCE is generated by renewables.

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	0
<b>Geothermal</b>	0
<b>Natural gas</b>	---
<b>Other (please specify and explain below)</b>	100

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

Buildings on campus are heated and cooled by a system using steam (hot water) and chilled water created by our cogeneration facility on campus.



# Academics and Demographics

## Criteria

n/a

---

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

### Number of academic divisions:

3

### Number of academic departments (or the equivalent):

24

### Full-time equivalent enrollment:

4,477

### Full-time equivalent of employees:

442

### Full-time equivalent of distance education students:

166.47

### Total number of undergraduate students:

4,881

### Total number of graduate students:

200

### Number of degree-seeking students:

5,144

### Number of non-credit students:

741

### Number of employees:

442

### Number of residential students:

1,149

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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
<b>Total number of courses offered by the institution</b>	630	0
<b>Number of sustainability courses offered</b>	43	0
<b>Number of courses offered that include sustainability</b>	125	0

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

16

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

24

**Number of years covered by the data:**

Two

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

[Sustainability Courses at CSU Channel Islands\\_STARS2014.doc](#)

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

Sustainability-Related Courses

ANTH 105 – Intro to Archaeology

ANTH 310 – World Prehistory (a new class)

ANTH 323 – Native Californians (a new class)

ANTH 332 – Human Ecology (CL ESRM 332)

ANTH 445 – The Seacoast through Time

ART 101 – What is Art?

ART 102- Multicultural Children's Art

ART 311- Three-Dimensional Art: Sculpture Media and Techniques

ART 321- Three-Dimensional Art: Sculpture Theory and Process

ART 330 – Critical Thinking in a Visual World

ART 331 – Art, Society, and Mas Media (CL COMM 331)

ART 382 – Art for Social Media

ART 390- Screen Printing  
ART 451 – Diversity in the Visual Arts  
ART 489 – Art Seminar  
ART 490 – Special Topics in Art  
ART 499 – Art Capstone Project  
BIOL 301 – Microbiology  
BIOL 303- Evolutionary Biology  
BIOL 312- Marine Biology  
BIOL 313- Conservation Biology (CL ESRM 313)  
BIOL 326 –Scientific and Professional Ethics (CL MGT 326)  
BIOL 335- The Biosphere  
BIOL 336- Ethnobotany (a new class)  
BIOL 342- The Zoo: Conservation, Education and Recreation (CL BUS 342, ECON 342, EDUC 342)  
BIOL 345- Science and Public Policy  
BIOL 432- Principles of Epidemiology AND Environmental Health  
BIOL 433- Ecology and the Environment  
BIOL 453- Methods in Population and Community Ecology  
BIOL 492 – Internship  
BIOL 494 – Independent Research  
BIOL 497 – Directed Study  
BIOL 499 – Senior Capstone in Biology  
BUS 203 – Intro to Social Business (CL ECON 203, SOC 203)  
BUS 301 – Social Business Planning (CL ECON 301, SOC 301)  
BUS 336 – Social Entrepreneurship (CL SOC 336)  
BUS 339 – Business in China: Heritage and Change (CL HIST 339)  
BUS 342 – The Zoo: Conservation, Education and Recreation (CL BIOL 342, ECON, 342, EDUC 342)  
BUS 448 – Globalization and Development (CL ECON 448, SOC 448)  
CHEM 100 – Chemistry and Society  
CHEM 250/251 – Quantitative Analysis  
CHEM 494 – Independent Research  
COMM 331 – Art, Society, and Mass Media (CL ART 331)  
COMM 343 – Health Issues in the Latino/a Community (CL CHS 343, NRS 343)  
COMM 441 – Health Communication (NRS 441)  
COMM 443 – Environmental Communication (CL ESRM 443)  
COMP 447 - Societal Issues in Computing  
CHS 331 – Transborder Perspectives in Chicana/o Studies  
CHS 343 – Health Issues in the Latina/o Community (CL NRS 343, COMM 343)  
CHS 353 – Chicana/o Latina/o Literature (CL ENGL 353)  
CHS 425 – Contemporary Immigration Issues (CL SOC 425)  
ECON 203 – Intro to Social Business (CL BUS 203, SOC 203)  
ECON 301 –Social Business Planning (CL BUS 301, SOC 301)  
ECON 342 –The Zoo: Conservation, Education and Recreation (CL BIOL342, BUS 342, EDUC 342)  
ECON 362 –Environmental Economics  
ECON 448 –Globalization and Development (CL SOC 448, BUS 448)  
EDMS 529 – Science, Health and Phys Ed  
EDSS 532 – Teaching Science in Middle School  
EDSS 542 – Teaching Science in High School  
EDUC 342 – The Zoo: Conservation, Education and Recreation (CL BIOL 342, BUS 342, ECON 342)

ENGL 105 – Composition and Rhetoric I  
ENGL 107 – Advanced Composition and Rhetoric  
ENGL 210 – Themes and theories in World Literature  
ENGL 325 — Major Non-Western Writers  
ENGL 333 — Multicultural drama and Theatre (CL PATH 332)  
ENGL 337 – Literature of the Environment  
ENGL 353 — Chicano/a Literature (CL CHS 353)  
ENGL 430 — Traditions and Transformations (CL HIST 430)  
ENGL 433 — Intro to LGBT Studies (CL GEND 433)  
ENGL 490 – Special Topics  
ENGL 494 – Independent Study/Senior Research  
ESRM 105 – Environmental Issues in Geography (CL GEOG 105)  
ESRM 200 – Principles of Resource Management, Conservation and Stewardship  
ESRM 313 – Conservation Biology (CL BIOL 313)  
ESRM 328 – Intro to Geographic Information Systems  
ESRM 332 – Human Ecology (CL ANTH 332)  
ESRM 335 - The Beach  
ESRM 341 – The National Park (POLS 341)  
ESRM 351 – Field Methods: Monitoring and Assessment  
ESRM 360 - Island Ecosystem Management  
ESRM 370 - Fundamentals of Remotely Piloted Systems  
ESRM 371 - Coastal Monitoring with RPS  
ESRM 428 – Intermediate Geographic Information Systems  
ESRM 440 – Population Studies (CL SOC 440)  
ESRM 443 – Environmental Communication (CL COMM 443)  
ESRM 482 – Issues in Environmental Planning and Resource Management  
FJS 210 – Ethics for a Free World (CL PHIL 210)  
GEND 433 –Intro to LGBT Studies (CL ENGL 433)  
GEOG 105 – Environmental Issues in Geography (CL ESRM 105)  
GEOG 201 – Cultural and Historical Geography of the World  
GEOL 321- Environmental Geology  
GLST 200 – Into to Global Studies  
GLST 435 – Global Cities  
HIST 366 – Oceans of World History  
HIST 430 – Tradition and Transformation (CL ENGL 430)  
HLTH 101- Overview of Health Care Industry and Its Delivery  
HLTH 102 –Community Health Organizations and Their Functions  
HLTH 300- Nutrition, Exercise and Wellness  
HLTH 301 – Introduction to Public Health Administration  
HLTH 304 – Aging Policy and Politics (CL POLS 304)  
HLTH 322- Health Issues in Education  
MATH 202 – Biostatistics (CL PSY 202)  
MGT 326 – Business and Professional Ethics (CL BIOL 326)  
NRS 343- Health Issues in the Latino/a Community (CL CHS 343, COMM 343)  
NRS 348 – Healthy Aging (CL PSY 348, SOC 348)  
NRS 354 – Cultural Competence in Health Care  
NRS 356 –Vulnerable Populations  
NRS 441 –Health Communication (CL COMM 441)

PATH 333 – Multicultural Drama and Theatre (CL ENGL 333)  
PHED 208 – Intro to Kinesiology  
PHYS 103 – How Things Work  
PHYS 108 - Applied Physics and Modern Society  
POLS 304- Aging Policy and Politics (CL HLTH 304)  
POLS 305 – Gender and Politics  
POLS 306 – The Politics of Race and Ethnicity  
POLS 341 – The National Park (CL ESRM 341)  
PSY 202 – Biostatistics (CL MATH 202)  
PSY 312 – Social Psychology  
SOC 203 – Introduction to Social Business (CL ECON 203, BUS 203)  
SOC 301 –Social Business Planning (CL ECON 301, BUS 301)  
SOC 336 –Social Entrepreneurship (CL BUS 336)  
SOC 425 –Contemporary Immigration Issues (CL CHS 425)  
SOC 440 – Population Studies (CL ESRM 440)  
SOC 448 – Globalization and Development (CL ECON 448, BUS 448)  
SPAN 429 - Social Change in Spain (CL SOC 429)  
UNIV 250 – Learn & Serve: Sustainability

#### Sustainability-Focused Courses

BIOL 490- Sustainable Agriculture  
CHEM 101 – Chemistry and the Environment  
CHEM 301 – Environmental Chemistry – Atmosphere and Climate  
CHEM 302 – Environmental Chemistry – Soil and Water  
CHEM 344 – Energy and Society  
COMM 443 – Environmental Communication (CL ESRM 443)  
COMM 450 – Environmental Conflict Resolution (CL ESRM 450, POLS 450)  
COMM 490 – Special Topics  
COMM 492 – Internship Seminar  
COMM 494 – Independent Study  
COMM 496 – Environmental Film and Speaker Series (CL ESRM 496)  
COMM 499 – Capstone Project  
ENGL 338 – Science and Conscience (CL PHYS 338)  
ESRM 100 – Intro to Environmental Science and Resource Management  
ESRM 205 – Principles of Sustainability  
ESRM 329 – Environmental Law and Policy  
ESRM 340 – Politics and the Environment (CL POLS 340)  
ESRM 342 – Environmental History (CL HIST 342)  
ESRM 350 – Ecological Restoration Design and Construction  
ESRM 352 – Theory and Practice of Ecological Restoration  
ESRM 365: Natural History & Resource Management of the California Channel Islands (New Class)  
ESRM 410 – Environmental Impact Assessment  
ESRM 450 – Environmental Conflict Resolution (CL COMM 450, POLS 450)  
ESRM 462 – Coastal and Marine Resource Management  
ESRM 463 – Water Resource Management  
ESRM 464 – Land Use Planning and Open Space Management  
ESRM 483 – Issues in Global Resource Management  
ESRM 484: Climate Change and Adaptation Planning (New Class)  
ESRM 490 – Special Topics



ESRM 491 – Capstone Preparation  
 ESRM 492 – Service Learning/Internship  
 ESRM 494 – Independent Research  
 ESRM 496 – Environmental Film and Speaker Series (CL COMM 496)  
 ESRM 499 – Capstone  
 FJS 340 –Exploring Freedom and Justice  
 FJS 498 – Enacting Freed and Justice  
 HIST 342 – Environmental History (CL ESRM 342)  
 PHYS 338 – Science and Conscience (CL ENGL 338)  
 PHYS 344 – Energy and Society (CL CHEM 344)  
 POLS 340 – Politics and the Environment (CL ESRM 340)  
 POLS 345 – Science and Public Policy (CL BIOL 345)  
 POLS 450 – Environmental Conflict Resolution (CL COMM 450, ESRM 450)

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

<http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-course-identification.htm>

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

A list of possible sustainability-related and sustainability-focused courses was compiled from the CSUCI course catalog. The original list of possible sustainability courses was separated by major. The courses were then separated by department chair. The list of possible sustainability courses was then sent to the appropriate department chair. The chair simply defined each of the listed courses as sustainability-focused, sustainability-related, or neither.

**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
<b>Internships</b>	Yes
<b>Practicums</b>	No
<b>Independent study</b>	Yes

<b>Special topics</b>	Yes
<b>Thesis/dissertation</b>	No
<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	Yes

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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:**

656

**Total number of graduates from degree programs:**

1,396

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

[Sustainability Learning Outcomes .doc](#)

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

BA in Anthropology

BS in Biology

- Biology
- Cell & Molecular
- Ecology
- Medical Imaging

BA in Biology

- Biology
- Ecology
- Pre-Professional
- Subject Matter

MS in Biotech & Bioinformatics

Master of Business Administration

BS in Business

BA in Chemistry

BS in Chemistry

- Biochemistry
- Chemistry

BA in Communication

BA in Economics

BS in Environmental Science and Resource Management

- Environmental Science
- Resource Management

BA in Political Science

BA in Sociology

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

Environmental Science and Resource Management Learning Outcomes:

- \* Identify the scientific, social scientific and humanistic aspects of environmental issues
- \* Identify, locate, evaluate, synthesize and present current research and information on environmental issues
- \* Define environmental problems from the perspectives of both environmental science and resource management
- \* Evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management
- \* Use the methodologies of the natural and social sciences to formulate testable hypotheses concerning environmental problems and issues.

- \* Collect, organize, analyze, interpret and present quantitative and qualitative data.
- \* Make use of current, technological tools in the collection, organization, analysis and interpretation of data.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-learning-outcomes.htm>

# Undergraduate Program

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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*.

---

## Submission Note:

<http://www.csuci.edu/sustainability/stars/education-and-research/undergrad-sustainability.htm>

"---" 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 Science and Resource Management (ESRM)

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

ESRM students are grounded in the fundamentals of ecology, physics, and chemistry by examining the intersection between the biological and the physical environments in the lab and field. Effective management of these natural systems are explored from a variety of social science and humanities perspectives including demography, economics, political science, sociology, literature, and environmental history. In addition to theoretical underpinnings, our students are trained in a variety of skills necessary for the environmental science professional of the 21st century; Geographic Information Systems, quantitative data analyses and presentation, technical writing, and a variety of field and lab methodologies. Service Learning and Civic Engagement feature prominently in several of our courses from the introductory level to the advanced. ESRM graduates leave us with a deep appreciation for the complexities involved

[STARS Reporting Tool](#) | [AASHE](#)

in balancing human needs and desires with sustainable use of Earth's renewable and non-renewable resources and the ability to contribute to the effective management of these resources into the future.

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

<http://esrm.csuci.edu/>

**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?:**

No

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

Minor in Environmental Science and Resource Management

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

The Environmental Science and Resource Management minor provides non-majors with the opportunity to explore environmental issues and examine human impacts on natural systems. It provides students with an understanding of how their personal choices affect the environment around them. In addition, it equips students for further study in environmental science, law, policy, or management.

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

<http://esrm.csuci.edu/ESRMminor.htm>

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

---

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

---

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

---

**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:**

---



## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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*.

---

### Submission Note:

The graduate program in Coastal Sustainability is currently in the approval process with an anticipated start date of fall 2015.

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

# Immersive Experience

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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:**

CSU Channel Islands offers four sustainability immersive experience courses. Environmental Science and Resource Management (ESRM) 492 Trip to New Orleans is an interdisciplinary program designed for students interested in environmental topics. It provides education and exposure to both scientific and human aspects of environmental issues. The work portion of the trip involves working on wetland restoration projects in Belle Chase's Woodlands Trail and Park, one of the few remnant bottomland hardwood forests surrounding Greater New Orleans. University 392 Mexican Mangroves and Wildlife offers a one of a kind experience for students in La Manzanilla, Mexico. Students are engaged in the collection and release of Olive Ridley sea turtles, mist netting and banding birds in dry tropical forest, and water quality monitoring in nearby Estero El Chorro. Students enrolled in University 392 Technology in Japan study Japanese horticulture, the atomic bomb, earthquakes, the Kyoto Protocol/climate change, "green" building design, the shinkansen (bullet train), and heavy industry/manufacturing. Students also interact with science professors and graduate students at Kyoto University in Japan. Lastly, CI offers Biology/Political Science 345 Climate Change and the Arctic National Wildlife Refuge. In Alaska, students investigate evidence of the impacts of climate change and study the vegetation, wildlife, and geology of the Arctic National Wildlife Refuge from a wilderness base camp on the Kongakut River. Students also tour the Prudhoe Bay oil fields on Alaska's north slope, talk

[STARS Reporting Tool](#) | [AASHE](#)

with residents of the Gwich'in community of Arctic Village and the Inupiat village of Kaktovik, hike in the boreal forest, and visit the University of Alaska Fairbanks.

To learn more about these four Sustainability Immersive Experiences:

ESRM 492 Trip to New Orleans: Sean Anderson,

[Sean.Anderson@csuci.edu](mailto:Sean.Anderson@csuci.edu)

.

University 392 Mexican Mangroves and Wildlife: Donald Rodriguez,

[Donald.Rodriguez@csuci.edu](mailto:Donald.Rodriguez@csuci.edu)

; and Bradley Monsma,

[Bradley.Monsma@csuci.edu](mailto:Bradley.Monsma@csuci.edu)

.

University 392 Technology in Japan: Simone Aloisio,

[Simone.Aloisio@csuci.edu](mailto:Simone.Aloisio@csuci.edu)

.

Biology/Political Science 345 Climate Change and the Arctic National Wildlife Refuge: Amy Denton,

[Amy.Denton@csuci.edu](mailto:Amy.Denton@csuci.edu)

; and Scott Frisch,

[Scott.Frisch@csuci.edu](mailto:Scott.Frisch@csuci.edu)

.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/immersive-experience.htm>

# Sustainability Literacy Assessment

---

## Responsible Party

**Donald Rodriguez**

Associate Professor of Environmental Science and Resource Management  
Environmental Science and Resource Management

---

## 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.

---

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

**The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

0

**The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

8.40

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

[CSUCI Sustainability Literacy Assessment.doc](#)

**The questions included in the sustainability literacy assessment(s) :**

---

**A brief description of how the assessment(s) were developed:**

CSU Channel Islands is committed to developing curriculum based on sustainability that serves students when they enter the workforce and the local community. From this necessity and the review of several programs that were established elsewhere throughout the world, CI carefully created a protocol that can be administered to track progression of a student's attitude toward a sustainable future.

**A brief description of how the assessment(s) were administered:**

The survey contains four parts that evaluated students based on demographic information, knowledge of environmental sustainability, sustainable behavior and environmental sustainability on campus. The survey was administered online to reduce waste via the CI web portal.

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

A total of 349 CI students took the “Measuring Student Attitudes Toward Sustainability” sustainability literacy assessment during the spring 2011 semester. A total of 68 freshman, 47 sophomores, 123 juniors, and 108 seniors responded. Out of the total responses, the majors with the most respondents were Business, Biology, and Environmental Science and Resource Management. The majors with the least number of respondents were Chicano Studies, Spanish, and Applied Physics.

The major that best understood the definition of sustainability when presented a list of different definitions was Chemistry (95%). Communication and Psychology majors come in second and third with 91.67% and 88.46% respectively. Out of 4 different grade levels, the junior class best understood the definition of sustainability, whereas understandably the freshman class understood this concept the least.

Students responded the most sustainable behaviors were practiced among Spanish, Early Childhood Studies, and Psychology majors. The sophomore class indicated the most responses toward implementing sustainable behaviors into their lifestyles, whereas the senior class as a whole indicated they practice the least amount of sustainable behaviors compared to all other grade levels.

Results indicate that certain majors or grade levels have a greater understanding of the definition of sustainability or practice highly sustainable behaviors. Data from this report does not fully represent the CI student body since only 9% of all students took this survey during the spring 2011 semester.

**The website URL where information about the literacy assessment(s) is available:**

<http://www.csuci.edu/sustainability/stars/education-and-research/literacy-assessment.htm>

# Incentives for Developing Courses

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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.

---

## Submission Note:

<http://www.csuci.edu/sustainability/stars/education-and-research/developing-sustainability-courses.htm>

"---" 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:

Incentives for Developing Sustainability Courses

Faculty Development to Support Faculty in their Efforts to Provide Sustainability Course Offerings

Faculty Development is not an academic program that offers courses or degrees. Instead, it is a support office whose efforts are to help align faculty instructional effort in supporting students to succeed in achieving the larger learning goals and outcomes of the university.

- (1) Travel Support for development of an interdisciplinary campus symposium.
- (2) Annual winter writing retreat.
- (3) Guest lectures involve conveying the kinds of student learning needed to do successful interdisciplinary high-level evaluative thinking that is required for understanding and applying concepts of sustainability.

(4) Funded projects that pay participating faculty small stipends (\$500 per semester) include Faculty Learning Communities for "Design of Deep Learning Exercises" and an ongoing project to develop a Science Literacy Concept Inventory. A short Sustainability Literacy Concept Inventory is being developed as both a teaching aid and an assessment instrument.

(5) Faculty minigrants: These small grants average about \$7000 per faculty and faculty receive support primarily in form of release time to pursue innovative scholarship and teaching innovation.

Additional information is available at

<http://facultydevelopment.csuci.edu/>

, especially the tab links: assessment of student learning (under construction), Mini-grant program, and Faculty Resources.

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

General incentives include sponsorship of funding for professional development, training in demonstrating effective student learning (assessment), workshops in teaching and assessment, retreats, in-class guest lectures on learning, ethics and critical thinking. Specific examples are listed above.

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

<http://facultydevelopment.csuci.edu/>

# Campus as a Living Laboratory

---

## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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 in the following areas?:**

	Yes or No



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

**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:**

Environmental Planning and Resource Management class reveals and explores the architecture of the climate change "paradigm" that is fundamentally changing the World to a degree not seen since the discovery of the New World 500 years ago or the Industrial Revolution 200 years ago.

**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:**

Professor and students examine energy loss through older vs newer windows in classrooms and are working to compute an energy and total dollar value lost per year. They are taking the approach to inform staff and students to keep windows closed. Also they are prioritizing the buildings that are in need of window improvement.

**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 initiated composting effort to divert food and coffee grounds from landfills. With the assistance of Facilities Services, yard waste from campus is provided to students to create an active learning opportunity.

**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:**

Light switches are installed in bathrooms to encourage students and staff to turn off lights when not in use.

**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:**

The University has begun a wetland restoration on Long Grade Creek that adjoins the main campus. Four acres of riparian habitat have been restored through student efforts.

**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:**

---

**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:**

Students are currently installing solar powered chargers at our isolated bus stop. This allows students to charge their cell phones while they wait for the bus which they hope will encourage increased ridership.

**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:**

Hydration Stations are checked twice a month for filter checks and number counts. These "hydration stations" have a convenient Green Ticker that counts the quantity of bottles saved from landfills by using the station. California State Channel islands promotes reusable water bottles to help reduce waste on the campus.

**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 have explored the efficiency of pollution filters in areas of particular concern. In addition to this has come the reduction of non-point scarce pollution loads coming off of campus lands.

**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:**

---

**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:**

---

**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:**

Students changed campus policies to permit skateboarding on campus. Encouragement of students biking and skateboarding to and from campus has positive effects to students.

**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:**

---

**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 have created a variety of new curriculum for various grades tied to state science standards. Water-related, hydrology and pollution training are offered to local middle schools mentored by CSUCI undergraduates.

**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:**

Students use a NOAA- funded Bay Watershed Education and Training (B-WET) Program to support the designing and building of remotely operated underwater vehicle (ROV) for monitoring for local water quality.

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

---

# Research

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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Jason Miller**  
Senior Research Officer  
Academic Affairs

---

## 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:**

27

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

83

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

12

### **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:**

---

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

Alarcon, Ruben (Biology)  
 Aloisio, Simone (Chemistry)  
 Anderson, Sean (Environmental Science and Resource Management)  
 Blodgett, Michael (History)  
 Buschmann, Rainer (History)  
 Cartwright, Rachel (Biology)  
 Chapman, Angela (Biology)  
 Clarke, Tracylee (Communication)  
 Cogan, Christopher (Environmental Science and Resource Management)  
 Contreras, Cathy (Education)  
 Delaney-Rivera, Colleen (Anthropology)  
 Downey, Dennis (Sociology)  
 Francois, Marie (History)  
 Frisch, Scott (Political Science)  
 Furmanski, Matt (Art)  
 Grier, Jeanne (Education)  
 Grove, Andrea (Political Science)  
 Hampton, Philip (Chemistry)  
 Hughes, Thomas (Political Science)  
 Leonard, Kathryn (Mathematics)  
 Mihalopolous, Catie (Art)  
 Monsma, Bradley (English)  
 Norris, Steven (Biology)  
 Nuhfer, Ed (Faculty Development)  
 Rieger, Ron (Computer Science)  
 Rodriguez, Donald (Environmental Science and Resource Management)  
 Wakelee, Dan (Political Science)

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

Survey of records of Research and Sponsored Programs Office and its staff, identifying individuals who are involved in sustainability research.

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

---

**The website URL where information about sustainability research is available:**

<http://www.csuci.edu/sustainability/stars/education-and-research/research.htm>

# Support for Research

---

## Responsible Party

**Jason Miller**  
Senior Research Officer  
Academic Affairs

---

## 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:

Chemistry faculty members are currently collaborating with Biology and Environmental Science and Resource Management programs. Two Chemistry faculty are engaging students in chemical analyses of aquatic life and environmental samples. Another Chemistry faculty member is currently working with students to collect environment samples and analyze them for pollutants. There are several students engaged in analysis whale protein samples in collaboration with Biology faculty. This particular Biology faculty member engages students in field evaluation of whales' habitat and migration. The Environmental Science and Resource Management faculty members engage students in research dealing with land conservation and coastal preservation, and on-campus sustainability projects such as a sustainability literacy assessment, anaerobic digester, and solar power research.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/research-incentives.htm>



**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:**

-CI offers internal grant awards through Faculty Development Office for faculty research including sustainability. CI also supports faculty research through identifying external sustainability funding sources and helping faculty in research proposal submissions. Recently CI has also established two additional programs to support faculty research.

-All faculty members are invited to apply for a competitive grant through the Provost's Office for the purpose of securing equipment or material resources needed for teaching, research, and/or creative activities. Proposals from individual faculty can be for the purchase of equipment and/or material resources costing up to \$2500.

-All tenured and probationary faculty members are invited to apply for a competitive grant for the purpose of supporting research or scholarly/creative activities during the summer. Proposals from individual faculty can be for funding up to \$5000 to directly support their research or scholarly/creative activities.

-Chemistry professor Dr. Philip Hampton has developed so-called "Green Chemistry" laboratories for organic chemistry classes. This also may be included so that all three of the chemistry tenure-track faculty members are engaged in sustainability research.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/research-incentives.htm>

**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:**

-From Senate Policy 08-12 on Retention, Tenure and Promotion: A. RETENTION, TENURE, PROMOTION AND THE UNIVERSITY'S MISSION

California State University Channel Islands (CSUCI) is committed to providing high quality, student-centered instructional programs to all constituencies. Excellent faculty members, dedicated to continued intellectual and professional growth, are essential to fulfilling our commitment. All elements and standards of faculty performance evaluation recognize and reflect the University's Mission, including:

- o 1. Placing students at the center of the educational experience;
- o 2. Providing undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches;
- o 3. Emphasizing experiential and service learning;
- o 4. And graduating students with multicultural and international perspectives.

-D. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

The University values and supports the development of a range of research, scholarship and creative activities, including the following kinds of scholarship:

- o 1. A scholarship of discovery - pursuing knowledge, covering all aspects of research and disciplinary discovery;
- o 2. A scholarship of integration - bringing knowledge and discovery into larger patterns and contexts and working in and across disciplines;
- o 3. A scholarship of teaching and learning - investigating and assessing teaching methods and practices and their impact on student learning outcomes;

- o 4. A scholarship of engagement - using research and knowledge to engage in problems that affect individuals, institutions, and society.

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

<http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm>

**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:**

The library gives students access to a robust collection of 235,000 bound and digital books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, DVD's/VHS's, CD's, best sellers, and children's books and K-8 curriculum materials. In addition, the library houses a number of interesting archival and special collections that can be used for original research. The Library offers classes and services that help students develop life-long information and computer skills. Librarians collaborate with faculty in all disciplines to provide information literacy sessions, resource specific instruction, reference service, and instruction on digital equipment.

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

<http://www.library.csuci.edu/research>

## Responsible Party

**Jason Miller**  
Senior Research Officer  
Academic Affairs

---

## 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:**

3

### **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:**

At present, an open access policy is being discussed by the library's Director of Archives.

### **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

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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

---

## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

---

## 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:**

3,900

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

Greenovation

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

3,900

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

A large group of students planned, implemented, rallied volunteers and sought campus partnerships in order to facilitate the Rain Barrel project. The project turned out to be a campus-wide ongoing program

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

Student Government elected officials select a Sustainability Senator.

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

Sustainability Senators and volunteers meet with key administrators and staff on campus who are knowledgeable about current sustainable practices.

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

Student Government provides some funding to sustainability efforts as well as applies for funds via CSSA of \$1,000.

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

---

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

---

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

---

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

---

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

---

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

---

**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):**

---

## Responsible Party

**Kirsten Moss**

Dir. for Multi Access Programs

Director's Office

---

## 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:**

66

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

For the 2014-2015 year: sustainability efforts included: Reusable water bottles; Promotion of water refill stations in print material and speech at University Welcome; Sustainability facts given out as part of check in material; Educating OLs to talk about sustainability efforts of our campus during tours; Green Generation Club and Santa Rosa Research Station at each of the five freshmen Marketplace events and transfer orientation; Sustainability video in Pre-O homework; Taking the Orientation Leaders to Santa Rosa Research Station for a four day retreat, in which the Director of Multi Access Programs educated them on water conservation and recycling, along with Cause Hanna educating on Santa Rosa efforts.

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

---



## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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?:**

	<b>Yes or No</b>
--	------------------

<b>Active student groups focused on sustainability</b>	Yes
<b>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</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	Yes
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	Yes
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	No
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	No
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	---

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

The Green Generation Club officially became a sanctioned student club at CSU Channel Islands. Dedicated to raising environmental awareness on campus and throughout the community, the Green Generation Club works to establish CI as a positive environmental example through the promotion of education and awareness, while at the same time, advocating for sustainable development and initiating campus environmental programs.

**The website URL where information about student groups is available:**

<http://www.csuci.edu/sustainability/stars/education-and-research/student-group.htm>

**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:**

A Sustainable Seafood Survey is conducted every fall semester at California State University Channel Islands in Dr. Sean Anderson's Environmental Science and Resource Management course entitled Coastal and Marine Resource Management. Students in this course survey local (Santa Barbara, Ventura, Los Angeles Counties) supermarkets and restaurants for available seafood products sold. Students are then required to report where and how each seafood item is caught (wild or farmed), processed, fishery location, and list a price. Students also survey the fish mongers and waiters or waitresses on questions that include: how many people ask about sustainable seafood; are you familiar with MSC, Dolphin Safe, etc; how many customers ask where their seafood comes from? These results are added to an ever-growing database which began in 2007 and now spans 15,000 items/entries. It allows for the examination of trends in sustainable seafood options and the community's awareness of the issues involved. Work is currently underway to expand these assessment efforts across California and the Western U.S.

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

<http://esrm.csuci.edu/videos/news/seafood/>

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

The CSU Channel Islands Bicycle Kitchen's primary mission is to provide low cost bicycle repair/maintenance education to the CI community and function as a social hub for the local cycling community. This program aims to provide workspace, tools and information about how to live more sustainably by choosing to commute to and from campus by bicycling. Furthermore, their mission augments CI's commitment towards building a green campus with respect to education, transit and recycling. In helping create a more active/engaged cycling community, it is hoped that the number of commuters coming to campus by auto would decrease, while the number arriving by sustainable energy (i.e. bicycle) would increase. A repair and maintenance shop was opened in the fall of 2009. The CI Bicycle Kitchen is also an official USA Cycling intercollegiate team and competes in road and mountain bike racing. CI also operates the California Institute for Social Business which supports the development of sustainable social business enterprises.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/sustainable-enterprise.htm>

**A brief description of the sustainable investment or finance initiatives:**

The Instructionally Related Activities Fund was established to provide support for essential educational experiences and activities that aid and supplement the fundamental educational mission of the institution.

The objectives of the Fee are:

To ensure stable and adequate funding for instructionally related activities as defined.

To reduce the demand on Associated Student Body funds for instructionally related activities so that the Student Body Fee can be used to underwrite authorized programs and services based on student priorities.

To supplement General Fund appropriated instructionally related activity funds.

All sustainability projects and initiatives are funded through the IRA. Some examples of the sustainability projects/initiatives the IRA has funded:

Rain Barrel System

Water Bottle Refilling Station

Green Screens

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

<http://www.csuci.edu/ira/>

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

Each year, CSU Channel Islands hosts a multitude of sustainability-related events. These events are as follows -

Poe Symposium: The Poe Symposium is held each year at CSUCI. The 9th Poe Symposium was held on Friday April 19th 2013, and was themed 'Global Warming.' There were six distinguished speakers. The event was well attended by students, faculty, and the community. There were over 200 registered guests, and twice as many people as this attended throughout the day.

Environmental Science & Resource Management (ESRM) Career Development Day: The ESRM Career Development Day is where students learn from practitioners about careers in sustainability related fields. Prospective employers and internship providers from the private sector (environmental consultants Impact Sciences, NCER, etc), governmental (federal, state, county, local) agencies , quasi-governmental (water agencies) and non governmental organizations (the Nature Conservancy, Ojai Valley Land Trust) are represented. This event occurs once each fall.

ESRM Lecture Series: The ESRM Lecture Series occurs each spring and involves a host of related speakers that come to campus to discuss various environmental topics. Usually 6-8 speakers each year present.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-events.htm>

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

---

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

---

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

'Outdoor Adventures' at CI offers the following programs that follow the Leave No Trace Principles: local daily hikes, overnight camping, and sunset kayaking to the Channel Islands Harbor; sport fishing; sailing; and various hiking excursions in Malibu, Ojai, Santa Cruz Island, the Matilija Creek, and Santa Rosa.

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

<http://www.csuci.edu/sustainability/stars/education-and-research/outdoors-program.htm>

**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 institution opens two sustainability-focused student held positions. One Sustainability Intern works with the Academic Affairs and the other Sustainability Analyst is housed with Facilities Services. Both positions are strictly student held.

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

---

**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:**

---

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

---

# Outreach Materials and Publications

---

## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

California State University Channel Islands has a sustainability portion of the school web site. The web site includes the mission statement and committee goals of the CI Advisory Committee on Sustainability. The main page of the site includes tips on how to save electricity, water, and other important resources. Under the tab Campus Sustainability Best Practices, there is a list of the institution's best sustainability efforts. Categories such as transportation, water, waste, and energy are included in the sustainability best practices. The web site also includes information about STARS along with details about each of the four categories, subcategories, and individual credits.

**The website URL for the central sustainability website:**

<http://www.csuci.edu/sustainability/practices.htm>

**A brief description of the sustainability newsletter:**

CI writes an annual Sustainability Report. This report reveals the different sustainability efforts the campus has done during the past year. It encompasses both from the facilities side and the academic side. The report is available in Sustainable CI's webpage.

**The website URL for the sustainability newsletter:**

<http://www.csuci.edu/sustainability/sustainabilityreport.pdf>

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

CI targets three social media outlets: Facebook, Instagram and Twitter. Each outlet teaches and interacts with the CI community to promote sustainability around the campus. These outlets are also heavily used when running a sustainability campaign, especially to get students to participate in activities.

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

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

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

Biology program's Bioscope Newsletter publish student research on sustainability.

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

<http://biology.csuci.edu/bioscope/>

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

We currently have three GreenScreens around the campus. The GreenScreens allow sustainability topics to be communicated among CI students and staff. The GreenScreens promote sustainability efforts and green building features of the building it is housed in while also communicating sustainability projects and awareness to the CI community.

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

---

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

Freudian Sip, the campus cafe, provides signage called "Supreme Green Roasting Innovation" on every counter about their "Eco-Roasted" coffee. It lets their customers know that the coffee being roasted in the cafe has a low carbon footprint (85% lower carbon STARS Reporting Tool | AASHE

dioxide), lower fossil fuel consumption and has zero particulate emissions.

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

---

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

CSU Channel Islands acknowledges the use of reclaimed water for irrigation practices. We do have signs posted for the reclaimed water that is used for irrigation on campus (posted at front and back entrances of campus). There is signage posted on campus for containers used for recycling of Green Waste, Metal and cardboard. There is also signage on all 3-yard comingled bins around campus. Also all lawn mowers are equipped with mulching decks which result in no clippings to be collected.

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

---

**A brief description of the sustainability walking map or tour:**

A map of the hydration stations around the campus is provided in PDF form online for students to use or print out. The map shows current and future locations of the hydration stations around campus and is designed to make sure the community knows where the nearest hydration station is around.

**The website URL of the sustainability walking map or tour:**

<http://www.csuci.edu/sustainability/hsmmap.pdf>

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

California State University Channel Islands Alternative Transportation Program is a tremendous resource for students, faculty and staff looking for alternate ways to commute to and from campus. This program promotes alternatives to driving alone including carpooling, taking local transit, bicycling and walking. In addition, simple and accessible resources for ride matching for students, faculty and staff are provided. Each of these alternatives offers wonderful benefits to the user, as well as our campus community and our environment.

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

[http://www.csuci.edu/parking/Rideshare\\_Information.htm](http://www.csuci.edu/parking/Rideshare_Information.htm)

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

---

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

---

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

ousing communicates to residents the importance of being sustainable here at CI. Each suite has their own recycling bin to help establish these sustainable habits among residents. Not only that, they also hire student assistant dedicated strictly to sustainability. Their efforts are tremendous considering what Housing has been able to conserve. Some best practice and awareness campaigns include:

Resident Assistants (RA) sharing sustainability practices, such as recycling, composting, water and paper conservation with their residents.

Avoiding the posting of paper announcements and using HRE TV channel to announce tips, news and events.

Using social media to connect and remind students how their efforts help us to practice sustainability.

Reminding residents to keep their utility bill lower than \$100 per unit.

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

---

**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:**

A student representative is assigned as the sustainability senator in ASI Student Government. This individual is responsible for maintaining communication between the sustainability sector and other representatives within student government. In addition, this student is charged with increasing visibility and awareness of sustainability at CSUCI through workshops, events, word of mouth, the student newspaper and online based articles.

**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://asi.csuci.edu/about-us.htm>

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

Housing and Residential Education at CSU Channel Islands includes an email to all students living in housing at the end of the academic year. The email is entitled Greening Your Move-Out. Students are encouraged to recycle, reuse, donate items, and divert everything recyclable from the landfill. Students who practice in these green activities will receive a designer grocery bag with sustainability designs. The grocery bags include images designed by CSU Channel Islands students. When a student receives a grocery bag, they will be automatically entered into a drawing for prizes to be mailed out after move-out. Prizes include Elements (Coffee) gift cards, Cove Bookstore gift cards, and Target gift cards.

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

---

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

Yes

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

Channel is an official publication of California State University Channel Islands. It is published twice a year for alumni, the University community, and the community at large by the Communication and Marketing department in University Advancement. Each issue of Channel includes one page dedicated to sustainability at CI.

CI uses Facebook (

[www.facebook.com/sustainableci](http://www.facebook.com/sustainableci))and

Twitter (@sustainableci) to communicate current information about sustainable practices and activities

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

<http://www.csuci.edu/news/channel/index.htm>

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

Yes

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

Dr. Sean Anderson's Roadkill Survey: No previous data existed documenting the number of animals killed on our roadways within the Santa Monica Mountains National Recreation Area (SMMNRA) or Ventura County, although some limited data has previously been collected for western Ventura County (Casterline, et al. 2003, Lindsey et al. 2005). Dr. Sean Anderson and students in his Environmental Science and Resource Management course entitled Conservation Biology have surveyed more than 25,000 miles of roads and recorded more than 2,600 dead animals from Santa Barbara to Los Angeles counties since 2006. This data is beginning to help us better understand wildlife corridors, important "pinch points," and where we might direct our efforts to minimize both animal mortality and auto accidents. Our citizen science iPhone App (Splatter Spotter) was released in 2011 to allow a wider audience to collect data and educate themselves on the ecological impacts of roads throughout our region.

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

[http://faculty.csuci.edu/sean.anderson/Sean\\_Andersons\\_Home\\_Page/Road\\_Kill.html](http://faculty.csuci.edu/sean.anderson/Sean_Andersons_Home_Page/Road_Kill.html)

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

Yes

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

The Environmental Science and Resource Management (ESRM) Interface Newsletter is sent out electronically to students, faculty, staff and alumni once a year. Topics discussed in the ESRM newsletter include ESRM student profiles, ESRM faculty activities, ESRM faculty profiles, recent student accomplishments, recent faculty accomplishments, ESRM program accomplishments, and local published news articles mentioning the CSU Channel Islands ESRM program.

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

<http://esrm.csuci.edu/interface/index.htm>

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

Yes

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

Wavelength is an electronic, internal newsletter that helps strengthen internal communication and participation across the University through timely updates on campus developments and participation. The publication is sent out via e-mail every other Thursday during the academic year. Many Wavelength issues have included articles focused on campus sustainability.

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

<http://www.csuci.edu/news/wavelength.htm>

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

Yes

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

The Biology Bioscope is the official electronic newsletter for the Biology program at CSU Channel Islands. Many Bioscope newsletters focus on environmental issues including sustainability, climate change, and conservation.

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

<http://biology.csuci.edu/bioscope/>

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

Yes

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

A Sustainable Seafood Survey is conducted every fall semester at California State University Channel Islands in Dr. Sean Anderson's Environmental Science and Resource Management course entitled Coastal and Marine Resource Management. Students in this course survey local (Santa Barbara, Ventura, Los Angeles Counties) supermarkets and restaurants for available seafood products sold. Students are then required to report where and how each seafood item is caught (wild or farmed), processed, fishery location, and list a price. Students also survey the fish mongers and waiters or waitresses on questions that include: how many people ask about sustainable seafood; are you familiar with MSC, Dolphin Safe, etc; how many customers ask where their seafood comes from? These results are added to an ever-growing database which began in 2007 and now spans 15,000 items/entries. It allows for the examination of trends in sustainable seafood options and the community's awareness of the issues involved. Work is currently underway to expand these assessment efforts across California and the Western U.S.



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

<http://esrm.csuci.edu/videos/news/seafood/>

**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

---

## Responsible Party

**Josh Wade**

Coordinator of Lifetime Leisure Programs  
Campus Recreation

---

## 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?:**

No

**The name of the campaign (1st campaign):**

Green Generation Composting

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

During Fall 2013- Spring 2014 the Green Generation Club of California State University Channel Islands held composting campaigns and composting day events to get students involved in the composting project that the club has initiated. Students collect coffee grounds and filters, green waste, and other post consumer food waste from around the campus to place in the composting site located on campus. The composting event is held monthly and is open to the whole campus.

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

The positive impact of this campaign is gaining students that are interested in composting. This is the first composting campaign that allows students to become involved and it has gained a number of students that commit their time into composting on campus.

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

---

**The name of the campaign (2nd campaign):**

Refill not Landfill

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

A group of art students created a campaign called "Refill not Landfill" in which the students promoted the use of the hydration stations around campus rather than using single use plastic water bottles.

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

We surveyed how often students use their reusable water bottles before the hydration stations were installed and after the hydration stations were installed and after the campaign.

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

<http://www.csuci.edu/sustainability>

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

---

# Employee Educators Program

---

## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

---

## 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*.

---

## Submission Note:

<http://www.csuci.edu/sustainability/stars/human-resources/sustainability-educators-program.htm>

"---" 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?:**

No

**Total number of employees:**

---

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

---

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

---

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

---

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

---

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

---

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

---

**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

---

## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

---

## 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:**

All new employees attend New Employee Orientation within the first 12 months of employment. Materials are provided at that time as well as throughout the year via newsletters and other forms of communication.

The Director, Facility Services gives a presentation on sustainability during mandatory new employee orientations. Useful tips on how to conserve water, energy, and paper are discussed. Large blue (recycling) and small black cans in all faculty and staff offices have been installed, explaining that most everything should go into the large commingled recycling can and only a few things (tissues) should go into the 'trash' can. 'Please turn it off' stickers have also been installed over light switches in all offices and classrooms.

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

<http://www.csuci.edu/sustainability/stars/human-resources/employee-orientation.htm>

# Staff Professional Development

---

## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

---

## 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 :**

Information on sustainability is provided at biennial New Employee Orientations (NEO). All employees are required to attend NEO. Various presentations given throughout the year include a component on sustainability. Employees are given the opportunity to attend any of the presentations.

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

100

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

<http://www.csuci.edu/sustainability/stars/human-resources/professional-development.htm>



# Public Engagement

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.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

**Responsible Party**

**Pilar Pacheco**

Associate Director

Center for Community Engagement

**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
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>

**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:**

CSU Channel Islands has many sustainability partnerships including the National park Service, Ventura County Resource Conservation District, Business & Technology Partnership, Underwood Family Farms, and Ventura County Emergency Planning Council Member.

**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):**

We provide students, faculty, researchers, and our local community with the resources and opportunities to engage in natural and cultural resource based research and education via a partnership between the US National Park Service and CSU Channel Islands.

**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:**

CSU Channel Islands has a strong community partnership with Central Coast Alliance United for A Sustainable Economy (CAUSE). Working through hundreds of community residents and in collaboration with many of the region's community, labor, environmental and interfaith organizations, CAUSE's activities focus on six areas: 1. Improving civic engagement in low income communities: Work with us on this non-partisan effort to increase voter turnout of new and occasional voters in primarily Latino precincts across the Central Coast region to achieve state tax and fiscal reform in California. 2. Empowering youth: Help us work with youth in South Oxnard and Santa Paula to improve the school learning environment and make school lunches healthier. We also work with youth on film projects to document issues affecting their community. 3. Promoting Environmental Justice: Engage the community to protect low income communities such as South Oxnard from pollution and health threats while increasing access to open space by protecting the Ormond Beach Wetlands and advocating for the Gateway Park to the Ormond Beach Wetlands. We are also working to create new urban parks in the Westside neighborhood of Ventura. 4. Encouraging green and accountable development: We established the triple bottom line network of businesses that goes beyond the economic bottom line to include a business's ecological and social costs and benefits. We are also working to establish community benefit agreements to hold developers accountable to the local community through jobs and investment. 5. Increasing access to healthy food: CAUSE is working to establish community gardens on public lands, improving meals in public schools, and activating school wellness committees to improve the health of students. We are also looking at completing a farm to institution study. 6. Women's Economic Justice Project-Centro Mujer: Students can assist in the leadership development component of Centro Mujer. Preparing and conducting thematic lessons to share with participants. Students can also assist in the development of English as a Second Language (ESL) classes using popular education techniques and focusing on "the language of justice" in teaching English to immigrant women. In addition we have three neighborhood-based organizing projects: The Green and Healthy South Oxnard Project/Voz Hueneme, Vecinos Unidos in Santa Paula, and the Ventura Avenue Leadership Team.

**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:**

<https://webapps.csuci.edu/servicelearning/>

# Inter-Campus Collaboration

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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:**

CSU Channel Islands has presented white papers and participated in several conferences related to campus sustainability issues, including the 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. We have also participated at the Smart & Sustainable Campuses Conference at the University of Maryland, which has allowed us to hear what other institutions across North America are doing to promote sustainable practices and initiatives.

## **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:**

CSU Channel Islands is a member of the Talloires Network, an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. Two goals of the Talloires Network that relate to sustainability are to foster partnerships between institutions of higher education to increase the relevance of higher education, and facilitate the creation of regional networks of universities dedicated to civic engagement and sustainability.

The following institutions (with the exception of the Chancellor's Office) are Sustainability Tracking Assessment & Rating System charter participants who are involved in the monthly sustainability conference calls with CSU Channel Islands:

Cal Poly Pomona

California State University, Chico

California State University, Fullerton

California State University, Monterey Bay  
California State University Office of the Chancellor  
San Diego State University

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

Every month California State University holds a conference call for CSU sustainability officers in which they gather ideas and talk about CSU-specific issues for the campus. The sustainability operations analyst of CI makes the phone call conference to represent CSUCI.

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

---

# Continuing Education

---

## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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.

---

## Submission Note:

The OSHER Lifelong Learning Institute (OLLI) at CI brings the excitement and stimulation of college learning to area seniors (50 or better!) who wish to extend their learning experiences in a university atmosphere. From its inception in September 2004, OLLI has offered a wide range of quality courses. Courses related to sustainability offered by OLLI:

- Strategies for Sustainable Living (Winter 2010)
- Watersheds and Wetlands (Fall 2010)
- Field experiences in the Social Sciences: Your Backyard, Ventura County (Spring 2010)
- Climate Change and the Oceans (Spring 2010)
- Ecology, Evolution and Diversity (Fall 2009)
- Climate Change in the 21st Century (Fall 2007)
- Rain Forests of the World (Spring 2007)

"---" 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:**

9

**Total number of continuing education courses offered:**

85

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

[Sustainability Extended University Courses CSU Channel Islands\\_STARS2014.doc](#)

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

Ecology, Evolution and Diversity

Oceanography: An Introduction to the World's Ocean

Watersheds and Wetlands

Watersheds-Related Conservation and Restoration

Strategies for Sustainable Living

Aquatic Food Webs

Social Consequence and Science

City Planning: What Does It Have To Do With Me?

American Environment History

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

No

**A brief description of the certificate program:**

---

**Year the certificate program was created:**

---

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

---

## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

---

## 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:**

2,687

### **Total number of students :**

5,144

### **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:**

12,341

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

Yes

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

The Service Learning Policy (excerpt pg. 99 from the 2010-2011 CSU Channel Islands Catalog):

The following policies will be adhered to at CI for all courses designated as Service Learning Courses, Service-Learning Internships or courses with Service Learning Components (hereafter collectively referred to as “Service Learning Courses.”)

Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned. Adapted from the National Commission on Service Learning definition. Community service achievements are listed on CI student transcripts as “SERVICE LEARNING/INTERNSHIP.”

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

---

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

---

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

<http://www.csuci.edu/servicelearning/index.htm>

# Community Stakeholder Engagement

---

## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

---

## 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:

The Center for Community Engagement include community stakeholder representation on the Advisory Board. The charter for the Advisory Board states: CCE Advisory Board:

The CCE Advisory Board will advise and assist the leadership team in considering and making decisions concerning broad strategic directions and issues; consult in the development of strategic documents and applications; advise and assist in assessment processes; link campus to community through various initiatives.

Membership of the CCE Advisory Board is designed to represent all of the major stakeholders, consisting of the following: the Faculty Director (who will act as convener); two faculty members (elected by the Academic Senate); two community partners; one representative from Student Affairs; one student representative; one representative from Advancement. All members shall be nominated by the

leadership team and appointed by the Provost and VPSA to serve for a term of two years. The Managing Director and Community Partner Coordinator serve as ex officio members.

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

The Center for Community Engagement (CCE) has committed to a University-Community Partnership model that fosters reciprocal, ongoing relationships built on trust and mutual respect between the University and the community based organization.

The CCE will assist faculty and community partners by acting as a liaison; to connect, and maintain ongoing communication throughout the semester. Faculty interested in partnering with an approved community partner in our database will need to contact the CCE one semester in advance of the service learning course offering.

**List of identified community stakeholders:**

Agriculture Museum  
Albert H. Soliz Library - El Rio Library  
AlmaVia of Camarillo  
American Red Cross  
Area Housing Authority of the County of Ventura  
Big Brothers Big Sisters of Ventura County  
Boys & Girls Club of Camarillo  
Boys & Girls Clubs of Greater Oxnard and Port Hueneme  
Boys & Girls Clubs of Ventura  
Cabrillo Economic Development Corporation  
Cafe on A / Acuna Gallery and Cultural Center  
California Conservation Corps  
Camarillo Health Care District  
Camarillo Hospice  
Camarillo Library  
CAREGIVERS: Volunteers Assisting the Elderly  
Casa Pacifica  
Central Coast Alliance United for A Sustainable Economy (CAUSE)  
CLUE-VC (Clergy and Laity United for Economic Justice)  
El Centrito Family Learning Centers  
El Concilio Family Services  
FOOD Share, Inc.  
Future Leaders of America  
Girls Inc. of Carpinteria  
Gull Wings Children's Museum  
Habitat for Humanity of Ventura County  
Join the Farm  
Just Communities  
Many Mansions  
Nature Bridge  
New West Symphony

Ocean View School District Early Ed. Program  
Ojai Valley Land Conservancy  
One Step a la Vez  
Pleasant Valley Neighborhood for Learning  
Project Understanding  
RAIN Transitional Living Center  
Reality Improv Connection Inc.  
Santa Monica Mountains National Recreation Area  
School on Wheels  
Segue: Career Path Mentors Program  
Smile on Seniors  
Storyteller Children's Center  
The Salvation Army  
United Way of Ventura County  
University Charter Middle School  
University Preparation School at CSU Channel Islands  
VCCool (Ventura Climate Care Options Organized Locally)  
Ventura County Library Adult Literacy Program (READ)  
Westminster Free Clinic Non Profit

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

---

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

---

# Participation in Public Policy

---

## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

---

## 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.

---

### Submission Note:

CSU Channel Islands currently does not advocate for federal, state, and/or local public policies that support or advance campus sustainability.

*"---" 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?:**

No

**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:**

---

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

---

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

---

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

[STARS Reporting Tool | AASHE](#)

---



**Responsible Party**

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

---

**Criteria**

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

---

**Submission Note:**

CSU Channel Islands is not currently a member of the Worker Rights Consortium. Although our university is not a member of either the Fair Labor Association or the Designated Suppliers Program, Follet, our campus bookstore service provider, is a member of both.

*"---" 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? :**

No

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

---

# Hospital Network

## 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

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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

---

## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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 (MtCO<sub>2e</sub>) per gross square foot (0.002 MtCO<sub>2e</sub> 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.

---

### **Submission Note:**

CSU Channel Islands has recently taken initiative in developing a Greenhouse Gas Emission Inventory in December 2013.

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

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

Yes

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

To conduct the GHG inventory, our campus used Clean Air Cool Planet's Campus Carbon Calculator.

**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 by the Academic Affairs department in close coordination with the Sustainability Operations Analyst from Facilities Services. Validation came internally both from the Associate Provost from Academic Affairs and Associate VP of Facilities Services.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	312.60 <i>Metric Tons of CO2 Equivalent</i>	319.80 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	235.50 <i>Metric Tons of CO2 Equivalent</i>	135.20 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	5,099.90 <i>Metric Tons of CO2 Equivalent</i>	5,286.80 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	7,923 <i>Metric Tons of CO2 Equivalent</i>	7,875 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

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

---

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

---

**A brief description of the composting and carbon storage program:**

---

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

---

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,020	795
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	4,315	3,040
<b>Full-time equivalent of employees</b>	520	438
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

The inventory is intended to be a starting point for future campus efforts to monitor and reduce greenhouse gas emissions. Completion of this report provides a starting point for both improved data collection and monitoring of campus emission sources in the future. Specifically it enabled the campus to identify areas where data collection can be improved or better aligned with the requirements of the Clean Air Cool Planet calculator. It also provides data to inform the development of an emission reduction plan and positions the campus to respond to current and forthcoming requirements by the CSU to reduce greenhouse gas emissions.

**Gross floor area of building space, performance year:**

1,049,826 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area
Laboratory space	33,306 <i>Square Feet</i>
Healthcare space	1,860 <i>Square Feet</i>
Other energy intensive space	5,191 <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	1.30 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	38.20 <i>Metric Tons of CO2 Equivalent</i>

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

Study Abroad Travel for students and faculty in 2012-2013.

**A copy of the most recent GHG emissions inventory:**

---

**The website URL where the GHG emissions inventory is posted:**

<http://www.csuci.edu/sustainability/>

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



---

# Outdoor Air Quality

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), 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:**

The institution has done surveys on the percentage of the heating plant that has lead boilers that have low Nox emissions rates and have found that percentage to be 75-100%. We have set guidelines on the percentage of ozone depletion refrigerants, which we have found to be 0-50% depend on type of refrigerant. Recovery facilities that comply with federal guidelines and requirement for on-site ozone depleting substances. Maintenance, loss, and leak test reporting is done periodically.

## **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:**

Surveying percentages of the heating plant that has lead boiler, records kept for ozone depletion refrigerant maintenance reports, loss reports, and leak test reports done. Records, maintenance, and surveys on air emissions, ozone depletion, water effluents, hazardous materials and hazardous products.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	0.34 <i>Tons</i>
<b>Sulfur oxides (SOx)</b>	---
<b>Carbon monoxide (CO)</b>	---
<b>Particulate matter (PM)</b>	---
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

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

---

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

---

# Buildings

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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

---

## Responsible Party

**Jose Antonio Chanes**  
AD of Infrastructure and Energy  
Facilities Services

---

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

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

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

---

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

1,163,818 *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::**

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

---

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

1,163,818 *Square Feet*

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

[EO-9871.pdf](#)

**The date the guidelines or policies were formally adopted:**

Aug. 2, 2006

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

CI follows the 2010 California Green Building Standards Code (CAL Green), requiring all new buildings reduce water consumption, employ building commissioning to increase building system efficiencies, 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 sustainable building operation and maintenance guidelines and policies:**

California State University Channel Islands (CI) follows the CSU Office of the Chancellor's Executive Order Number 987, which encourages 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 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/eo/EO-987.html>



# Building Design and Construction

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

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

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

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

---

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

472,445 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::**

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

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

---

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

---

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

472,445 *Square Feet*

**A copy of the guidelines or policies :**

[EO-9871.pdf](#)

**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:**

CI follows the 2010 California Green Building Standards Code (CAL Green), requiring all new buildings reduce water consumption, employ building commissioning to increase building system efficiencies, 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 Channel Islands (CI) follows the CSU Office of the Chancellor's Executive Order Number 987, which encourages 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 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>

## Responsible Party

**Raudel Banuelos**

Assistant Director

Operations, Planning & Construction

---

## 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:**

758,620 Square Feet

## **Gross floor area of building space:**

758,620 Square Feet

## **A brief description of the institution's indoor air quality program(s):**

California State University Channel Islands (CI) uses Publication EPA 402-K-98-001 as a basis for CI's Indoor Air Quality Action Plan. With Demand Control Ventilation, the buildings control system, CI can ensure a learning environment that requires the CO2 levels for the classrooms and offices to be maintained at less than 1000 PPM. When CI's CO2 levels rise from the set 800 PPM, the controls automatically open the outside air dampers to introduce more fresh air and remove the CO2 content.

To keep the conditions comfortable and ensure a proper flushing of contaminants, CI has adopted an ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) standards of a minimum of four air changes per hours. In addition, CI performs annual checks of CO2 sensors that provide the primary input for controlling the concentration of CO2.

Another key element in ensuring the proper CO2 levels and particulate filtration, CI has a preventative maintenance (PM) program in place to ensure correct equipment and filtering operation. The dust efficiency ratings for the HVAC air filters are high efficiency filters (85%). They are changed during the normal scheduled PM process or if the system detects a high differential pressure across the filter. To ensure the reliability of the filtration all filter bank seals are inspected during PM's.

CI, as well, takes complaints very seriously. Complaints are logged into our work order system, CMMS, for proper tracking and resolution. Actions would include meeting with the complainant, identifying possible causes and steps that may include verifications 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.

**The website URL where information about the institution's indoor air quality program(s) is available:**

---

## Dining Services

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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

---

## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

---

## 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:**

30

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

---

**An inventory, list or sample of sustainable food and beverage purchases:**

We purchase many products from UNFI (United Natural Foods Inc.)

**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)?:**

Yes

**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:**

15

**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:**

We purchase many products from UNFI (United Natural Foods Inc.)

**A brief description of the sustainable food and beverage purchasing program:**

All coffee purchased is certified by Rainforest Alliance  
90% of fish purchased meets Monterey Bay Aquarium Seafood Watch standards  
60% of produce is purchased within 250 miles of campus

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

Under the Rainforest Alliance, coffee that is purchased by our campus helps to conserve biodiversity and ensure sustainable livelihoods by transforming land-use practices, business practices and consumer behavior.  
Our fish meets that Monterey Bay Aquarium Seafood Watch. Under this program, we pay attention to which seafood to buy or avoid. The program helps avoid harming marine life or the environment.

**Total annual food and beverage expenditures:**

1,900,000 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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

**Has the institution achieved the following?:**

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---
Marine Stewardship Council (MSC) certification	---
Signatory of the Real Food Campus Commitment (U.S.)	---

**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

---

**The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:**

---

# Low Impact Dining

---

## Responsible Party

**Dave Nirenberg**

Director of Commercial Services

University Glen Corporation

---

## 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:

25

## A brief description of the methodology used to track/inventory expenditures on animal products:

---

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**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”):**

California State University Channel Islands offers a diverse, complete-protein vegan and vegetable dining option during every meal.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

---

**The website URL where information about where information about the vegan dining program is available:**

---

**Annual dining services expenditures on food:**

1,900,000 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

---

**Annual dining services expenditures on sustainably produced animal products:**

---

# Energy

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

---

## Responsible Party

**Jose Antonio Chanes**  
AD of Infrastructure and Energy  
Facilities Services

---

## 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
<b>Total building energy consumption</b>	114,658.99 <i>MMBtu</i>	112,837.10 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	24,955.79 <i>MMBtu</i>	31,518.70 <i>MMBtu</i>
<b>District steam/hot water</b>	87,152 <i>MMBtu</i>	110,774.30 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Gross floor area</b>	1,049,826 <i>Gross Square Feet</i>	560,733 <i>Gross Square Feet</i>
-------------------------	------------------------------------	----------------------------------

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	101,378 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

**Degree days, performance year (base 65 °F / 18 °C)::**

	<b>Degree Days</b>
<b>Heating degree days</b>	53
<b>Cooling degree days</b>	3

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.14
<b>District steam/hot water</b>	1.20

**Start and end dates of the performance year and baseline year (or 3-year periods)::**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

---



**A brief description of any building temperature standards employed by the institution:**

California State University Channel Islands uses virtual timers in the Building Automation System (BAS) to control hours of operation. A BAS is a computerized, intelligent network of electronic devices, designed to monitor and control mechanical and lighting systems in a building. The timer can schedule normally occupied time periods, temporary occupancy periods and also “off-schedule” time periods for holidays.

During the off-schedule periods, building heating and ventilation will not run unless the temperature for the spaces reaches lower and higher temperature limits. The net result uses less energy and is more effective in maintaining correct temperatures during the occupied time periods.

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

California State University Channel Islands has LED light fixtures that illuminate the exterior columns along Santa Cruz Village that face the South Quad, and light the signature Bell Tower. We are also testing the use of LED light fixtures in a few offices with the desire to use them in classrooms, offices and conference rooms across campus.

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

California State University Channel Islands (CI) has two evaluation programs in place for interior and exterior lighting control. Some classrooms, offices, and hallways have lights that are equipped with an occupancy sensor to turn off lights when the space is unoccupied. In addition, spaces that provide sufficient daylight, photosensors, were installed to turn off lights when daylight provided sufficient levels of light. Renovated buildings are also equipped with lighting control systems. The lighting control panels are networked to a lighting control server, which provides the campus control over all lights connected within the network. The lighting control panels communicate with the campus energy management system, in which, provide the lighting control panels with a signal to change to a new control program tailored for an energy demand response.

Exterior lights are powered through relay panels, which are controlled by photosensors and astronomic time clocks. The new exterior light panels are able to communicate with the campus energy management as well. Luminaries are connect to staggered circuits, giving the campus the option to reduce lighting levels and energy used during periods of low activity, while still maintain uniform lighting throughout a given area.

**A brief description of any passive solar heating employed by the institution:**

---

**A brief description of any ground-source heat pumps employed by the institution:**

---

**A brief description of any cogeneration technologies employed by the institution:**

## DESCRIPTION OF THE CO-GENERATION FACILITY

The CI Power Plant Facility is a combined cycle co-generation plant. The Facility consists of an aircraft derivative gas turbine generator (the General Electric LM-2500), an unfired heat recovery steam generator (HRSG), an extraction/condensing steam turbine generator, and auxiliary equipment.

The LM-2500 gas turbine is equipped with an evaporative cooler to reduce inlet air temperature and increase plant electrical output. It normally operates at maximum continuous rated power, burning 215.2 to 223.8 million Btu per hour (lower heating value (LHV)) of natural gas to drive a generator which produces 21,489 to 22,381 KW of electric power during the six Time Of Use periods established by the Southern California Edison Co. (SCE). Water injection is used to reduce NOx emissions to 42 parts per million dry volume-referenced at 15% O<sub>2</sub> (ppmdv).

The gas turbine exhaust is directed to the HRSG to produce intermediate and high pressure steam. NOx emissions will be further reduced to 9 ppmdv through the use of a selective catalytic reduction, SCR, unit located in the HRSG. The high pressure steam (890 psig, 830°F) along with the intermediate pressure steam (250 psig, saturated) will be directed through the extraction steam turbine to generate additional electricity (approx. 6,500 to 7,000 KWe). As required, 150 psig saturated steam will be extracted from the steam turbine to supply 125 psig steam to the University Campus and 10-12 psig steam will be extracted to run the cogeneration facility's deaerator. The remainder of the steam will be routed completely through the steam turbine, exiting at sub-atmospheric conditions. This exhaust steam will be condensed using an air cooled condenser and routed to the deaerator along with makeup water and Campus condensate return to complete the steam cycle.

Based on the anticipated steam flow rates supplied to the CSH, the Facility will generate 27,162 to 27,921 KW net electric capacity. The system is expected to operate for 6,875 hours per year based on 129 hours of scheduled outages, 258 hours of unscheduled outages (system availability of 95%), and 1,498 hours of scheduled full curtailment due to SCE operations dispatching.

### **A brief description of any building recommissioning or retrofit program employed by the institution:**

---

### **A brief description of any energy metering and management systems employed by the institution:**

California State University Channel Islands (CI) controls its use of energy and greenhouse gases by the use of a web-based building management system. It is comprised of a network of communication devices and building controllers located throughout each building and mechanical space. The function of these controls is to schedule the occupied times, operational set points, and temperatures for the lighting /ventilation systems. The campus is able to co-ordinate the time of use (schedule) of the buildings with our customers for the general class times and periods of use. This way the lights and HVAC systems will be off when nobody is home!

This system uses some of the latest technology using a centralized web-based server. This server is the central access to all of the buildings from anywhere there is internet access. This allows adjustment to the system from home without relying on someone driving out to the campus. This creates better customer support and uses no fuel. This system automatically collects data in the form of trend logs for system diagnostics and analysis of energy usage.

This system also has built in programmable logic that responds to the ambient outside air condition to allow the use of "free cooling" when possible. This creates opportunities for the larger cooling/heating equipment to remain idle when certain conditions are met. We have currently been able to quantify electrical savings created by the energy management system by comparing one year to the next, using the data from the trend logs.

CI is currently installing energy usage metering at each building to be able to see how much energy each building is using independently. This method will keep each building running at its optimum ability to conserve energy.

Our system has been so successful on many fronts that new BMS systems are installed as the buildings come on line.

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

CSU CI does not purchase any non-energy star / SCE approved fixtures and/or appliances. Any non-energy star / SCE approved/recommended fixtures and/or appliances are slated for replacement/upgrade

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

---

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

California State University Channel Islands (CI) uses vending misers on all compressed machines (beverages & coffee). The technology uses movement in proximity to the machines to cycle the electrical components within the machine.

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

High efficiency LED retrofits & Upgrades, Motion & Daylight sensors throughout parking lots, corridors, and classrooms. High Efficiency HVAC layout and systems.

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

<http://www.csuci.edu/sustainability/>

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>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</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>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</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	945 MMBtu

**Total energy consumption, performance year:**

114,658.99 MMBtu

**A brief description of on-site renewable electricity generating devices :**

---

**A brief description of on-site renewable non-electric energy devices:**

---

**A brief description of off-site, institution-catalyzed, renewable electricity generating devices:**

---

**A brief description of the RECs and/or similar renewable energy products:**

Renewable energy sourced through our electricity utility provider, SCE.

**The website URL where information about the institution's renewable energy sources is available:**

---

# Grounds

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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>



<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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::**

	<b>Area</b>
<b>Total campus area</b>	1,415 Acres
<b>Footprint of the institution's buildings</b>	15.03 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	675.22 Acres

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	55.50 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	55.50 Acres
<b>Managed organically, third party certified and/or protected</b>	55.50 Acres

**A copy of the IPM plan:**

---

**The IPM plan :**

Integrated Pest Management, is a service provided by a purchase order established with a vendor (ORKIN). Contractors are responsible for familiarity with California State University (CSU) General Provisions for Commodity and Service Acquisitions. Implementation of resistant plant varieties and minimizing the use of harmful pest control materials is also practiced.

**A brief summary of the institution's approach to sustainable landscape management:**

Lawn replacement with native flora, drought tolerant gardening practices, monitoring and surveying

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

California State University Channel Islands (CI) has developed a strategy that uses xeriscape landscape techniques with the goal to decrease the amount of existing lawn area & irrigation, minimize the required maintenance of planting areas adjacent to buildings, and provide an opportunity to educate people about the appropriateness of these types of plants to maintaining a sustainable campus grounds. This strategy has been completed across approximately a quarter of the campus grounds that are currently actively maintained (CI has just under 1200 acres of land, but most of this is in its natural state), with plans to continue across the remainder of the core campus through funding from adjacent capital projects. A new native plant field was installed last year behind the new Broome Library as a pilot project to provide an area for people to enjoy and learn more about the native species prevalent in the region. An existing cactus garden was transplanted to an adjacent tract of land at the University Town Center that abuts the base of the coastal Santa Monica Mountain Range.

A new entrance road into the campus is under construction, and the landscaping will utilize similar techniques that will achieve the goals stated above. This will include native grasses planted along new levee system, restoration of a native riparian habitat along the adjacent Long Grade Creek, development of wetlands areas, and landscaping along the main road that uses native and drought-tolerant plant species. In the front of the Broome Library, there are Californian and Mexican desert plants. Due to the adaption of these plants to this region, less water is needed; therefore, CI installed low precipitation rate spray heads.

**A brief description of the institution's landscape materials management and waste minimization policies and practices:**

California State University Channel Islands uses mulch waste to enhance the grounds, as well as uses chips for the trims of trees.

**A brief description of the institution's organic soils management practices:**

Organic materials and practices are used on campus.

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

CSU Channel Islands does not use any environmentally harmful materials in landscaping and grounds management.

**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

The campus has continuous restoration efforts in Long Grade Creek to increase native flora.

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

---

**A brief description of any certified and/or protected areas:**

The CSU Channel Islands University Park (Park) is a regional educational and recreation area owned and operated by CI. As an extension of the academic campus, the Park embraces the mission, values and objectives of the University. The purpose of the Park is to provide educational and recreational opportunities open to all through habitat restoration activities, maintenance of open spaces, and development of ecological, cultural, and recreational facilities and programs.

**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:**

---

## Responsible Party

**Raudel Banuelos**

Associate Director of Building and Grounds  
Facility Services

---

## 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 CSU Channel Islands University Park (Park) is a regional educational and recreation area owned and operated by CI. As an extension of the academic campus, the Park embraces the mission, values and objectives of the University. The purpose of the Park is to provide educational and recreational opportunities open to all through habitat restoration activities, maintenance of open spaces, and development of ecological, cultural, and recreational facilities and programs.

## **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:**

CSU Channel Islands conducted an inventory of all current and predicted flora and fauna which is used as a reference for ongoing and future monitoring programs. For instance, the Native Habitat Program. Portions of the Park will be left managed in their natural state, providing an opportunity to preserve and protect native species. The riparian corridor 6 within the Park will be restored and maintained as well. The site will be used for both research and practical, hands-on experience in wetlands restoration by CI's undergraduate program in Environmental Science & Resource Management as well as an opportunity for community and educational groups to learn more about the environment .

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

The Park has several large open meadow-like areas that provide the flexibility to serve as open space for single and multi-use opportunities. The University will utilize these areas as passive spaces. These facilities will provide supportive amenities to those visiting the walking trails.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

California State University Channel Islands (CI) is a great place to see and study wildlife. The campus encompasses almost 1200 acres. Of that land, well over 75% will permanently remain essentially undeveloped due to its steep terrain, frequent flooding, or deed restrictions on its use. These areas include wetlands, riparian habit, and the semi arid hillsides. It is home to countless bird species, some of them listed as threatened or endangered.

Even within the developed lands, the University has several areas which have been or soon will be restored to native plantings. These areas include Long Grade Canyon Creek within University Glen and the meadow east of University Drive. Upon completion of the entrance road, an additional 5 acres within the lower portions of the creek will be restored as a native riparian habitat to support nesting of birds, including the endangered Least Bell's Vireo. Further to the west near Old Lewis Road, a basin will be formed by a new flood control levee, which will allow for an extension of the wetland and pond habitat in the area. This area is already heavily populated by waterfowl and red wing blackbirds.

The University also includes the former Regional Park near the crossing of University Drive over Calleguas Creek. The deed to the University prohibits development of the park for anything but passive recreation and environmental education. It contains wetlands, rocky hillsides, grasslands, coastal sage scrub, and even a small pond. Large portions of the park are in a natural state, while others are ripe for habitat restoration. Most noticeable features of the land are a wide variety of raptor birds and impressive views of the surrounding mountains, the Oxnard Plain, and the ocean. The university is planning to use the land as an outdoor natural area for the enjoyment and study of native habitats. An extensive list of plants and animals observed within the park can be found in appendix A of the 2009 Supplemental Impact Report on the University's Operations, Planning, and Construction website.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

---

# Purchasing

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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

**Responsible Party**

**Valerie Patscheck**

Manager

Procurement & Support SVCS

---

**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 :**

California State University Channel Islands (CI) Technology & Communications division selects only those products that meet EPEAT Gold standards when establishing our campus computer/peripheral standards.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**



California State University Channel Islands (CI) reviews each Lenovo and Apple manufacture in order to see if they meet EPEAT Gold standards.

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

Yes

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	346,158.81 <i>US/Canadian \$</i>

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

346,158.81 *US/Canadian \$*

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.csuci.edu/sustainability/stars/operations.htm>

# Cleaning Products Purchasing

---

## Responsible Party

**Raudel Banuelos**

Associate Director of Building and Grounds  
Facility 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

---

### Submission Note:

The campus provides all cleaning services with University employees. There are no contracts with outside vendors for cleaning services.

"---" 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:**

[CustodialDivision\\_GreenCleaningProduct.docx](#)

**The green cleaning product purchasing policy, directive, or guidelines:**

---

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

All purchases are reviewed by appropriate facilities manager for compliance with campus policies including green content.

**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:**

37,891 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

56,549 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:**

Certified by Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42) and/or the International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB).

**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:**

---

**The website URL where information about the institution's green cleaning initiatives is available:**

<https://docs.google.com/file/d/0B2i7wBNlscq2R0NmUEZlQlVwSEk/edit>

# Office Paper Purchasing

---

## Responsible Party

**Valerie Patscheck**

Manager

Procurement & Support SVCS

---

## 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:**

The CSU Buy Recycle Handbook was produced to assist the CSU campuses and administrative offices with the requirements for purchasing recycled-content products. It contains "desk instructions" to assist the campus Buy Recycle Coordinators with performing their Buy Recycle duties. The handbook contains procedural guidelines as well as policy requirements. Policy requirements are also contained in the procurement policy manual and in the event of an inconsistency; campuses should follow the policy manual. Procedural guidelines are provided to campuses for use as a model only and may be modified to be consistent with campus procedures and requirements.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

California State University Channel Islands (CI) follows The State Agency Buy Recycled Campaign (SABRC), which encourages campuses to comply with the Buy Recycle Campaign requirements by developing procedures that ensure the purchase of goods that contain recycle content or that may be recycled or reused when discarded.

**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::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	21,603.23 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	0 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

34,947.68 *US/Canadian \$*

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://www.calstate.edu/CSP/recycle/info.shtml>

# Inclusive and Local Purchasing

---

## Responsible Party

**Valerie Patscheck**

Manager

Procurement & Support SVCS

---

## 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:**

California State University Channel Islands no longer reports on women- or minority-owned business. However, we report on our activities with certified small business enterprises (SBE) and disabled veteran-owned businesses (DVBE) and they are given preferences in the form of a discount for bid evaluation purposes only

## **Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

---

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.calstate.edu/csp/dvbe/dvbe.shtml>



# Life Cycle Cost Analysis

## 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.

---

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

# Guidelines for Business Partners

---

## Responsible Party

Valerie Patscheck

Manager

Procurement & Support SVCS

---

## 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):**

---

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

General Provisions:

<https://csyou.calstate.edu/groups/csp/General%20Provisions%20IT/Forms/AllItems.aspx>

.

Contract General Conditions:

<http://calstate.edu/cpdc/CM/CGC.shtml>

**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:**

---

**The website URL where information about the institution's guidelines for its business partners is available:**

---

# Transportation

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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Mike Middleton**  
Supervising Mechanic  
Facilities 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 :**

137

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
--	--------------------

<b>Gasoline-electric, non-plug-in hybrid</b>	0
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	94
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

---

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

---

# Student Commute Modal Split

---

## Responsible Party

**Danny Haws**

Special Event Planning Coordinator  
Conference and Events Office

---

## 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:

28

## 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)	72
Walk, bicycle, or use other non-motorized means	5
Vanpool or carpool	12
Take a campus shuttle or public transportation	9
Use a motorcycle, scooter or moped	2

## A brief description of the method(s) used to gather data about student commuting:

CSU Channel Islands utilizes Ventura County Transportation Commission's RideMatch system, a web base program. RideMatch is able to connect the campus community together and find classmates and/or colleagues who are also interested in finding alternative transportations methods coming to the University. We also obtained information from the Commission pertaining to bus ridership information.

**The website URL where information about sustainable transportation for students is available:**

---



# Employee Commute Modal Split

---

## Responsible Party

**Danny Haws**

Special Event Planning Coordinator  
Conference and Events Office

---

## 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	9
Vanpool or carpool	6
Take a campus shuttle or public transportation	6
Use a motorcycle, scooter or moped	3
Telecommute for 50 percent or more of their regular work hours	---

**A brief description of the method(s) used to gather data about employee commuting:**

CSU Channel Islands utilizes Ventura County Transportation Commission's RideMatch system, a web base program. RideMatch is able to connect the campus community together and find classmates and/or colleagues who are also interested in finding alternative transportations methods coming to the University. We also obtained from the Commission results of the Air Quality Management District's Rule 211 Commuter Survey which gathers staff and faculty data about their commuting habits

**The website URL where information about sustainable transportation for employees is available:**

---

# Support for Sustainable Transportation

---

## Responsible Party

**Danny Haws**

Special Event Planning Coordinator  
Conference and Events Office

---

## 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:**

California State University Channel Islands provides bike racks at exterior locations across the campus for temporary and long term storage, and bike lockers are provided for a more secure bicycle storage in front of the campus recreation facility (Arroyo Hall). The facility also provides shower/locker facilities open to the campus community.

**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)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

"Short-term bicycle parking (rack) are available throughout campus at occupied building; however, we do not have long-term bicycle storage. All bikes are removed at the end of each semester. There are several bike rack locations around campus which can be utilized as long as the rider provides their own lock.

"

**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?:**

No

**A brief description of the bicycle/pedestrian policy and/or network:**

---

**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:**

A bicycle-sharing program is being developed.

**similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

**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), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

CSU Channel Islands offers reduced price transit passes. The bus price for the community is around \$40 for a month; whereas a CI student will pay only \$25 per semester, with no cost for the summer break. There is also an electric cart that is available for students on campus when in need of an escort.

**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:**

If registered with RideMatch – employees and faculty who are “left behind” have vouchers that assist them in transportation back home. Depending on how far their home is, their transportation will be a taxi or rental vehicle.

**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:**

California State University Channel Islands (CI) participates in a carpool matching program by VCTC (Ventura County Transportation Commission), where employees survey their means of transportation, and at the end of the survey employees who asked to be a part of the carpool matching, were paired up with individuals who lived near and had the same work schedule as them.

**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:**

CI offers both individual and departmental Zipcar accounts to members of the campus community.

**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:**

We currently have 8 Clipper Creek Level 2 recharging stations, at no charge to the customer as long as they have a valid parking permit.

**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:**

California State University Channel Islands supports telecommuting when the campus determines that telecommuting is in its best interest. Such instances for telecommuting work arrangements may be considered when there are opportunities for improved operational performance, reduced commuting miles, as part of a disaster recovery or emergency plan, or to facilitate the potential for University savings.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

California State University Channel Islands (CI) offers a condensed work week option for employees. There is the regular work week, when an employee works the typical 5 days, 40 hours or has the option of working an alternative work week. The first option is 4/10/40, where an employee works the required 40-hour minimum work week in four 10-hour days between Monday and Friday. Another option is 9/8/80, where an employee works eight 9-hour days and one 8-hour day in a two-week period with one day off every other week that corresponds with the 8-hour day.

**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:**

California State University Channel Islands has incentives to encourage employees to live close to campus with reduced prices for staff members.

**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:**

We also utilize Dial-A-Ride which is ran through Camarillo Area Transit. The final program we utilize on campus is vanpooling which is administrated by the state-run California Vanpool Authority.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

---

# Waste

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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management



# Waste Minimization

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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	339.12 Tons	226 Tons
Materials composted	165.60 Tons	785 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	226.32 Tons	251.85 Tons

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,020	795
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	4,315	3,040
<b>Full-time equivalent of employees</b>	520	438
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2008	June 30, 2007

**A brief description of when and why the waste generation baseline was adopted:**

---

**A brief description of any (non-food) waste audits employed by the institution:**

---

**A brief description of any institutional procurement policies designed to prevent waste:**

---

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

California State University Channel Islands' (CI) Swap Meet was held in August of 2009 in front of the John Spoor Library. A committee was formed to advertise, serve refreshments, and make it a social affair. CI departments contributed inventory that was no longer needed, due to change in equipment. This gave a chance for other departments to “shop” through the material(s) at no charge. Any left-over material was taken to OPC stores, where they discarded or recycled. (i.e. case of print toner)

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

California State University Channel Islands' (CI) default is not to print; however, depending on what the school needs, the course catalog is printed on recycle paper. In addition a DVD is made with the course catalog to reduce cost. It is, however, available online as well.

The campus makes the class schedule available online and no longer prints this material; although, the bookstore has this available to students wanting a printed copy through a printed demand service. No directories are printed, due to it being online.

**A brief description of any limits on paper and ink consumption employed by the institution:**

Printing is controlled by use of student ID card accounts in the Broome Library and other locations on campus. Additional limitations are under consideration.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

At the end of the semester, California State University Channel Islands (CI) staff communicates the importance of continuing to live green during move-out by donating items that can be reused and providing many recycle bins for those materials that can be recycled. Suggestions of specific items that could be reused or recycled are provided to residents. During the actual move-out week, housing staff helps monitor this process to reduce waste and encourage reuse and recycling. In 2010, this was a four-step process: students swap meet; donation for reuse; recycling, and as a last resort...disposal.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

---

**A brief description of any food waste audits employed by the institution:**

---

**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:**

---

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

California State University Channel Islands eliminated all trays from the Islands Café and Student Union.

**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):**

---

**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):**

---

**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:**

CI offers a discount to customers at its Freudian Sip cafes who use a reusable mug for beverage purchases.

**A brief description of other dining services waste minimization programs and initiatives:**

---

**The website URL where information about the institution’s waste minimization initiatives is available:**

---

# Waste Diversion

---

## Responsible Party

**Jose Antonio Chanes**  
AD of Infrastructure and Energy  
Facilities Services

---

## 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:

339.12 Tons

## Materials disposed in a solid waste landfill or incinerator :

226.32 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:

Educational signage on, near, and around waste/recycle bins in high traffic areas.

## A brief description of any food donation programs employed by the institution:

---

## A brief description of any pre-consumer food waste composting program employed by the institution:

CI garbage waste management program supplies unique containers to food service kitchens where pre-consumer waste is collected for composting.

## A brief description of any post-consumer food waste composting program employed by the institution:

California State University Channel Islands in coordination with the Green Generation Club collects coffee grounds and filters from every cafe on campus every day.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	---
<b>Food for animals</b>	---
<b>Food composting</b>	---
<b>Cooking oil</b>	---
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes

<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

---

# Construction and Demolition Waste Diversion

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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:

635.03 Tons

## Construction and demolition materials landfilled or incinerated :

0 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:

All construction projects at California State University Channel Islands (CI) must operate under the provisions of the Contract General Conditions, where a California State University shall divert 50% of all solid waste generated in construction activities from landfill disposal.



# Hazardous Waste Management

---

## Responsible Party

**Jose Antonio Chanes**  
AD of Infrastructure and Energy  
Facilities 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.

---

## Submission Note:

[http://www.csuci.edu/hr/hr\\_documents/Chem\\_Procedure\\_Guidelines.pdf](http://www.csuci.edu/hr/hr_documents/Chem_Procedure_Guidelines.pdf)

[http://www.csuci.edu/hr/hr\\_documents/Universal\\_Waste\\_Management.pdf](http://www.csuci.edu/hr/hr_documents/Universal_Waste_Management.pdf)

[http://www.csuci.edu/hr/hr\\_documents/Recycling\\_Toner\\_Guidance.pdf](http://www.csuci.edu/hr/hr_documents/Recycling_Toner_Guidance.pdf)

"---" 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:**

Hazardous waste source reduction at California State University Channel Islands (CI) is characterized by a small number of highly effective programs and procedures, appropriate for our small campus; examples follow. The Art program performs waste segregation of

[STARS Reporting Tool](#) | [AASHE](#)

ceramic glaze waste from the overall clay/water/ceramics studio waste stream; this results in a dramatic reduction in hazardous waste volume. The Art program also utilizes product substitution for glazes and sandblasting to minimize waste. Art also directs all oil based paint waste to the campus solvent recycling for energy program. The campus maintenance shop for painting has nearly eliminated the generation of hazardous waste from both oil based paint wastes through solvent recycling, and water based paint waste through drying, analytical testing, and disposed as low volume non-hazardous solid waste. The Science programs have generally moved toward micro scale procedures for teaching labs. The sciences are continually evaluating options for lower hazard, lower volume or no hazard procedures for teaching; e.g., biology has moved away from toxic to non toxic tissue fixatives. Biology and chemistry also have an informal materials exchange wherein surplus chemicals are donated rather than disposed and small quantities of unusual or one time use materials are borrowed to prevent unnecessary purchases.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

California State University Channel Islands (CI) has a formal well established program for hazardous waste management. It is summarized on the campus website at the URL provided. All hazardous waste generators are trained as necessary for the types of wastes generated. The program includes proper procedures for waste minimization, emergency response, waste identification, labeling, storage and disposal. The University is a RCRA Large Quantity Generator and we dispose of waste at a maximum interval of 90 days via a licensed hazardous waste disposal contractor(s). The University controls hazardous waste management through training, internal audits, and strict control of all waste determinations and the manifesting process. Universal wastes are handled by trained staff. If, for some reason, a Universal waste is not recyclable it is managed as hazardous waste. Non-regulated chemical wastes are evaluated and safe handling and disposal procedures are determined on a case by case basis.

**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 release incidents of any significant hazardous materials in CSU Channel Islands.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

The Science programs at California State University Channel Islands (CI) have moved towards micro-scale procedures for teaching labs and continually evaluate options for lower hazard, lower volume or no hazard procedures for teaching. Biology has transitioned from toxic to non-toxic tissue fixatives. Chemistry and Biology have an informal material exchange. Surplus chemicals are donated rather than disposed and small quantities of unusual or one time use materials are borrowed to prevent unnecessary purchases.

**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):**

Possible Ways of E-Waste Disposal by the Property Coordinator

1. ECS Refining - recycle computer and electronic component.
2. Academic IT – may recycle electronic parts for spare that can be used by the campus.
3. Public Surplus auction website –

[www.publicsurplus.com](http://www.publicsurplus.com)

4. Dell Corporation
5. Apple Incorporated
6. Vendor Trade-In Program- Dell Corp., CISCO Corp., Apple Corp., Sehi
7. Donate/Transfer – equipment to other CSU campus, State Agency or Non-Profit Organization
8. Ken Porter Auctions –

[www.kenporterauctions.com](http://www.kenporterauctions.com)

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

At California Channel Islands (CI), workers are required to use gloves and goggles when handling e-waste.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

[http://www.csuci.edu/hr/hr\\_documents/Haz\\_Waste\\_Mgmt\\_Procedures.pdf](http://www.csuci.edu/hr/hr_documents/Haz_Waste_Mgmt_Procedures.pdf)

# Water

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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

---

## Responsible Party

**Jose Antonio Chanes**  
AD of Infrastructure and Energy  
Facilities Services

---

## 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:

High

## Total water use::

	Performance Year	Baseline Year
Total water use	87,318,528 Gallons	151,161,076 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	80,626,920 Gallons	85,515 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	1,020	795
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	4,315	3,040
<b>Full-time equivalent of employees</b>	520	438
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,368,181 <i>Square Feet</i>	1,368,181 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	643.81 <i>Acres</i>	643.81 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

**A brief description of when and why the water use baseline was adopted:**

The water use baseline was adopted early on in the university's creation to promote efficiency in water and other resource usage. We put out monthly sustainability reports to keep track of the progress the school is making toward water consumption practices.

**Water recycled/reused on campus, performance year:**

**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

California State University Channel Islands (CI) is replacing the campuses infrastructure. Part of this project is a reclaimed water line to supply irrigation water throughout campus. At this time, we are approximately thirty percent reclaimed irrigation. Upon project completion this calendar year all irrigation on campus will be done using reclaim water.

**A brief description of any water metering and management systems employed by the institution:**

California State University Channel Islands (CI) currently has twenty-four water meters on campus. Twelve of those campus meters are installed for building monitoring. All water meters are Neptune Turbines with R900i coders for remote reading and data collection.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Facilities Services is currently developing a plan & scope to replace existing toilets with high efficiency toilets.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

Facilities Services is currently replacing sprinkler heads with high efficiency sprinklers with an incentive program through Camrosa Water District

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

California State University Channel Islands (CI) has developed a strategy that uses xeriscape landscape techniques with the goal to decrease the amount of existing lawn area & irrigation, minimize the required maintenance of planting areas adjacent to buildings, and provide an opportunity to educate people about the appropriateness of these types of plants to maintaining a sustainable campus grounds. This strategy has been completed across approximately a quarter of the campus grounds that are currently actively maintained (CI has just under 1200 acres of land, but most of this is in its natural state), with plans to continue across the remainder of the core campus through funding from adjacent capital projects. A new native plant field was installed last year behind the new Broome Library as a pilot project to provide an area for people to enjoy and learn more about the native species prevalent in the region. An existing cactus garden was transplanted to an adjacent tract of land at the University Town Center that abuts the base of the coastal Santa Monica Mountain Range. A new entrance road into the campus is under construction, and the landscaping will utilize similar techniques that will achieve the goals stated above. This will include native grasses planted along new levee system, restoration of a native riparian habitat along the adjacent Long Grade Creek, development of wetlands areas, and landscaping along the main road that uses native and drought-tolerant plant species. In the front of the Broome Library, there are Californian and Mexican desert plants. Due to the adaption of these plants to this region, less water is needed; therefore, CI installed low precipitation rate spray heads.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

California State University Channel Islands does use weather data to adjust irrigation.

**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:**

---



## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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:**

The University has implemented several strategies to enhance percolation of stormwater run-off into the groundwater aquifer and reduce the quantity of run-off from entering the stormwater drain system. For new construction, the runoff from the roofs is led to planter areas. For existing buildings, the University has disconnected the downspouts from the stormwater piping system. This allows the run-off to sheet-flow and percolate into the groundwater aquifer before it enters the stormwater system. The University is converting the grounds

adjacent to the buildings to planter areas so that the hydrological retention time is increased.

When the University initiates a capital construction project (either new or renovation), the general contractor is required to take the necessary actions to prevent all construction-related activities from contaminating ground water runoff from entering the storm drain system.

**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:**

CSUCI has initiated rainwater collection barrels in student housing, these were implemented through the Environmental Science department's student capstone projects.

**A brief description of any rainwater harvesting employed by the institution:**

---

**Rainwater harvested directly and stored/used by the institution, performance year:**

---

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

---

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Several on-grade parking lots use crushed gravel as a means of providing needed parking inexpensively, but also to minimize the storm water runoff caused by these areas into the ground water.

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

---

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

In the West Campus area, stormwater run-off from the main campus is retained in a natural field area, allowing the water to percolate before it enters an unlined creek.

In the North Campus area, the land is required to remain open because it is part of a regional watershed plan to handle flooding, but it is also the area where much of the rain water runoff collects in any type of rain storm.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

The campus's Margaret Burgess Courtyard uses vegetation-stone bioswale to filter rainwater before it enters the ground water.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

Most of the campus structures have sloped tile roofs. The campus standard for existing buildings and new construction is to only have building entrances be protected by rain gutters that discharge into vegetated areas. The remainder of the roof areas drains directly into vegetated areas which don't impact the storm water pipe system.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

---

# Wastewater Management

---

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities 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:

45,872,041.56 Gallons

## Wastewater naturally handled:

45,871,041.56 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

Rain barrels, irrigation systems, and flow systems are used throughout campus to ensure proper handling of wastewater.

## The website URL where information about the institution's wastewater management practices is available:

---

# Planning & Administration

## Coordination, Planning & Governance

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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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 Sustainability Operations Analysts is housed in Facilities Services and his position focuses on sustainability throughout the entire institution.

### **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:**

CI Sustainability Task Force

The committee will develop, propose and recommend campus policies and procedures on sustainability. The committee will identify and prioritize practices and programs to further the University's sustainability efforts. The committee will lead and integrate the best methods of environmental stewardship into campus operations. It will also advance the institution's engagement in sustainability at a local, state,

and global level. The committee will be charged with developing recommendations for campus sustainability with the goal of sustainable leadership in:

- Research and Education
- Campus Operations
- Stewardship in the Community

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Simone Aloisio, Chemistry Faculty  
Christopher Cogan, Environmental Science and Resource Management Faculty  
John H. Gormley, Operations, Planning & Construction  
Dave Nirenberg, University Glen Corporation (Food Service)  
Anna Pavin, Human Resources  
Amy Spandrio, Student Affairs  
MacKenzie Garcia, Student Government Representative  
Rebecca Cano, Student Government Representative  
Janel Suliga, Housing and Residential Education  
Dan Wakelee, Academic Affairs  
Cindy Wyels, Math Faculty  
Nitika Parmar, Biology Faculty  
John Griffin, Management Faculty  
Dave Chakraborty, Operations, Planning & Construction

**The website URL where information about the sustainability committee(s) is available:**

<http://www.csuci.edu/sustainability/>

**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 Operations Analysts, Austin Eriksson, is housed in Facilities Services. He monitors and reports sustainability efforts by campus operations.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1

**The website URL where information about the sustainability office(s) is available:**

<http://www.csuci.edu/fs/index.htm>

**Does the institution have at least one sustainability officer?:**

No

**Name and title of each sustainability officer:**

---

**A brief description of each sustainability officer position:**

---

**The website URL where information about the sustainability officer(s) is available:**

---



## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## 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?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	---	---
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	---	---
<b>Public Engagement</b>	---	---
<b>Air and Climate</b>	No	---
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	---	---
<b>Health, Wellbeing and Work</b>	---	---
<b>Investment</b>	---	---

Other

---

---

**A brief description of the plan(s) to advance sustainability in Curriculum:**

---

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

---

**Accountable parties, offices or departments for the Curriculum plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

---

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

---

**Accountable parties, offices or departments for the Research plan(s):**

---

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

---

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

---

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

---

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

---

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

---

**Accountable parties, offices or departments for the Public Engagement plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

---

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

---

**Accountable parties, offices or departments for the Air and Climate plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Buildings:**

Building operations and management plans to pursue building sustainability through integration of green cleaning supplies and energy management.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Measurable objectives include auditing current building cleaning supplies and setting objectives towards purchasing green cleaning materials. Upgrading building lighting and HVAC equipment, and measuring the electrical usage drop after subsequent upgrades.

**Accountable parties, offices or departments for the Buildings plan(s):**

Facilities Services

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

---

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

---

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Energy:**

Lighting and HVAC upgrades, sensors and controls for lighting and HVAC, fine-grain metering and controls.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Measurable objectives include the ability to dynamically monitor kWh usage for CSUCI's lighting demands through continuous monitoring and commissioning by the end of 2015.

**Accountable parties, offices or departments for the Energy plan(s):**

Facilities Services

**A brief description of the plan(s) to advance sustainability in Grounds:**

CI plans to reduce water consumption by aggressively replacing grassy turf with drought tolerant landscaping which implements CA native plant species and rock gardens.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

69,126 sq ft upgraded to drought tolerant landscaping by 2016.

**Accountable parties, offices or departments for the Grounds plan(s):**

Facilities Services

**A brief description of the plan(s) to advance sustainability in Purchasing:**

---

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

---

**Accountable parties, offices or departments for the Purchasing plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Transportation:**

---

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

---

**Accountable parties, offices or departments for the Transportation plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Waste:**

Increase recycling and composting output and reduce the volume of waste going to landfill.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Perform annual waste audits, begin composting food waste from the on campus cafeteria, and implement department specific recycling programs by end of 2015.

**Accountable parties, offices or departments for the Waste plan(s):**

Facilities Services

**A brief description of the plan(s) to advance sustainability in Water:**

20% water use reduction by 2020.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

Landscaping and irrigation upgrades, restroom and shower upgrades, and the use of reclaimed and recycled water.

**Accountable parties, offices or departments for the Water plan(s):**

Facilities Services

**A brief description of the plan(s) to advance Diversity and Affordability:**

---

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

---

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

---

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

---

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Investment:**

---

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

---

**Accountable parties, offices or departments for the Investment plan(s):**

---

**A brief description of the plan(s) to advance sustainability in other areas:**

---

**The measurable objectives, strategies and timeframes included in the other plan(s):**

---

**Accountable parties, offices or departments for the other plan(s):**

---

**The institution's definition of sustainability:**

---

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

---

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

---

**The website URL where information about the institution's sustainability planning is available:**

---



## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

---

## 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:**

All full-time enrolled students who pay a Student Body Association fee may participate in the ASI election process. All students who meet eligibility requirements may run as a candidate in the election. The following positions are available each year: Student Government President, Student Government Vice President, Student Government Senator (7), ASI Board of Director- one year term, ASI Board of Director- two year term.

**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:**

All students can participate in voting in student elected positions. All students may attend Student Government and ASI Board of Director meetings and have a chance to participate in the Open Forum discussion section of the agenda. ASI Board has seven students who sit on the Board of Directors: five students are elected by popular student vote, others are selected by virtue of title they hold in the ASI Entities (President and Editors in Chief of Student Government [elected], Student Programming Board, Nautical yearbook, and CI View newspaper). One other student is recommended by Student Government.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Students have a role as Board of Directors they make final decision by vote on the ASI and Student Union Statement. Board voted to ammend ASI Statement of Purpose in 2013 to include additional language regarding the Student Union facility oversight. All governing policies and procedures of ASI and the Student Union go to the Board for a vote of approval before implementation. Elected students in Student Government create new programs and program planning such as their Sustainability Program, Discussions with Administrators Series, etc. ASI Board of Directors students also have approval and ammending authority when determining ASI strategic plan and business continuity. The ASI Board of Directors have hiring, termination and authority to fix compensation of all employees of ASI. The Board also votes annually on budget allocations of the Student Body Center fee and the Student Body Association fee.

**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:**

There are three administrators who sit on the ASI Board of Directors and who have voting rights.

**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?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

There are three administrators who sit on the ASI Board of Directors and who have voting rights. They are each selected by the President of the University.

**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	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 staff role in regard to each area indicated, including examples from the previous three years:**

Non-supervisory staff have a role as Board of Directors they make final decision by vote on the ASI and Student Union Statement. Board voted to ammend ASI Statement of Purpose in 2013 to include additional language regarding the Student Union facility oversight. All governing policies and procedures of ASI and the Student Union go to the Board for a vote of approval before implementation. ASI Board of Directors also have approval and ammending authority when determining ASI strategic plan and business continuity. The ASI Board of Directors have hiring, termination and authority to fix compensation of all employees of ASI. The Board also votes annually on budget allocations of the Student Body Center fee and the Student Body Association fee.

**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:**

There is one faculty member on the ASI Board of Directors.

**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?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

There is one faculty member on the ASI Board of Directors. This person is selected by the President of the University.

**Do faculty 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 faculty role in regard to each area indicated, including examples from the previous three years:**

The Faculty representative on the Board of Directors makes final decision by vote on the ASI and Student Union Statement. Board voted to ammend ASI Statement of Purpose in 2013 to include additional language regarding the Student Union facility oversight. All governing policies and procedures of ASI and the Student Union go to the Board for a vote of approval before implementation. ASI Board of Directors also have approval and amending authority when determining ASI strategic plan and business continuity. The ASI Board of Directors have hiring, termination and authority to fix compensation of all employees of ASI. The Board also votes annually on

budget allocations of the Student Body Center fee and the Student Body Association fee.

**The website URL where information about the institution's governance structure is available:**

<http://asi.csuci.edu/asi-board.htm>

# Diversity & Affordability

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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

---

## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

---

## 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
- 

## Submission Note:

<http://www.csuci.edu/sustainability/stars/diversity-affordability/diversity-equity-coordination.htm>

"---" 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:**

President's Commission on Human Relations, Diversity and Equity

Mission:

To support the University's mission through promoting a campus climate that embraces all forms of multiculturalism and diversity inclusion to ensure a working, living and learning environment that is free of all forms of discrimination. The campus climate should move beyond the passivity of tolerance to the activity of welcoming.

CI Values:

- Diversity as a source of renewal and vitality
- Principles of equity and social justice
- Dignity and respect for all people

**The full-time equivalent of people employed in the diversity and equity office:**

---

**The website URL where information about the diversity and equity committee, office and/or officer is available:**<http://www.csuci.edu/pchrde>**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

California State University Channel Islands offers three forms of employee training opportunities. Several divisions on campus offer either mandatory or specialized training including The Source: CSU Systemwide Resources for Professional Development, Library Software Training, and Environment and Safety Training.

-Systemwide Professional Development provides options for CSU employees to expand their job-related learning beyond campus offerings. Thousands of e-Learning courses, bargain registration fees, certification prep for IT professionals, and webcasts providing specialized content are available to all CSU employees and their families.

-The Office of Media Development at CSU Channel Islands is the epicenter of digital creation and support for all employees. Through the Office of Media Development, employees can check out digital equipment, receive software support, library software training, request for media duplication, and learn how to make a decent poster through available online guides.

-Environment and safety training at CSU Channel Islands: Laws and regulations mandate many types of training regarding hazardous materials use, pollution prevention and occupational safety. The type of information employees are required to know varies depending on their position. Employee supervisors or the office of Environment, Safety and Risk Management can tell employees what types of training are required. Employees can receive their required training in the classroom or, for many safety courses, on-line.

**The website URL where information about the cultural competence trainings is available:**

<http://www.csuci.edu/hr/training.htm>

# Assessing Diversity and Equity

---

## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

---

## 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 campus uses the Beginning College Survey of Student Engagement which surveys all beginning students each fall about their preparedness and expectations for college. The National Survey of Student Engagement which surveys first year and last year student perspectives on their educational experience including campus climate, workload & quality of education is administered each Spring.

## Has the institution assessed student diversity and educational equity?:

Yes

## A brief description of the student diversity and educational equity assessment(s):

Key variables associated with success, retention and graduation are tracked on a semester by semester basis.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

An annual Affirmative Action Plan is completed each year.

**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:**

<http://www.csuci.edu/sustainability/stars/diversity-affordability/diversity-culture.htm>

# Support for Underrepresented Groups

---

## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

---

## 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:**

CSU Channel Islands offers a multitude of programs for underrepresented students.

Hispanic students are encouraged to join Adelante Mujer, El Club de Espanol, and M.E.Ch.A. These programs encourage students to appreciate and embrace their Latina/o heritage.

Educational Opportunity Program (EOP) provides college access to students whose educational and economic circumstances have limited their college opportunities.

Lesbian, Gay, Bisexual and Transgender (LGBT) students can participate in Spectrum (safe place for these individuals to express their gender identity), Coming Out Week, Coming Out Stars which are all programs designed for LGBT students to feel accepted into the CI community.

Kilusan Filipino embraces the Filipino culture through education.

USAWA is dedicated to encouraging the growth of all CI students by educating from an African American platform.

The event entitled Now & Then draws on the campus and local community to provide a forum for underrepresented groups to engage in discussion related to cultural experiences.

Wheel Reality recognizes true abilities and achievements of students with disabilities or impairments.

Native American Heritage Celebration

Dr. Martin Luther King Celebration

Women's Recognition Luncheon honors women who foster the growth and development of our community through leadership, service and dedication.

Sexual Assault Awareness Week encourages those who have been sexually assaulted to speak out.

Asian Pacific Islander Celebration

Self Preparation for Educational Excellence and Determination is a Disability Resource Program that assists students with transitioning into academic preparation and success by on-going counseling throughout the fall semester.

CSU Channel Islands is a Hispanic-Serving Institution. Hispanic-Serving Institutions (HSIs) are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment. "Total Enrollment" includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution, or both (i.e., headcount of for-credit students). Member enrollment statistics are self reported by the institution for the fall semester of the year prior to the membership year. For example, year 2009 members provide fall 2008 enrollment statistics.

The Center for International Affairs has put together a comprehensive workshop on cross-cultural communication designed to help develop intercultural competency by developing cross-cultural basic skills and exploring how culture affects daily interactions.

Workforce Recruitment Program: Disability Resource Programs Collaborates with the Department of Treasury, Washington D.C. to provide CI students with disabilities the opportunity to interview for nation-wide internship opportunities.

Multicultural, Women's and Gender Student Center

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.csuci.edu/sustainability/stars/diversity-affordability/support-programs.htm>

**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:**

California State University Channel Islands is committed to serving the diverse educational needs of the people of the State of California and the world's diverse population. This commitment extends to the pledge to create an educational and work environment in which diversity is viewed as a desirable and valuable asset to the University itself and the community it serves. The CSU Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment (Executive Order 1088 and Executive Order 1096), affirms California State University's commitment to non-discrimination on the basis of disability and to providing reasonable accommodations upon request by qualified individuals with disabilities. The California State University is committed to maintaining and [STARS Reporting Tool](#) | [AASHE](#)

implementing employment policies and procedures that comply with applicable state and federal nondiscrimination and affirmative action laws and regulations. Discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition, and covered veteran status is prohibited. Additionally, Executive Order 1088 and Executive Order 1096 prohibits retaliation for filing a discrimination complaint, opposing a discriminatory act, or participating in a discrimination investigation or proceeding.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

---

**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?:**

---

# Support for Future Faculty Diversity

---

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

---

## 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.
- 

## Submission Note:

California Pre-Doctoral Program:

<http://www.calstate.edu/predoc/>

Chancellor's Doctoral Incentive Program:

<http://www.calstate.edu/hr/cdip/>

California Forums for Diversity in Graduate Education:

<http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/>

"---" 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:**

1. The California Pre-Doctoral Program is designed to increase the diversity of the pool of potential university faculty by supporting the doctoral aspirations of individuals who are current upper division or graduate students in the CSU, economically and educationally disadvantaged, U.S. citizens or permanent residents, and leaders of tomorrow.



2. The Chancellor's Doctoral Incentive Program offers financial support, mentoring, and professional development in support of pursuit of a doctoral degree. Must be enrolled full-time in a doctoral program in the U.S to apply. Loan forgiveness at 20% per year for full-time teaching beyond the doctorate is available.

3. The California Forums for Diversity in Graduate Education, planned by a consortium of public and private colleges and universities from throughout California, have been designed particularly to meet the needs of advanced undergraduates and master's candidates who belong to groups that are currently underrepresented in doctoral-level programs. The groups include low-income and first-generation college students and especially African Americans, American Indians, Chicanos/Latinos, Filipinos, Pacific Islanders, Asian American women, and Asian American men in the arts, humanities, and social and behavioral sciences. CI has had the honor of hosting the 20th Annual California Forum for Diversity in Graduate Education on Saturday, April 17, 2010. The Forum brings together approximately 1,000 pre-selected, high-achieving undergraduate and master's students. The students will have an opportunity to explore graduate opportunities and resources by participating in numerous workshops conducted throughout the day. Students will also attend a graduate school recruitment fair where they will have an opportunity to interact with program recruiters from across the United States.

**The website URL where more information about the faculty diversity program(s) is available :**

<http://www.csuci.edu/sustainability/stars/diversity-affordability/support-future-faculty.htm>

# Affordability and Access

---

## Responsible Party

**Leah Alarcon**

Dir. of Student Success Programs  
Student Affairs

---

## 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
- 

## Submission Note:

<http://www.csuci.edu/eap/>

"---" 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:**

The goal of CI's Student Support Services (SSS) program is to increase retention and graduation rates of low-income, first-generation college students by providing academic, financial and guidance assistance. It serves to ease the transition from high school to a successful post-secondary school experience. CI meets the stringent program requirements which mandate that 56% of its students meet the eligibility criteria for TRIO programs.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

College for a Day: Imagine, Believe, Achieve provides staff and faculty the opportunity to serve 3-8 grade migrant students and their families through a five-hour program held once an academic year. Training is provided for staff participants, and faculty meet to discuss and create the curriculum for the parent component. While this is not a program directed at preparing staff and faculty to work with low-income students, through participation staff and faculty are exposed to and provide services to K-8 grade students from low-income backgrounds.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

University Outreach has made a commitment to motivating and informing K-8 grade students about the steps to get in to college since 2004. We are committed to serving our local service area and can provide data by area and numbers served over the last two and a half years. That being said, we believe all of the programs that we currently provide prepare K-8 students from low-income backgrounds for higher education – be it through a simple campus visit, or a 5-hour intentional program facilitated by CI student volunteers. Please see the list below:

1. Pathway to College Campus Visit Program – field trip to CI
2. Self-Guided Campus Tour – field trip to CI
3. CI Rep Visit Program – classroom visit
4. COMM-Unity 101 School Site Visit Program – classroom visit
5. College for a Day: Imagine, Believe, Achieve - event
6. Super Sunday – event

A comprehensive outline of each of these programs is provided on the University Outreach website at

[www.csuci.edu/universityoutreach](http://www.csuci.edu/universityoutreach)

**A brief description of the institution's scholarships for low-income students:**

The CSU/Edison Scholars Program has been established by a partner between five California State University campuses and Edison International. The purpose of this scholarship is to increase the number of low income and first generation transfer students earning degrees in technical fields. These funds will provide scholarships to community college students who transfer to one of five CSU institutions. Information is available at

<http://www.csuci.edu/financialaid/scholarships.htm>

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

While we do not provide an educational program for parents of low-income college students, we do provide a program for parents of K-12 grade students to inform them of how to support their student through their current education while instilling a message about the importance of postsecondary education. This program is called Parent Institute for Quality Education, PIQE, and each calendar year CI serves 5 local schools. PIQE is a nonprofit organization contracted through the Chancellor's Office. Information is available at

[www.piqe.org](http://www.piqe.org)

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Currently, we do not have an established practice for recruiting schools to participate in our various events. We operate on a first-come, first-served basis with the exception of College for a Day: Imagine, Believe, Achieve which is a Ventura County-wide application process and Super Sunday, which the Chancellor's Office dictates which churches we attend in our services area. Most of the schools we serve annually have the majority of their students on free or reduced cost lunch programs.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Requirements for admission to CSU Channel Islands (CI) are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations.

[http://www.csuci.edu/academics/catalog/2010-2011/Sec-3\\_Admission-Procedures-and-Policies.pdf](http://www.csuci.edu/academics/catalog/2010-2011/Sec-3_Admission-Procedures-and-Policies.pdf)

-- From the 2010-2011 CSU Channel Islands catalog.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Financial Aid programs available at CI include: Federal Pell Grant, ACG, SMART, Supplemental Educational Opportunity Grant, TEACH Grant, Federal Stafford Loan, Federal PLUS Loan, State University Grant, Cal Gran and Institutional Scholarships. Information regarding Financial Aid programs can be found at

<http://www.csuci.edu/financialaid/index.htm>

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Information on CI Administrative Policies is available at

<http://policy.csuci.edu/>

**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:**

The OSHER Scholarship Endowment for California Community College Transfer Students - Awarded to students transferring or having transferred from a CA Community College with at least 60 semester or 90 quarter units entering CI at the Junior level or above. Must demonstrate financial need. Preference given to newly admitted students to CI. More information could be found at:

<http://www.csuci.edu/financialaid/scholarships.htm>

**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:**

Currently, we do not have any established facilities on campus for students. Through Project Vista, a federal grant, CI was able to conduct a needs assessment of students and staff who are in need of on campus- childcare and dependant adult or elder care. For more information, please visit:

<http://www.csuci.edu/caregivers/childcare.htm>

**A brief description of other policies and programs to support non-traditional students:**

Non-traditional students are supported by various programs and departments on campus. Non-traditional students by be enrolled in the TRiO Student Support Services Program, Veteran Affairs Program, or Disability Resource program where they receive academic support to help guide them with their transition to a 4-year unisversity thorough one-on-one appointments, workshops, and priority registration. The Graduate Studies Center is available to provide students with a welcoming and comfortable space that houses a student lounge,snacks and coffee, and study space. Children of CI is a student run organization on campus designed to provide child care support for CI students with dependents.

**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	47.90
The graduation/success rate for low-income students	31.90
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**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:**

---

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.csuci.edu/sustainability/stars/diversity-affordability/affordability-access-programs.htm>

# Health, Wellbeing & Work

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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

---

## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

---

## 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:**

814

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

814

**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:**

43

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

---

**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 Channel Islands) are covered under several collective bargaining agreements. Those agreements are available at

[http://www.calstate.edu/LaborRel/Contracts\\_HTML/current\\_cba.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/current_cba.shtml)

. Employees of the University Glen Corporation (CI's auxiliary) are not part of those collective bargaining agreements but are paid according to the same salary schedules.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

---

**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?:**

No

**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.csuci.edu/sustainability/stars/human-resources/sustainable-compensation.htm>



# Assessing Employee Satisfaction

---

## Responsible Party

**Anna Pavin**

Associate Vice President

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.

---

## Submission Note:

<http://www.csuci.edu/sustainability/stars/human-resources/employee-satisfaction.htm>

"---" 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:**

45

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Channel Islands (CI) is a participating member in the CSU Quality Improvement Program,

<http://www.calstate.edu/QI/>

One of the benefits of participating is access to the Systemwide Survey program administered by the Chancellor's Office (CO). The campus has participated annually since 2007. Under the program, campuses choose from a number of survey drafts that can be

customized to seek responses to questions unique to the campus. Introductory messages, email addresses and a schedule are sent to the CO. The CO runs the surveys and once the surveys have been run, they compile results and generate reports for each survey run. The process is completed online and responses are anonymous. Results are reviewed by management teams and corrective actions taken as appropriate.

The surveys run for CI over the last three years are:

2007 - Accounts Payable, Human Resources (MPP), Student Housing, University Police, Dining Services

2008- University Police, Health Services, Student Housing, Mail, Student Career Services, Parking

2009- Accounting, Career Services, Facilities, Health, Housing, Accounts Payable, Parking

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Results are shared with the applicable departments so they can develop plans to address deficiencies. Sometimes specific desired results are included in survey results. In other instances the issue may be identified as: difficulty finding parking, types of custodial services provided, etc.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,014

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://calstate.edu/qi>

# Wellness Program

---

## Responsible Party

**Anna Pavin**  
Associate Vice President  
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
- 

## Submission Note:

<http://www.pbhi.com/default.asp>

<http://www.csuci.edu/sustainability/stars/human-resources/employee-wellness.htm>

"---" 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):**

The Employee Assistance Program at California State University Channel islands is provided by PacifiCare Behavior Health. This program assists CSU Channel Islands employees in the following areas:

- \* Family violence
- \* Marital or relationship counseling
- \* Helping you choose the best providers
- \* Substance abuse assessment
- \* Addictions
- \* Stress, anxiety, and depression
- \* Grief and loss
- \* Coping with change
- \* Referrals to community resources
- \* Parenting concerns
- \* Mind/Body issues

CSU Channel Islands also hosted a workshop entitled Nutrition for Health, Weight and Diabetes Control on Thursday, October 21st, 2010. The presentation was available for CI faculty and staff. Attendees were lectured on how good nutrition can improve health, enhance weight loss and control diabetes. Discussions were led by Dr. Derrick D'Costa, Family Practice provider with Kaiser Permanente in Oxnard.

2nd Annual Walk Across America: Thirteen teams made up of CSU Channel Islands employees (including student assistants) formed to take on the challenge of walking across America. Each participant received a pedometer from Human Resources to keep track of his/her weekly steps. Walk Across America's purpose is to promote health and wellness.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.csuci.edu/hr/worklife.htm#emp>

# Workplace Health and Safety

---

## Responsible Party

**Bill Kupfer**

Director Environment, Safety, Risk Management  
Human Resources

---

## 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	16	17
Full-time equivalent of employees	1,265	555

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

	Start Date	End Date
--	------------	----------



<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2006	Dec. 31, 2006

**A brief description of when and why the workplace health and safety baseline was adopted:**

Adopted to track injury rate over time as a planning and performance measure.

**A brief description of the institution's workplace health and safety initiatives:**

Training - adopting a learning management system. Construction - system wide input on construction safety best practices. Student workshops - effort to support new shops with engineering safety controls. Internal safety- -increased internal audits.

**The website URL where information about the institution's workplace health and safety initiatives is available:**

<http://www.csuci.edu/publicsafety/ehs>

# Investment

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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

---

## Responsible Party

**Stephanie Bracamontes**

Associate Director of Finance  
Business and Financial Affairs

---

## 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.

---

## Submission Note:

We have a small portfolio and rely on our consultant to advise us.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

---

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

---

**Examples of CIR actions during the previous three years:**

---

**The website URL where information about the CIR is available:**

---

## Responsible Party

**Stephanie Bracamontes**

Associate Director of Finance  
Business and Financial Affairs

---

## 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

**Submission Note:**

The CI Investment Policy includes a section addressing Social Responsibility.

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

**Total value of the investment pool:**

13,341,289 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

---

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

---

**The sustainable investment policy:**

---

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

---

**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

---

**A brief description of how managers are adhering to proxy voting guidelines:**

---

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

---

**The website URL where information about the institution's sustainable investment efforts is available:**

---



# Investment Disclosure

---

## Responsible Party

**Stephanie Bracamontes**

Associate Director of Finance  
Business and Financial Affairs

---

## 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.

---

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

100

### **A copy of the investment holdings snapshot:**

---

### **The website URL where the holdings snapshot is publicly available:**

<http://www.csuci.edu/impact/ci-foundation/financial.htm>

# Innovation

## Innovation

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
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy

Facilities Services

---

## 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:**

Reduced GHG Emissions by Implementing Environmentally Responsible Engine Oil

**A brief description of the innovative policy, practice, program, or outcome :**

In 2013 Facilities Services began purchasing two stroke oil for the landscaping equipment used by grounds keeping support crew. This change was made after a student's research project showed that two stroke engines running on the oil made from plant matter generated exhaust with substantially lower HC, CO, CO2, and NOx emissions when compared against engines running on conventional petroleum based oils.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

A smog test ran on landscaping equipment using both types of two stroke oils showed that the equipment running off of the plant oil based two stroke oil generated significantly less harmful emissions.

**A letter of affirmation from an individual with relevant expertise:**

[CSU Channel Islands 2-cycle report.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	No
Research	Yes
Campus Engagement	No
Public Engagement	No
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No

<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

---

**The website URL where information about the innovation is available :**

---

### Responsible Party

**Jose Antonio Chanes**

AD of Infrastructure and Energy  
Facilities Services

---

### 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:**

Sustainability Communication Plan

**A brief description of the innovative policy, practice, program, or outcome:**

Student involvement is crucial to the progression of campus sustainability. Representing the majority of the campus community, students hold the potential to spearhead the sustainability movement. Student engagement occurs through the implementation of sustainability campaigns that inspire and motivate students to participate through incentives, rewards, contests, etc. Such campaigns must encourage school pride and give students a sense of accountability and ownership over their campus. Marketing becomes key in this process, as developing logos and slogans, creating mascots, and organizing and advertising events are necessary to the campaign process.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Measurable outcomes have been displayed in quantifiable metrics sourced from Facebook analytic services. Since the implementation of the communication plan we have observed an increased number of online users interacting with sustainable media.

**A letter of affirmation from an individual with relevant expertise:**

[CI Sustainability Communication Plan draft 2.doc](#)

**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
<b>Curriculum</b>	---
<b>Research</b>	---
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---

<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

Communication

**The website URL where information about the innovation is available:**

---



### Responsible Party

**Raudel Banuelos**

Assistant Director

Operations, Planning & Construction

---

### 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:**

Urban Forest Management Plan

**A brief description of the innovative policy, practice, program, or outcome:**

Create a safe, healthy, sustainable, urban forest encompassing a large variety of species (110 and growing) and ages (newly planted to historic) that demonstrates to students, faculty, staff and visitors the environmental benefits and splendor that the urban forest provides.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

A healthy, properly maintained urban forest will welcome the campus community into a safe and beautiful atmosphere. A health and hazard assessment for each tree must be performed. This assessment will provide critical information for building a tree maintenance database that will include scheduling, ranking, valuation, removal and replacement. The plan also presents guidelines that will protect the Urban Forest during maintenance work and construction projects.

**A letter of affirmation from an individual with relevant expertise:**

[CSUCI forestry plan-- Final Draft 3.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
<b>Curriculum</b>	Yes
<b>Research</b>	Yes
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	---

Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
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:**

---

### Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

---

### 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:**

Native Plan Species Propagation House

**A brief description of the innovative policy, practice, program, or outcome:**

Plant propagation is a common method of growing trees and shrubs from stems, cuttings and bulbs. The process requires a structure in which consist of a series of sections that allow different amounts of light to protrude. These sections are necessary to allow for proper growth at different stages in the propagation process. The Vegetation Propagation Project presents the opportunity for CSU Channel Islands to grow native vegetation for campus use, reduce campus expenditure, promote campus sustainability efforts, and allow for student involvement.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The Vegetation Propagation Project presents the opportunity for CSU Channel Islands to grow native vegetation for campus use, reduce campus expenditure, promote campus sustainability efforts, and allow for student involvement.

**A letter of affirmation from an individual with relevant expertise:**

[Prop\\_House\\_Memo.docx](#)

**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	---

<b>Grounds</b>	Yes
<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

**The website URL where information about the innovation is available:**

---