

# California State University, Chico

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

# Education & Research

## Co-Curricular Education

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.

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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## 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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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## Submission Note:

These programs and their educational / outreach services are open to and marketed to all students on campus.

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

## Total number of degree-seeking students enrolled at the institution:

14,960

## Program name (1st program):

AS Sustainability Outreach & Education Team

## Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):

14,960

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

The AS Sustainability Outreach & Education Team's mission is to educate the campus community on a variety of topics related to sustainability. They have completed or are currently pursuing outreach and education campaigns on fracking, bottled water, GMO's, local food, waste reduction, and plastic bag bans. These campaigns consist of tabling, digital and physical outreach materials (such as fliers, [Campus Sustainability Data Collector](#) | [AASHE](#)

posters, email blasts, etc.), social media, physical demonstrations, and class talks.

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

The Outreach & Education Team is managed by the Outreach & Education Coordinator. This is a student position that is hired by and reports to the Associated Students Program Coordinator for Sustainability. The Outreach & Education Coordinator receives applications and conducts interviews at the beginning of each semester to select 5-10 interns to make up the Outreach & Education Team. Interns are selected based on communication, research, and marketing skills as well as a commitment to sustainability.

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

Student educators go through a formal training once they are selected as interns for the Outreach & Education Team. This training includes (but is not limited to):

- Tracking Hours
- Project Management
- Communication Etiquette/Responsibility
- Fact Checking
- Campus Networking Opportunities

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

The Outreach & Education Team is a subsidiary group of the Associated Students Sustainability Program. The Sustainability Program is coordinated by the Program Coordinator for Sustainability, which is a full time career staff position within the Associated Students. Student fee's fund the AS Sustainability Program's operations and thus support the Outreach & Education Team. The team is allocated funds each semester from the AS Sustainability Program as a whole. The budget for the team varies each year, but can reach up to \$2,000 annually. These funds are used for outreach materials and education events.

**The website URL for 1st Program:**

<http://www.aschico.com/sustain/internships>

**Program name (2nd program):**

Alternative Transportation Group

**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):**

14,960

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

The mission of the ATG is to focus on education and outreach to the campus community about alternative forms of transportation. Alternative modes of transportation that are advocated include walking, biking, car-sharing, carpooling, public transit and others. To facilitate change in the realm of transportation, the ATG organizes campus outreach programs including tabling, materials distribution, marketing campaigns and events.

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

Students are recruited mostly from the Geography and Planning Department, others with strong interest in transportation planning and/or alternative transportation are also recruited.

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

Students go through a multi-week training session that covers all of the alternative transportation options the university promotes. This training includes coordinated web-based trainings with Zipcar campus reps and Zimride campus reps, as well as in-depth information about subsidized bus-ridership, biking, alternative fuel vehicles and others.

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

The program is closely advised by the Campus Sustainability Coordinator, who supports the training and coordinates many of the group's outreach efforts.

**The website URL for 2nd program:**

[http://www.csuchico.edu/sustainablefuture/alt\\_trans/index.shtml](http://www.csuchico.edu/sustainablefuture/alt_trans/index.shtml)

**Program name (3rd program):**

Compost Display Area & Garden

**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):**

14,960

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

Composting diverts wastes that are currently going to the landfill. Composting also improves the fertility and health of gardens and gives an opportunity to learn about the process of decomposition. It is easy, inexpensive and fun.

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

Two Compost Education Co-Coordinators are selected based on their knowledge of organic gardening, composting, and their public speaking skills.

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

Compost Education Coordinators have a fairly comprehensive information binder passed down (and improved) since the late 1990's, they also attend webinars and conduct independent research when developing their compost education workshops. Once a workshop is developed, it is presented to the Associated Students (AS) Program Coordinator for Sustainability for approval/improvement suggestions.

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

The Compost Education Coordinators are paid student positions at a combined 15-20 hours a week. The coordinators are overseen by the AS Program Coordinator for Sustainability. All staff wages and garden upkeep/improvement costs come from the AS Sustainability program.

**The website URL for 3rd program:**

<http://www.aschico.com/compost>

**Program name (All other programs):**

PowerSave Campus

**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):**

14,960

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

The PowerSave Campus Program is a student-driven energy efficiency education program that promotes careers in the field, generates actual energy savings, increases awareness of the importance of energy efficiency, and encourages academic infusion of sustainability concepts.

Projects range from energy audits and assessments, residential and laboratory energy competitions, intern-led and faculty sponsored academic courses, green career fairs, and energy efficiency technology retrofits.

PowerSave Campus interns work closely with faculty, staff, administrators and other students to engage them in their projects, spearheading educational campaigns that involve the entire campus community.

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

PowerSave Campus team members are selected through an application and interview process. The Team's Program Rep from the Alliance to Save Energy oversees the process, which is coordinated and carried out by the current members of the team and advised by the Campus Sustainability Coordinator.

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

Team members receive formal training from the Alliance to Save Energy and all participate in two annual statewide program summits which have a focus on education, training, and professional development.

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

The Institute for Sustainable Development provides administrative support to the group on campus, office space for the group to operate out of, and advisory support from the Campus Sustainability Coordinator. The Manager of Utilities and Sustainability in Facilities

Management and Services also provides advisory support and assists with project coordination.

**The website URL for all other programs:**

<http://www.csuchico.edu/powersavegreencampus/>



# Student Sustainability Outreach Campaign

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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*

## Does the institution hold a campaign that meets the criteria for this credit?:

Yes

## The name of the campaign(s):

Wildcat Sustainability Showdown

## A brief description of the campaign(s):

WSS 2013 was a sustainability outreach campaign, centered on a behavioral energy reduction competition, for the 420 residents of Lassen and Shasta Halls. Programs included participation in Campus Conservation Nationals energy reduction competition, launch of an 'Eco Reps' environmental ambassadors network, launch of an 'Eco Dorm Room' certification program, and facilitation of a launch event and a closing event. Initiative goals include engaging residents in campus sustainability efforts in an interactive and relevant manner, and modeling sustainability programs for University Housing and Food Services.

## Campus Conservation Nationals

Shasta and Lassen are two of the residence halls on campus and are mirrored buildings - comparable in size, age, and number of residents. The buildings are metered and during the competition a website was updated with consumption data every five minutes. During the competition, all of the residents of both buildings had access to the tracking website. The competition began with a social event and ran for three weeks. The students were encouraged over that time period to regularly check the website and take as many steps as possible to reduce energy consumption. The hall that had the biggest reduction in electricity consumption from their baseline over the contest period was recognized at our annual This Way to Sustainability Conference and awarded with a pizza party and the Green Cup. Shasta Hall won with a 13.1% reduction over Lassen's 12.3% reduction. Their combined average reduction of 12.7% put Chico State in first place in the PowerSave Campus California CCN League of 10 California Schools.

<http://buildingdashboard.net/csuchico/#/csuchico>

## Eco Reps

The mission of the Eco Reps was "To create and maintain enthusiasm for the residents of your wing in the dorm throughout the 3-week competition. You are the constant encouragement for your dorm's performance in the Campus Conservation Nationals competition. This includes rallying hall mates, providing updated competition information and educating residents on sustainable practices. Along with the CCN competition, sign-ups for multiple events or simply liking our Facebook page could give your dorm additional points." Eco Reps were recruited in advance of the competition and participated in bi-weekly coordination meetings.

## Eco Resident Certification

"Hello residents of Shasta and Lassen! SCOOP is extremely proud to launch our 'Eco-Resident' Certification this Spring 2013 for the Wildcat Sustainability Showdown Competition. We have designed this certification in hopes of creating a cohesive, meaningful experience for the residents in Shasta and Lassen Halls. We are pleased to offer this simple certification for the residents so that they can apply these skills in their futures and encourage others of the importance of sustainable practices.

WHY should you consider achieving this certification?

- To challenge yourself in this competition and to learn valuable skills that you can teach your peers, friends and family to use in their homes
- To become a leader and to encourage others to lead by your positive example
- So you can show off your award provided by SCOOP that you are a certified 'Eco-Resident'
- Give yourself a competitive advantage not only in the competition, but in your future!

SCOOP will proudly acknowledge and award those residents that complete a minimum of 10 of the 12 requirements:

1. Sign up for ZimRide.
2. Sign up for ZipCar.
3. Download the City of Chico Bike Map and register your bike at the University Police Department.
4. Install a power strip for major appliances.
5. Commit to only using heat or AC rarely.
6. Utilize reusable water bottles and shopping bags.
7. Dedicate a box for collection of single-sided paper for reuse.
8. Read the 'Green Book' and discuss it with your wing's Eco-Rep.

9. Register for This Way to Sustainability Conference VIII by March 1st, 2013.

10. 'Like' the Wildcat Sustainability Showdown on Facebook.

11. Complete the PowerSave Pledge at

[www.csuchico.edu/powersavegreencampus/](http://www.csuchico.edu/powersavegreencampus/)

12. Recruit another resident to apply for SCOOP's Eco-Resident Certification.

Applying for this certification is simple and will give you a competitive edge!"

<http://www.csuchico.edu/sustainablefuture/scoop/eco-resident.shtml>

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

12.7% electricity consumption reduction. 3,550 kWh saved, 10,371 gallons of water saved, 900+ discrete interactions across 420 residents.

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

<http://www.csuchico.edu/powersavegreencampus/projects/pastprojects.shtml>

# Sustainability in New Student Orientation

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

## Does the institution include sustainability prominently in new student orientation?:

Yes

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

Summer Orientation runs sessions from June - August each year to introduce incoming freshman and transfer students to the Chico State campus (roughly 90% of incoming students attend a Summer 'O' session). The program offers day-long sessions that include a tour of campus, an introduction to student services and opportunities on campus, and academic advising sessions. The Summer Orientation groups are led by 30-40 student leaders who are recruited each Spring and go through a training program during late Spring / early Summer. Each year during one of their training sessions the Campus Sustainability Coordinator and/or the Associated Students Sustainability Coordinator give a 1 hour presentation to all of the Summer 'O' leaders about campus sustainability efforts, goals, and achievements - highlighting opportunities for first year students to become involved. The student leaders are each given a free Zipcar membership and asked to point out the cars and discuss alternative transportation options during their tours. They are also given a free Klean Kanteen water bottle - which most carry with them while leading tours - and asked to point out the water-bottle refilling stations in the AS facilities and speak to why this small but highly-visible action is an important part of the day-to-day sustainability lifestyle so many Chico State students embrace. These tour leaders have a lot to cover during each session, but sustainability is given a prominent position as it is a big part of the culture on campus and a key value of the institution.

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

<http://ems.csuchico.edu/AAP/SummerOrientation/Information/home.html>

# Sustainability Outreach and Publications

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## 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
  - 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 strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - 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
- 

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

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

Yes

## **A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:**

In 2010, the university revamped the entire website and included a "Quicklink" to a sustainability hub. This page is easy to find and navigate, and highlights the two main sustainability departments on campus - The Institute for Sustainable Development and the Associated Students Sustainability Program - as well as sustainability in academics, 'Going Green,' sustainability research and scholarships, etc.

## **The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:**

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

**Does the institution have a sustainability newsletter?:**

Yes

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

The Institute for Sustainable Development has sent out a newsletter through our Constant Contact list. It's usually related to campus and community sustainability activities but also includes other information.

(URL below)

The Associated Students Sustainability Program also sends out a newsletter highlighting sustainability efforts and accomplishments in the AS.

<http://www.aschico.com/sustain/newsletter>

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

<http://www.csuchico.edu/sustainablefuture/newsletters/>

**Does the institution have a vehicle to publish and disseminate student research on sustainability?:**

Yes

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

The annual This Way To Sustainability Conference host a student research session to showcase student sustainability research projects across a range of disciplines.

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

<http://www.csuchico.edu/sustainablefuture/conference/index.shtml>

**Does the institution have building signage that highlights green building features?:**

Yes

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

The Student Services Center (SSC) is a LEED Gold building that features an award-winning digital information kiosk. The touch screen allows users to learn about different building features related to efficiencies in water, recycling, electricity, etc. Each topic has videos or animation explaining how the building works. An energy dashboard shows plug load and lighting usage for a recent time period.

(URL Below)

The Bell Memorial Union (BMU) drinking fountains have been retrofitted with 'bottle filling spigots.' Framed posters hang above these drinking fountains describing this project and it's purpose.

[http://www.aschico.com/images/pdfs/117\\_1\\_TBTT\\_-\\_How\\_we\\_did\\_it.pdf](http://www.aschico.com/images/pdfs/117_1_TBTT_-_How_we_did_it.pdf)

Sutter Hall, the university's newest residential building (2010) which houses 232 undergraduate students and dining facilities for all 2,000 on-campus residents, is a LEED Gold certified building. Throughout the building, in the dining commons and all of the hallways on the residential floors, are signs indicating sustainable building features. The signage explains the features, why they are environmentally friendly, and ways the building's occupants behavior can support the design of the building.

<http://www.csuchico.edu/news/current-news/07-27-11-chico-residential-complex-wins-leed-gold-award.shtml>

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

<http://www.csuchico.edu/mediaproduction/ssc/index.shtml>

**Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:**

Yes

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

AS Dining Services offers a Local Organic Lunch in the Marketplace Cafe in the BMU. This station has a TV-screen sign as well as a digital photo frame sign describing the lunch. Additionally, a piece of paper with more detailed information is posted at the serving station, visible to both customers and servers. This paper provides details whether a menu item is certified organic, humanely raised, the type of organic certification, the farm it came from, the location of that farm, etc. There is signage at the beverage refrigerator highlighting local juice sodas, and at the coffee station showing that the coffee is fair trade organic. Recycling/compost/trash bins have signage with photo images and words.

AS Dining Services has one tri-fold brochure describing all sustainability efforts. This brochure is displayed in most of the dining locations on campus.

Sutter Dining Hall (residence halls) recently produced a booklet highlighting all their sustainability efforts, including building features of their LEED Gold building. This is available in the Dining Hall, the Housing office, and is mailed to parents and prospective students.

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

<http://aschico.com/diningservices>

**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:**

Yes

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:**

Creekside Plaza (formerly the University Center Landscape Project) is one area of the campus that features nice signage about the native plants and water usage. This educational garden was developed in spring 2011 with indigenous plants historically found adjacent to riparian areas for this geographical zone.

(URL Below)

The Campus Arboretum... [need to write more here]

[http://www.csuchico.edu/fcp/docs/new\\_campus\\_arboretum%20plaques.pdf](http://www.csuchico.edu/fcp/docs/new_campus_arboretum%20plaques.pdf)

**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:**

<http://www.csuchico.edu/pdc/projects/uclandscape.shtml>

**Does the institution have a sustainability walking map or tour?:**

Yes

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

A Sustainability Walking Tour of campus is offered to classes or outside groups several times per semester. The tour is led by the campus sustainability coordinator. The map is not available online. Here's the description:

"From solar panels to the compost display area to LEED certified buildings, this tour of the campus will highlight many impressive aspects of Chico State's commitment to sustainability. Join us for a one-hour walking tour and find out how the campus is a living laboratory, providing students with opportunities to gain hands-on experience while moving our campus towards a greener future. Comfortable walking shoes, water bottle, hat, sunglasses and sunscreen are recommended."

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

<http://www.csuchico.edu/sustainablefuture/>

**Does the institution have a guide for commuters about how to use alternative methods of transportation?:**

Yes

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



The Transportation and Parking Services (TAPS) website was released in 2007 and promoted as a hub of information related to local and regional transportation options.

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

<http://www.csuchico.edu/taps/>

**Does the institution have a guide for green living and incorporating sustainability into the residential experience?:**

Yes

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

A Green Book for new residents was developed collaboratively between the Institute for Sustainable Development and the AS Sustainability Program. The book invites new students to be a part of campus sustainability efforts and offers tips and guidance on sustainable campus living - including sections on Campus Life, Food, Recycling, Transportation, Energy, Academics, and Opportunities to Get Involved.

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

<http://www.csuchico.edu/sustainablefuture/GreenBook.pdf>

**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:**

Yes

**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:**

The Institute for Sustainable Development works closely with the campus Public Affairs and Publications Office to coordinate press releases and coverage with the campus paper, the local newspapers, and other outlets.

(URL Below)

The campus' student newspaper, The Orion, regularly covers campus sustainability efforts and achievements. Each year a student is assigned to cover the 'sustainability' beat.

<http://theorion.com/>

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

<http://www.csuchico.edu/sustainablefuture/news/>

**Does the institution produce another sustainability publication or outreach material not covered above? (1st material):**

Yes

**A brief description of this material:**

CSU, Chico has released two Campus Sustainability Reports, the most recent of which was compiled by the Division of Business and Finance. The comprehensive report covers buildings, energy, greenhouse gas emissions, transportation, land stewardship, water conservation, waste diversion and recycling, and more.

**The website URL for this material:**

[http://www.csuchico.edu/vpbf/\\_assets/3188%20Sustainability%20Report-lowres.pdf](http://www.csuchico.edu/vpbf/_assets/3188%20Sustainability%20Report-lowres.pdf)

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

Yes

**A brief description of this material:**

PowerSave Campus (student group) puts out a monthly newsletter that gives energy saving tips and updates the campus on current energy saving and efficiency projects.

**The website URL for this material:**

<http://www.csuchico.edu/powersavegreencampus/newsletters.shtml>

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

Yes

**A brief description of this material:**

In keeping with the Institution's commitment to the American College and University President's Climate Commitment, biennial greenhouse gas emissions inventories are conducted on institutional operations and the results compiled into a report. These reports are made public through press releases and are submitted to Second Nature's public online reporting database.

**The website URL for this material:**

[http://www.rs.acupcc.org/search/?institution\\_name=chico&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://www.rs.acupcc.org/search/?institution_name=chico&carnegie_class=%3F%3F&state_or_province=%3F%3F)

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

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**A brief description of this material:**

N/A

**The website URL for this material:**

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

No

**A brief description of this material:**

N/A

**The website URL for this material:**

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

No

**A brief description of this material:**

N/A

**The website URL for this material:**

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

No

**A brief description of this material:**

N/A

**The website URL for this material:**

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

No

**A brief description of this material:**

N/A

**The website URL for this material:**

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

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

Yes

## The name and a brief description of each student group:

There are a number of student groups on campus that work on sustainability-related or -focused issues:

Sustainability Consultation of Office Practices (SCOOP)

SCOOP performs sustainability assessments of department offices on campus. Student consultants are fully trained on how to measure energy, recycling, lighting, and other practices, as well as how to perform a formal sustainability assessment. They then work with offices to implement changes and recognize the offices for their efforts.

<http://www.csuchico.edu/sustainablefuture/scoop/>

PowerSave Campus

The PowerSave Campus Program is a student-driven energy efficiency education program that promotes careers in the field, generates actual energy savings through efficiency projects and incentive-based behavioral campaigns, increases awareness of the importance of energy efficiency, and encourages the integration of sustainability concepts into the academic curriculum.

<http://www.csuchico.edu/powersavegreencampus/>

Alternative Transportation Group

This team comes up with fun and creative ways to get people out of their cars! Events, videos, marketing pieces, social media, competitions and more are used to promote Zimride, Zipcar, B-Line bus services as well as other commute modes such as biking or skateboarding.

[http://www.csuchico.edu/sustainablefuture/alt\\_trans/](http://www.csuchico.edu/sustainablefuture/alt_trans/)

### Net Impact

Net Impact consists of undergrad, graduate, and professional chapters across the globe, dedicated to creating a better and more sustainable world through business. They promote environmentally and socially conscious business operations and corporate responsibility.

<http://www.csuchico.edu/netimpug/>

### Sustainable Engineering and Environmental Health for Development (SEEHD)

SEEHD partners with developing communities to improve quality of life through the implementation of sustainable and economical engineering projects.

<http://www.csuchico.edu/seehd/>

### California Student Sustainability Coalition (CSSC) Chapter

The California Student Sustainability Coalition unites, connects, supports, and empowers students from across California to transform their educational institutions and communities into models of ecological, economic, and social sustainability.

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

### Environmental Affairs Council (EAC)

The Associated Students Environmental Affairs Council consists of students, staff, faculty and community members who all work to increase the Associated Students (AS), university and community commitment to sustainability. The group aims to educate, empower and advocate on behalf of students about sustainability-related issues.

<http://www.aschico.com/gac/environmentalaffairsCouncil/>

**List up to 4 notable recent activities or accomplishments of student group(s):**

PowerSave Campus participated in the PowerSave Campus League Competition of 10 California schools (CSU's and UC's) during the Campus Conservation Nationals 2013 energy reduction competition - and took first place!

The Alternative Transportation Group was successful in securing a \$1,200 grant to purchase and install a bicycle maintenance station (DERO fixit station) on campus in Spring of 2013.

The Chico Chapter of the California Student Sustainability Coalition hosted the statewide CSSC's biannual summit at CSU, Chico in the fall of 2011.

The CSU, Chico Chapter of Net Impact's two previous student directors have won prestigious national awards for leadership.

**List other student groups that address sustainability:**

N/A

**The website URL where information about student group(s) is available:**

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

## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

### **Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:**

Yes

### **A brief description of the garden:**

After several years of planning and collaboration, CSU, Chico's organic vegetable project completed its first year of harvest in 2008. The project started out small with just one acre of the available 10-acre certified organic plot in production currently. Produce is served seasonally to campus diners through Associated Students Food Service. It is also sold seasonally at a weekly produce stand on campus.

The collaboration brings together students, faculty, local farmers, and other community members who intend to promote the wise use of resources and preservation of local food production. Its goals are to support local farmers with information, the community with educational workshops, students with valuable management and research skills, and the university campus with fresh produce.

One objective of the project is to grow, evaluate, and identify the most promising new vegetable varieties in an effort to provide local organic growers with information to help them become more competitive. Community outreach is another goal of the project.

The project was initiated through funding from the Earl Foor Foundation, the CSU, Chico Institute for Sustainable Development (ISD), the AS Sustainability Fund, and the CSU Agricultural Research Initiative (ARI).

### **The website URL where information about the garden is available:**

<http://www.csuchico.edu/ag/farm/organic-vegetable-project.shtml>



# Model Room in a Residence Hall

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## Responsible Party

**Mike Bates**

Assistant Director

University Housing & Food Service

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

**Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:**

Yes

### **A brief description of the model room:**

Konkow Honors House 2 was transformed at Chico State into the Sustainability House, the most energy-efficient, sustainable dorm unit on campus. This sustainable living project, adopted by Chico Green Campus with support from The Alliance to Save Energy, is intended to inform students about how to live a more sustainable lifestyle.

Living in the Sustainability House creates awareness about sustainability amongst freshmen and teaches them how to live a more environment-friendly lifestyle.

The Sustainability House is a housing option for incoming freshmen interested in environmental issues and this year is home to 14 freshmen. Students living in the Sustainability House are exposed and educated on today's pressing sustainability issues.

Students living in the Sustainability House are not only living with the most energy-efficient appliances and sustainable housing adjustments, but Green Campus also provides students with sustainable living products such as eco-friendly soap and cleaning supplies, as well as reusable thermoses and Chico Bags, a compact, reusable shopping bag.

The House also serves as a model for sustainable living principles for other campus residents.

**The website URL where information about the model room in the residence hall is available:**

<http://www.csuchico.edu/powersavegreencampus/projects/pastprojects.shtml>

# Themed Housing

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## Responsible Party

**Mike Bates**

Assistant Director

University Housing & Food Service

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

**Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:**

Yes

**A brief description of the themed housing, including name(s) and descriptions of theme(s):**

Konkow Honors House 2 was transformed at Chico State into the Sustainability House, the most energy-efficient, sustainable dorm unit on campus. This sustainable living project, adopted by Chico Green Campus with support from The Alliance to Save Energy, is intended to inform students about how to live a more sustainable lifestyle.

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Students living in the Sustainability House are not only living with the most energy-efficient appliances and sustainable housing adjustments, but Green Campus also provides students with sustainable living products such as eco-friendly soap and cleaning supplies, as well as reusable thermoses and Chico Bags, a compact, reusable shopping bag.

**The website URL where information about the themed housing is available:**

<http://www.csuchico.edu/powersavegreencampus/projects/pastprojects.shtml>

**The total number of residents in themed housing. :**

14

## Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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

**Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:**

Yes

**A brief description of the enterprise:**

The Associated Students Bike Cart is well known for providing students affordable, reliable and friendly service by students for students and was recently recognized as “the best place to get your bike fixed” by a local newspaper. The AS Bike Cart is a non-profit operation run by student managers who focus on repairing bikes for students. They offer used bikes for sale to the community and promote alternative transportation.

**The website URL where information about the sustainable enterprise is available:**

<http://www.aschico.org/bikecart>

# Sustainability Events

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

### **Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:**

Yes

### **A brief description of the event(s):**

The campus participates each fall in AASHE's annual Campus Sustainability Day, and has for a number of years.

"Come join the Institute for Sustainable Development and the Associated Students Sustainability Program in celebrating AASHE's 10th annual Campus Sustainability Day - Wednesday October 24th 2012. Campus Sustainability Day is devoted to the achievements of - and challenges for - the students, faculty, and staff who are integrating sustainability principles and practices into their institutions and surrounding communities. Together, we're moving society forward to a sustainable future. As individual campuses we are strong, but as a movement, we are stronger still.

Campus Sustainability Day at Chico State will be a time to reflect - on campus sustainability programs and initiatives you knew about and many you didn't, and a time to connect - to like-minded people and all kinds of great opportunities for involvement on campus. A campus sustainability open house will be held in the Bell Memorial Union auditorium from 9am to 1pm and will include displays highlighting sustainability programs and practices from across the campus. Chico State was recently named to the Princeton Green Guide's Honor Roll - learn about all the great work that's contributed to this recognition - in Facilities, Academics, Housing, Dining, the Associated Students, Campus Governance, and much more!

The open house will include a raffle, with prizes including free Zipcar memberships, free local lunches, and a free bike, and will feature talks about campus sustainability during the lunch hour and a campus sustainability tour at the end. Coordinated efforts for the week include recognition of National Food Day and participation in the Real Food Challenge; a campus Carpool or Bike to Work Challenge, sponsored by Zimride, with a chance for participants to win a gift certificate to Sierra Nevada Restaurant; and Sustainability in the Curriculum Week - an invitation for campus faculty to discuss sustainability as it relates to their field in the classroom during the week of October 24th."

[http://www.csuchico.edu/sustainablefuture/archives/sustainability\\_day2012.shtml](http://www.csuchico.edu/sustainablefuture/archives/sustainability_day2012.shtml)

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

<http://www.csuchico.edu/sustainablefuture/events/>

# Outdoors Program

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:**

Yes

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

CSU, Chico's outdoor adventure program, Adventure Outings, provides trips throughout northern California. All trips are lead by student trip leaders. We offer 60 - 70 trips a year. Trips offered include, backpacking, rafting, rock climbing, caving and day hiking. All trips emphasize minimum impact outdoor ethics. Leave No Trace principles are taught and followed on every trip. As of spring 2011 we have started a composting initiative. We are encouraging participants to package their organic waste on trips.

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

<http://www.aschico.com/adventureoutings>

## Themed Semester or Year

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### Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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

**Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:**

Yes

**A brief description of the themed semester, year, or first-year experience:**

The Book in Common for the 2012/2013 academic year was Robert Glennon's 'Unquenchable - America's Water Crisis and What To Do About It.' The themes of the book are heavily incorporated into the university's First Year Experience program. In previous years the Book in Common has had a sustainability focus as well, including Lester R. Brown's 'Plan B.'

**The sustainability-related book that was chosen, if applicable:**

'Unquenchable' by Robert Glennon

**The website URL where information about the theme is available:**

<http://www.csuchico.edu/bic/>

# 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>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses



# Sustainability Course Identification

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

**Has the institution developed a definition of sustainability in the curriculum?:**

Yes

**A copy of the institution's definition of sustainability in the curriculum?:**

"Our sustainable curriculum introduces students to the question of how to balance the needs of current generations against those of future generations. The complex matter of balancing the limits of the natural world with human needs, and the need to create just political, economic, and social systems are explored from the perspective of multiple disciplines. Students learn about the limits of Earth's ecosystems and their ability to support current economic, political, and social practices, as well as the impact of such factors as population growth. Questions of what it means to live a quality life and how to meet the needs of diverse global populations will be raised. Students will have the opportunity to develop insight into barriers to change, as well as explore the ways in which we can deal now and in the future with the challenges we face as global citizens. The ultimate goal of this approach is to help students create their own futures and develop vital economic, social, and environment systems."

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

Yes

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

Those classes on CSU, Chico's Green Course List (designated in the catalog by an oak leaf) were identified based on course description by the department chairs in an effort that was spearheaded by the Provost and the Director of the Institute for Sustainable Development.

The process of dividing all of the classes on the Green Course List into the categories of Sustainability-Focused and Sustainability-Related Courses was conducted by the Sustainability Education & Research Committee based on the following criteria:

If a course met 1 of the 12 Sustainability Learning Outcomes listed under ER-9 it was classified as a Sustainability-Related Course; if a course met 3 or more of the 12 SLO's it was classified as a Sustainability-Focused Course.

**Does the institution make its sustainability course inventory publicly available online?:**

Yes

**The website URL where the sustainability course inventory is posted:**

[http://cypress.csuchico.edu/APO/Course\\_net1/GreenCourses.aspx](http://cypress.csuchico.edu/APO/Course_net1/GreenCourses.aspx)

# Sustainability-Focused Courses

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

## The number of sustainability-focused courses offered :

88

## The total number of courses offered :

1,750

## Number of years covered by the data:

One

## A list of sustainability-focused courses offered:

American Environment  
American Indian Environmental Philosophies  
Anthropology of Food  
Architectural History  
Building Energy Analysis and Design  
Building Systems and Environmental Technologies  
Cataclysmic Events in Prehistory  
Citizen Involvement in Recreation Resource Management  
Climate Change Adaptation: Practice  
Climate Change Adaptation: Theory  
Concepts in Environmental Sciences  
Cross-Cultural Environmental Ethics  
Cultural Concepts: Human  
Earth Systems Analysis of Global Change  
Ecology of Human Nutrition  
Economics of Energy

Eco-tourism  
End of the World  
Energy in the Human Environment  
Energy Systems  
Environmental and Comprehensive Planning for Recreation  
Environmental and Conservation Planning  
Environmental and Natural Resource Economics  
Environmental and Natural Resource Economics - Honors  
Environmental Economics  
Environmental Ethics  
Environmental Graphic Design  
Environmental Health  
Environmental Interpretation and Communication  
Environmental Issues  
Environmental Literacy  
Environmental Policy and the Law  
Environmental Politics and Administration  
Environmental Psychology  
Environmental Rhetoric  
Environmental Sciences  
Environmental Sociology  
Environmental Systems Modeling I  
Environmental Systems Modeling II  
Environmental Thought and Action  
Environmental Toxicology  
Environments of Business  
Ethical conflicts and Religious Values  
Ethics and Environmental Sciences  
Food Forever: Comparisons of Sustainable Food Production Systems  
Global Environmental History after Columbus  
Global Environmental History before Columbus  
Holistic Management  
Human Behavioral Ecology  
Human Existence  
Human Geography  
International Development and Globalization  
Internship in Sustainability  
Introduction to Community and Rural Planning  
Introduction to Environmental Sciences  
Justice and Human Rights  
Landscape Ecology  
Living with Technology  
Management of Recreation and Parks  
Management of Recreation and Parks - Honors  
Managing for Sustainability  
Men, Women & the Land: Myths & Realities: Honors  
Natural Hazards  
Natural Resources and the Informed Citizen

Natural Resources Management  
Nature and Restoration  
Nature, Culture, Environment  
Planning for Sustainable Communities and Regions  
Population  
Politics, Performance & Power  
Power and Scarcity: The Anthropology of Change  
Recreation and Natural Resource Economics  
Religion and America's Ethnic Minorities  
Self Identity & Sustainability  
Senior Workshop in Parks and Natural Resources Field Methods  
Society, Time & Archaeology  
Solid and Hazardous Waste Management  
Solid and Hazardous Waste Management - Honors  
Sustainability and the Built Environment  
The Developing Countries  
Urban Problems  
Urban-Regional Economics  
Water Resource Policy and Planning  
Water Resources Management  
Our Digital Planet-Geospatial Technologies and Society  
World Food and Fiber Systems  
World Food and Hunger Issues  
World Religions and Global Issues

**The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:**

[http://cypress.csuchico.edu/APO/Course\\_net1/GreenCourses.aspx](http://cypress.csuchico.edu/APO/Course_net1/GreenCourses.aspx)

**A copy of the sustainability course inventory:**

[CSU, Chico \\_Green\\_ Courses.pdf](#)

# Sustainability-Related Courses

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

## The number of sustainability-related courses offered :

131

## The total number of courses offered :

1,750

## Number of years covered by the data:

One

## A list of sustainability-related courses offered:

Advanced Earthquake and Wind Engineering Activity

Advanced Methods of Environmental Interpretation

Advanced Transportation Pavements Discussion

African History

Agricultural Ecology

Air Pollution Control

Air Pollution Meteorology

American Indian Literature

American Indian Literature - Honors

Applied Ecology

Applied Photography and Digital Imaging

Aquatic Ecology

Biogeography

Biological Processes and Engineering

Building Energy Analysis and Design

California Cultural Landscapes

[Campus Sustainability Data Collector](#) | [AASHE](#)

Camp Management and Outdoor Leadership  
Catastrophes and the Shape of Human History  
Community and Ecosystem Ecology  
Concepts in Environmental Science  
Conservation Ecology  
Cooperatives Seminar  
Corporate and Institutional Design  
Culture and Tourism  
Earth Science  
Ecohydrology  
Ecological Plant Physiology  
Ecology of Crop Production  
Energy Alternatives in Agriculture  
Energy Systems  
Engineering Hydrology  
Engineering Hydrology - Honors  
Environment I: Principles and Practices  
Environment II: Ecosystems  
Environment III: Atmosphere, Water, and Soils  
Environment IV: Environmental Science Applications  
Environmental and Conservation Planning  
Environmental and Engineering Geology  
Environmental Chemistry  
Environmental Engineering  
Environmental Geology  
Environmental Impact Analysis  
Environmental Monitoring  
Environmental Thought and Action  
Facilitating the Adventure Experience  
Field Biology  
Field Ecology  
Flexible Pavement Preservation  
Fundamentals of Ecology  
General Geology  
Geographies of Disaster  
Geologic Hazards  
GPS & GIS in Agriculture and Natural Resource Management  
Green Building Practices and LEED Certification  
Hospitality Design  
Human Existence  
Humanities for Life  
Hydrogeology  
Hydrology  
Interior Lighting and Color  
Interior Materials and Finishes  
Intermediate Photography and Digital Imaging  
Introduction to Civil Engineering Design  
Introduction to the Earth's Environment

Introduction to Living Systems  
Introduction to Pavement Preservation  
Introduction to Photography and Digital Imaging  
Introduction to Watershed Hydrology  
Irrigation  
Landscape Ecology  
Language of the World (LOW): Contact, Convergence, and Loss  
Living With Technology  
Methods and Materials for Environmental Education  
Methods of Teaching Canoeing and Kayaking  
Methods of Teaching Rock Climbing  
Methods of Teaching Wilderness Living  
Mysticism: East and West  
Natural History and Ecology of Mexico and Central America  
Natural Systems for Wastewater Treatment  
Natural Systems for Wastewater Treatment - Honors  
Natural Water Systems  
Oceanography  
Outdoor Leadership Practicum  
Outdoor Recreation Systems  
Pavement Management Systems  
Photographic Copying and Titling Techniques  
Physical Geography  
Physical Geology  
Pictorial Organization  
Planning Law  
Plant Ecology  
Plant Protection Materials and Methods  
Pollution Ecology  
Population Ecology  
Principles of Cellular and Molecular Biology  
Principles of Ecological, Evolutionary, and Organismal Biology  
Principles of Integrated Pest Management  
Professional Practice and Portfolio  
Pyrogeography  
Recreation and Natural Resource Economics  
Religion and America's Ethnic Minorities  
Residential Design  
Rigid Pavement Preservation  
Science and Ethics  
Science and Human Values  
Site Planning  
Soil Quality and Health  
Spatial Concepts: Geographical Patterns and Processes  
Specialized Photographic Techniques  
Surficial Processes  
The American Indian  
The Atmospheric Environment



The Long Eighteenth Century  
Topics in Ecology and Systematics  
Traffic Engineering  
Traffic Engineering - Honors  
Transportation Engineering  
Transportation Pavements  
Transportation Pavements - Honors  
Trends in Outdoor Recreation and Tourism  
Urban Transportation Systems Planning  
Urban Transportation Systems Planning - Honors  
Water Quality Engineering  
Water Quality Engineering - Honors  
Water Resources Management  
Wetland and Riparian Resources and Management  
Wildland Classification and Inventory  
Wildland Vegetation Ecology  
Winter and the Mountain  
Zooarchaeology and Field Ecology  
Zooarchaeology: Vertebrate Identification and Analysis

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:**

[http://cypress.csuchico.edu/APO/Course\\_net1/GreenCourses.aspx](http://cypress.csuchico.edu/APO/Course_net1/GreenCourses.aspx)

**A copy of the sustainability course inventory:**

[CSU, Chico \\_Green\\_ Courses.pdf](#)

# Sustainability Courses by Department

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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

## The number of departments that offer at least one sustainability-related or -focused course :

39

## The total number of departments that offer courses:

51

## A list of departments that offer sustainability courses:

ABUS  
AGET  
AGRI  
AIST  
ANTH  
BIOL  
CDES  
CHEM  
CIMT  
CIVL  
CMGT  
CSCI  
ECON  
EDCI  
ENGL  
ENVL  
GEOG  
GEOS  
HCSV  
HIST  
HNRS  
IDES

KINE  
LAST  
MCGS  
MECH  
MGMT  
NFSC  
NSCI  
PHIL  
POLS  
PSSC  
PSYC  
RECR  
RELS  
SOCI  
SOSC  
THEA  
UNIV

**The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:**

[http://cypress.csuchico.edu/APO/Course\\_net1/GreenCourses.aspx](http://cypress.csuchico.edu/APO/Course_net1/GreenCourses.aspx)

**A copy of the sustainability course inventory :**

[CSU, Chico \\_Green\\_ Courses.pdf](#)

# Sustainability Learning Outcomes

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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### Submission Note:

# Graduates Spring 2013

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

### The number of graduates covered by the sustainability learning outcomes:

2,278

### Total number of graduates :

2,278

### A list of degree programs that have sustainability learning outcomes:

Rolled out in Fall 2012, CSU, Chico has established a new General Education Pathway Program that has 10 defined Pathways, including a Sustainability option. The Pathway Program is both 'vertically and horizontally integrated' - meaning that any student in any of the ten Pathways will take at least one sustainability-focused course at some point in their General Education. After one year the Sustainability Pathway option is the second-most popular of the ten options. Students who complete the GE Pathway in Sustainability are eligible to receive a Minor in Sustainability.

Besides the GE Sustainability Pathway and Minor CSU, Chico has a number of programs and options related to sustainability. These include the Minor in Environmental Studies; the Minor in Managing for Sustainability; the BA/BS degrees listed under ER-10 and the MA/MS degrees listed under ER-11.

### The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

**A copy of the sustainability course inventory :**

[CSU, Chico \\_Green\\_ Courses.pdf](#)

**A list or sample of the sustainability learning outcomes associated with the degree programs:**

1. Explore what sustainability is and can be in social and economic systems.
2. Explain how sustainability relates to their own lives, and how their individual actions have an impact on all dimensions, locally, regionally, and globally.
3. Recognize the physical and biological attributes, basic functioning, and limits of planetary ecosystems.
4. Understand the dynamics between environmental, economic, and social systems and debate the basic principles of environmental ethics
5. Appreciate that sustainable economic and social systems are dependent on ecosystem goods and services.
6. Realize that humans are integral parts of the natural world and are not separate from it.
7. Examine how a vital society can maintain healthy ecosystems and create strong and just economic systems.
8. Investigate how our relationship to the natural world has been shaped historically, politically, culturally and economically.
9. Comprehend and examine the controversies surrounding questions of values and ethics as they relate to creating a sustainable future.
10. To understand the role of technology in moving towards a sustainable future.
11. Understand how religious, philosophical, literary, and cultural traditions and texts could affect our perception of sustainability, and vice-versa.
12. Practice a variety of forms of communication in order to understand its role in shaping beliefs and actions on sustainability issues.

# Undergraduate Program in Sustainability

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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### Submission Note:

Environmental Economics

<http://catalog.csuchico.edu/viewer/13/ECON/ECONNONEUN.html>

Meets most criteria but is an option within Economics

Environmental Science

<http://catalog.csuchico.edu/viewer/13/GEOS/ENSCNONEUN.html>

Meets most criteria

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

**Does the institution offer an undergraduate degree program that meets the criteria for this credit?:**

Yes

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

Sustainable Manufacturing

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

<http://catalog.csuchico.edu/viewer/13/SMFG/SMFGNONEBS.html>

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

Campus Sustainability Data Collector | AASHE

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**The website URL for the program (2nd program):**

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

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**The website URL for the program (3rd program):**

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

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# Graduate Program in Sustainability

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

## Does the institution offer a graduate degree program that meets the criteria for this credit?:

Yes

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

Sustainable Development and Technology

## The website URL for the program (1st program) :

<http://www.csuchico.edu/catalog/cat09/geos/ENSCNONEMS.html#ENSCPSMAMS>

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

Natural Resource Management

## The website URL for the program (2nd program):

<http://www.csuchico.edu/catalog/cat09/geos/ENSCNONEMS.html#ENSCPSMAMS>

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

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## The website URL for the program (3rd program):

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

Environmental Policy and Planning

<http://catalog.csuchico.edu/viewer/13/GEOG/GEOGNONEPN.html>

# Sustainability Immersive Experience

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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## Submission Note:

### Outdoor Education Immersion Semester

Semester-long wilderness experience providing future teachers, counselors, and group leaders with a foundation to planning theory, goals, and safety practices of an extended wilderness expedition. The course is field-based, meaning that the classroom is remote wilderness settings. Key in this instruction is the participant's involvement in a group development experience while at the same time learning the skills, knowledge, and awareness necessary to conduct safe, ethical, and effective wilderness-based learning programs. Substitution with courses from the National Outdoor Leadership School, Outward Bound, the Wilderness Education Association, or other qualified programs is possible.

### Recreation, Hospitality & Parks Management Mission Statement

We create a welcoming community committed to academic excellence that prepares students to lead and serve others in the fields of recreation, hospitality, and parks management.

Values:

Choice  
Civic engagement  
Community  
Diversity  
Globalism  
Honesty  
Joy, happiness, and quality of life  
Knowledge and scholarship  
Lifelong learning

Service, including servicelearning opportunities  
Sustainability

<http://catalog.csuchico.edu/viewer/13/RECR/OUTDNONEUC.html>

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

# Sustainability Literacy Assessment

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

### *Part 1*

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### *Part 2*

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

## **Has the institution conducted a sustainability literacy assessment?:**

Yes

## **Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:**

Yes

## **A copy of the questions included in the sustainability literacy assessment:**

[Pathway Survey.pdf](#)

## **A copy of the questions included in the sustainability literacy assessment :**

Sustainable Pathway Survey

\*

### 1. Informed Consent for Sustainability Survey

You are being asked to participate in a survey about sustainability to help better understand the nature, functioning, and valued practices of sustainability on CSU Chico campus. This survey will help us understand how to teach sustainability across the curriculum better.

All students who agree to participate in the survey are assured that their identities will be fully protected. Names of students will never be collected. Student ID numbers will be used only to look at past courses taken by students. Write-ups of the study will never use names.

You will encounter this survey multiple times.

If you agree to the survey, the data will be kept in a password protected computer in the Institute for Sustainable Development, an office which remains locked and can be accessed only by researchers, the program director, or the program's Administrative Assistant.

Participation in this survey is strictly voluntary. There is no risk for participants. There is no penalty should you choose not to participate, and you may withdraw your consent to participate at any time without fear of penalty.

If you wish further information about the research project, please contact the Institute for Sustainable Development at 530-898-3333, email at

[sustainability@csuchico.edu](mailto:sustainability@csuchico.edu)

or contact the Director Dr. James Pushnik at

[jpushnik@csuchico.edu](mailto:jpushnik@csuchico.edu)

I have read this informed consent form. I agree to participate in the study, and I understand that there is no direct benefit owed to me due to my agreement to participate. I understand that I may reverse my decision to participate in the study at any time.

2. Please enter your student ID number. This is the number on the back of your Wildcat ID.

3. For which class are you taking this survey?

UNIV 105

Other (please specify)

Scale for All Remaining Questions:

Strongly Disagree Disagree Neutral Agree Strongly Agree Don't know

4. Education for sustainable development emphasizes education for a culture of peace.

5. Economic development, social development and environmental protection are all necessary for sustainable development.

6. Sustainable development is as much about the children in the future as it is about what we need today.

7. Sustainable development has nothing to do with social justice.

8. Sustainable consumption includes using goods and services in ways that minimize the use of natural resources and toxic chemicals, and reduces waste.

9. Education for sustainable development emphasizes gender equality.

10. Helping people out of poverty in America is an essential condition for America to become more sustainable.

11. Education for sustainable development seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources.

12. We cannot slow the rate of climate change.

13. Corporate social responsibility is irrelevant to sustainable development.

14. Conservation of fresh water is not a priority in America because we have plenty.

15. Maintaining biodiversity—the number and variety of living organisms—is essential to the effective functioning of ecosystems.
16. Education for sustainable development supports cultural diversity.
17. Use of nonrenewable resources like oil should not exceed the rate at which sustainable renewable substitutes are used.
18. It is useful to estimate the monetary value of the services that the ecosystem provides to us, such as neutralizing air pollutants or purifying water.
19. Education for sustainable development emphasizes respect for human rights.
20. Every student should receive education that teaches the knowledge, perspectives, values, issues and skills for sustainable living in a community.
21. The present generation should ensure that the next generation inherits a community at least as healthy, diverse and productive as it is today.
22. Manufacturers should discourage the use of disposable products.
23. Overuse of our natural resources is a serious threat to the health and welfare of future generations.
24. We need stricter laws and regulations to protect the environment.
25. Poverty alleviation is an important topic in education for sustainable development.
26. Sustainable development will not be possible until wealthier nations stop exploiting the labor and natural resources of poorer countries.
27. Companies that are environmentally sustainable are more likely to be profitable over the long run.
28. The teaching of sustainability principles should be integrated into the curriculum in all disciplines and at all levels of schooling.
29. Governments should encourage greater use of fuel-efficient vehicles.
30. Adopting sustainable development as a national priority is key to maintaining America's status as one of the most livable countries in the world.
31. Citizenship education is an important component of education for sustainable development.
32. Taxes on polluters should be increased to pay for damage to communities and the environment.
33. There is no point in getting involved in environmental issues, since governments and industries have all the power and can do what they like.
34. Gender equality has nothing to do with sustainable development.
35. I walk or bike to places instead of going by car.
36. I invest my savings in funds that are ethically responsible.
37. At home I try to recycle as much as I can.
38. I try to ensure that there is gender equity in my home, my work, and my volunteer environments.

39. I have taken a course in which sustainable development was discussed.
40. I talk to others about how to help people living in poverty.
41. I vote in local elections.
42. I often look for signs of ecosystem deterioration.
43. The household tasks in my home are equally shared among family members regardless of gender.
44. I have a home composting system or use a composting service.
45. I try to avoid purchasing goods from companies with poor track records on corporate social responsibility.
46. I have changed to environmentally friendly light bulbs.
47. I have changed my personal lifestyle to reduce waste.
48. I do not use chemical fertilizers or pesticides on my lawn.
49. I volunteer to work with local charities.
50. Chico State University has a large environmental impact on Northern California.
51. I participate in extra curricular activities that examine or promote sustainability at CSU Chico.

**A brief description of how the assessment was developed:**

During the curricular development of the General Education Sustainability Pathway and Minor, four faculty members from four separate colleges reviewed and modified the questionnaire.

**A brief description of how the assessment was administered:**

Students at the beginning of each semester in 4 classes in the Sustainability Pathway and one course outside of the pathway are requested to voluntarily participate in the survey. The courses currently participating are : Univ 105, ENGL 130, ENVL 105, ANTH 115, HIST

**A brief summary of results from the assessment:**

We have demonstrated statistically significant difference in knowledge acquisition of the principle of sustainability between between the beginning of a semester and its end and between courses within the general education pathway.

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

<http://www.csuchico.edu/sustainablefuture/academicPrograms/>

# Incentives for Developing Sustainability Courses

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## 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 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.

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

## Does the institution have a program that meets the criteria outlined above?:

Yes

## A brief description of the program(s):

There are campus based mini-grants through the Center for Excellence in Learning and Teaching that have funded efforts for the past two years for the development of a Faculty Learning Communities (FLC's) focused on integration of the principles of sustainability into the curriculum. This grant program has been instrumental in bring faculty from 20 different academic departments together to create or redesign courses that either are integrated into the new general education sustainability pathway. Additionally, the campus annually hosts the This Way to Sustainability Conference which provides professional development and presentation opportunities useful in retention, tenure and promotion (RTP) processes

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

The resources from CELT have been utilized to conduct workshops and provide resource materials to interested faculty.

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

<http://www.csuchico.edu/celt/>



# Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

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

## Has the institution developed a definition of sustainability research?:

Yes

## A copy of the institution's definition of sustainability research:

"Sustainability research explores the interdependencies of societal resilience and the development of a vital economy balanced with the need to ensure healthy environmental conditions for future generations. Sustainability research employs a systems-thinking approach to understand and describe the complex interconnections of the global environment and identifies solutions through the lens of multidisciplinary knowledge."

## Has the institution identified its sustainability research activities and initiatives?:

Yes

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

A survey instrument addressing sustainability curriculum and research activities was developed by the Institute for Sustainable Development and broadly circulated within the campus community.

## Does the institution make its sustainability research inventory publicly available online?:

Campus Sustainability Data Collector | AASHE

Yes

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):**

<http://csuchico.edu/sustainablefuture>

# Faculty Engaged in Sustainability Research

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution's faculty members conduct research on sustainability topics.

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

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## Submission Note:

These numbers were obtained from the Office of Sponsored Projects. They include funded research activities that address environmental sustainability and sustainability curriculum development.

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

## The number of faculty members engaged in sustainability research:

45

## The total number of faculty members engaged in research:

182

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

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## The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :

<http://www.csuchico.edu/sustainablefuture/>

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

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## Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

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

<http://www.csuchico.edu/sustainablefuture/>

# Departments Engaged in Sustainability Research

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

## The total number of academic departments that conduct research:

51

## The number of academic departments in which at least one faculty member engages in sustainability research:

17

## A list of academic departments in which at least one faculty member engages in sustainability research:

Biological Sciences  
Geography  
Economics  
Agriculture  
Geological/Environmental Science  
Math  
Communications  
Anthropology  
Engineering  
Undergraduate Studies  
Sociology  
Mechanical and Mechatronic Engineering and Sustainable Manufacturing  
Chemistry and Biochemistry  
Civil Engineering  
Religious Studies  
History  
English  
Health and Community Services

**The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:**

<http://www.csuchico.edu/sustainablefuture/>

**A copy of the sustainability research inventory that includes the departments engaged in sustainability research:**

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# Sustainability Research Incentives

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

### Part 1

Institution has 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.

### Part 2

Institution has 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.

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

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

Yes

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

The Associated Students Sustainability Fund Allocation Committee administers a student approved sustainability fee, which generates approximately \$80,000 per year that is awarded to student sustainability projects. Approved research projects in recent years have included "Biodiesel from Local Agricultural Waste Sources" "Radiocarbon Dating Prehistoric Chico Area Mechoopda Village Site" "Turtle Habitat Research and Environmental Education" "Multifunctional Human Powered Generator" and numerous others.

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

[http://www.aschico.com/images/cms/65\\_47\\_SFAC12\\_PDF\\_BriefDescriptionsFunedProj.pdf](http://www.aschico.com/images/cms/65_47_SFAC12_PDF_BriefDescriptionsFunedProj.pdf)

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

Yes

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



Faculty tenure and promotion procedures consider contributions to the University's Strategic Priorities, including Priority #6: "Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally."

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

<http://www.csuchico.edu/vpaa/wasc/StrategicPrior/Priority6.html>

# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

# Operations

## 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

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## **Total building space that meets "Eligible Buildings Criteria":**

2,479,824 *Square Feet*

## **Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:**

2,479,824 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Silver certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Gold certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Platinum certified :**

Campus Sustainability Data Collector | AASHE

0 Square Feet

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

[http://www.csuchico.edu/sustainablefuture/committee/documents/CSU\\_EO\\_987\\_2006.pdf](http://www.csuchico.edu/sustainablefuture/committee/documents/CSU_EO_987_2006.pdf)

**An electronic copy of the guidelines or policies:**

[EO-987.pdf](#)

**The date(s) the policies or guidelines were adopted:**

8/2/2006

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

All buildings on campus are maintained by either the Facilities Management and Services Department or University Housing. We use Green Seal approved products, standardize HVAC temperatures according to CSU standards with the use of a central boiler/chiller plant and a thermal energy storage tank. Standard fluorescent light replacement includes the use of T8 28W extra long life bulbs.

**The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:**

N/A

**The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:**

KENDALL HALL  
AYMER J. HAMILTON BUILDING  
AYRES HALL  
SISKIYOU HALL  
GLENN HALL  
TAYLOR HALL  
PHYSICAL SCIENCE BUILDING  
ACKER GYMNASIUM  
COLUSA HALL  
STUDENT HEALTH CENTER  
SAPP HALL  
WHITNEY HALL  
HOUSING DRY FOOD STORAGE  
UNIVERSITY FARM  
LAXSON AUDITORIUM  
BUTTE STATION  
TRINITY HALL  
SHURMER GYMNASIUM  
MODOC HALL

BELL MEMORIAL UNION & MULTIPURPOSE BUILDING  
PLUMAS HALL  
BELL MEMORIAL UNION BOOKSTORE  
HOLT HALL  
BOILER/CHILLER PLANT  
PERFORMING ARTS CENTER  
LANGDON ENGINEERING CENTER  
BUTTE HALL  
PHYSICAL EDUCATION FIELD  
YOLO HALL  
P.E. MECHANICAL ENCLOSURE  
STADIUM RESTROOM WEST  
CENTER FOR CONTINUING EDUCATION  
SELVESTER'S CAFÉ  
LASSEN HALL  
SHASTA HALL  
MERIAM LIBRARY  
PLANETARIUM  
HOUSING OFFICE  
KONKOW HALL COMPLEX  
HOUSING MAINTENANCE SHOP  
MECHOOPDA HALL  
ESKEN HALL  
ALBERT E. WARRENS RECEPTION CENTER  
SUTTER HALL, NORTH  
SUTTER HALL, SOUTH  
SIERRA HALL AND ANNEX  
FMS PAINT SHOP  
FMS ADMINISTRATION OFFICE  
FMS TRADES SHOP  
FMS CENTRAL SUPPLY  
FMS GARAGE  
NETTLETON STADIUM  
TEHAMA HALL  
O'CONNELL TECHNOLOGY CENTER  
O'CONNELL MECHANICAL ENCLOSURE  
STUDENT SERVICES CENTER  
UNIVERSITY VILLAGE  
WILDCAT RECREATION CENTER  
GATEWAY SCIENCE MUSEUM

# Building Design and Construction

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

### Submission Note:

The campus has three other LEED Gold certified buildings that were completed and opened more than three years ago, and so are not eligible for this criteria:

Student Services Center - 119,865 GSF LEED Gold - 2008

WREC - 109,000 GSF Gold - 2009

Gateway Science Museum - 9,656 GSF Gold - 2010

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

### New building space that meets "Eligible Buildings Criteria":

132,005 Square Feet

### New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

12,898 Square Feet

**New building space that is LEED Certified :**

*0 Square Feet*

**New building space that is LEED Silver certified:**

*0 Square Feet*

**New building space that is LEED Gold certified :**

*119,107 Square Feet*

**New building space that is LEED Platinum certified:**

*0 Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

[http://www.csuchico.edu/sustainablefuture/committee/documents/CSU\\_EO\\_987\\_2006.pdf](http://www.csuchico.edu/sustainablefuture/committee/documents/CSU_EO_987_2006.pdf)

**An electronic copy of the guidelines or policies :**

[EO-987.pdf](#)

**The date(s) the policies or guidelines were adopted:**

*8/2/2006*

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

All new buildings are built in accordance with the Cal Green code.

**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:**

Sutter Hall - 111,220 GSF LEED Gold

Parking Structure II - 8,000 GSF LEED Gold

**The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:**

Colusa Hall - 12,898 GSF Green Built



# Indoor Air Quality

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

2,611,829 Square Feet

## Total occupied building space :

2,611,829 Square Feet

## A brief description of the institution's indoor air quality plan, policy, and/or practices:

The Environmental Health and Safety Department at CSU Chico manages the health and safety programs on campus that include indoor air quality monitoring. All complaints about IAQ start at EH&S and often involve the campus HVAC technicians that maintain the filters and equipment. Any hot and cold calls go direct to the HVAC technicians with are under the Facilities Management and Services Department.

Hot/Cold Calls:

<http://www.csuchico.edu/fms/hot-cold/index.shtml>

;

BCP page:

<http://www.csuchico.edu/fms/about-fms/service-units/heating-cooling-engineering/index.shtml>

;

EH&S page:

[http://www.csuchico.edu/ehs/Programs/health\\_safety/index.shtml](http://www.csuchico.edu/ehs/Programs/health_safety/index.shtml)

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

<http://www.csuchico.edu/fms/hot-cold/index.shtml>

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

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

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

<http://rs.acupcc.org/ghg/2770/>

### **Does the inventory include all Scope 1 and 2 emissions?:**

Yes

### **Does the inventory include emissions from air travel?:**

Yes

### **Does the inventory include emissions from commuting?:**

Yes

### **Does the inventory include embodied emissions from food purchases?:**

No

### **Does the inventory include embodied emissions from other purchased products?:**

No

**Does the inventory include emissions from solid waste disposal?:**

Yes

**Does the inventory include another Scope 3 emissions source not covered above?:**

Yes

**If yes, please specify:**

T&D Losses

**Does the inventory include a second Scope 3 emissions source not covered above?:**

Yes

**If yes, please specify :**

Refrigerant Consumption

**Does the inventory include a third Scope 3 emissions source not covered above?:**

Yes

**If yes, please specify :**

Fertilizer Application

**Does the inventory include a fourth Scope 3 emissions source not covered above?:**

Yes

**If yes, please specify :**

Animal Husbandry

# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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### Submission Note:

'2005' Base year = Calendar Year 2006 - First CSUC GHG Emissions Inventory

Performance Year = FY 10/11 - Third CSUC GHG Emissions Inventory

(Second GHG Emissions Inventory was FY 07/08)

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

### Scope 1 and 2 gross GHG emissions, 2005 :

23,306 Metric Tons of CO2 Equivalent

### Off-site, institution-catalyzed carbon offsets generated, 2005:

0 Metric Tons of CO2 Equivalent

### Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

### On-campus residents, 2005:

1,700

### Non-residential/commuter full-time students, faculty, and staff members, 2005:

Campus Sustainability Data Collector | AASHE

13,815

**Non-residential/commuter part-time students, faculty, and staff members, 2005:**

2,604

**Scope 1 and 2 gross GHG emissions, performance year :**

15,544 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year:**

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year:**

0 *Metric Tons of CO2 Equivalent*

**List the start and end dates of the GHG emissions performance year:**

July 1 2010 - June 30 2011

**On-campus residents, performance year:**

2,150

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**

14,141

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**

1,970

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**

July 1 2012 - June 30 2013

# Air Travel Emissions

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

## Does the institution have policies and/or programs in place to reduce emissions from air travel?:

Yes

## A brief description of the policies and/or programs:

"University-Sponsored Travel:

While professional development is vital to CSU, Chico students, faculty, and staff, being cognizant of and taking responsibility for the environmental impact that traveling on behalf of the University has is an important factor of reaching climate neutrality. To address the sensitive nature of these emissions, the University will work with campus divisions to promote virtual meetings and conferences."

CSU, Chico Climate Action Plan p. 18

## The website URL where information about the policies and/or programs is available:

[http://www.csuchico.edu/sustainablefuture/committee/documents/CSUC\\_ClimateActionPlan\\_2011.pdf](http://www.csuchico.edu/sustainablefuture/committee/documents/CSUC_ClimateActionPlan_2011.pdf)



# Local Offsets Program

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**Responsible Party**

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

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

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

10

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

A majority of coffee and tea purchased on campus is fair trade and organic. AS Dining also serves a local lunch every Wednesday and Thursday on campus. The AS Bookstore sells nuts, cookies, dried meats, olive oil and other locally produced goods. A small percentage of food products purchased through the Campus' main supplier, U.S. Foods, are sourced within 250 miles.

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

<http://www.aschico.com/dining>

**Responsible Party**

**George Rankin**

Director

Associated Students Dining Services

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

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:**

Yes

**A brief description of the trayless dining program:**

Sutter Dining Hall, where all on-campus residents (2,000+) eat, is a totally trayless dining facility.

**List the year the program was started:**

Aug. 31, 2010

**The overall percentage of meals served on campus that are trayless:**

90

**The percentage of meal plan meals served on campus that are trayless:**

100

**The percentage of retail facility meals served on campus that are trayless:**

75

**The percentage of conference meals served on campus that are trayless:**

50

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

[http://www.csuchico.edu/housing/Sutter\\_dining/index.shtml](http://www.csuchico.edu/housing/Sutter_dining/index.shtml)

**Responsible Party**

**George Rankin**

Director

Associated Students Dining Services

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal?:**

Yes

**A brief description of the vegan dining program:**

There is always a vegan option at Sutter Dining Hall where all on campus residents eat; the Student Union Marketplace also always has a vegan option.

**The website URL where information about the program, policy, or practice is available:**

<http://www.aschico.com/diningservices>

# Trans-Fats

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice:**

All of the frying oil that is purchased from our main distributor US Foods is trans fat free. All other oil and butter substitutes are trans-fat free. Whenever possible trans-fat free options are used in dining services.

**The website URL where information about the program, policy, or practice is available:**

<http://www.aschico.com/diningservices>

## Guidelines for Franchisees

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**Responsible Party**

**George Rankin**

Director

Associated Students Dining Services

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

*Institution does not have food service franchisees operating on campus.*

# Pre-Consumer Food Waste Composting

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

### **Does the institution have a pre-consumer food waste composting program?:**

Yes

### **A brief description of the pre-consumer food waste composting program:**

All food that is not used in final product at Residential Housing Sutter Hall and the Student Union Marketplace is composted and picked up by Recology waste company and transported to Marysville. Last year with Chico State's new composting program we composting more than 180,000 pounds of food. Recology facility allows for A.S. Recycling to compost yard waste, food scraps, paper plates, paper napkins and disposable coffee cups as well as food scrapes.

### **The overall percentage of meals for which pre-consumer scraps are composted:**

100

### **The percentage of meal plan meals for which pre-consumer scraps are composted:**

100

### **The percentage of retail facility meals for which pre-consumer scraps are composted:**

100

### **The percentage of conference meals for which pre-consumer scraps are composted:**

100

### **The website URL where information about the composting program is available:**

<http://www.aschico.com/diningservices>



# PostConsumer Food Waste Composting

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

### **Does the institution have a postconsumer food waste composting program?:**

Yes

### **A brief description of the postconsumer food waste composting program:**

Recology facility allows for A.S. Recycling to compost yard waste, food scraps, paper plates, paper napkins and disposable coffee cups as well as food scrapes. At Residential Housing Sutter Hall and The Student Union Market Place there are composting bins with labels of what can and cannot go into the compost bin, along side the compost is recycling and landfill waste. Students that eat on campus during campus events or at the dining halls are educated by AS Sustainability Staff on what can be composted, so that students feel responsible for separated their trash with the items that can be composted.

### **The percentage of overall meals for which postconsumer composting is available:**

100

### **The percentage of meal plan meals for which postconsumer composting is available:**

100

### **The percentage of retail facilities for which postconsumer composting is available:**

100

### **The percentage of conference meals for which postconsumer composting is available:**

100

### **The website URL where information about the composting program is available:**

<http://www.aschico.com/diningservices>

# Food Donation

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

### **Does the institution donate leftover or surplus food?:**

Yes

### **A brief description of the food donation program:**

Excess food mainly from Associated Students Catering is given to the Jesus Center. Since the Student Union Market Place is not open weekends food is occasionally donated on Friday.

### **The website URL where information about the food donation program is available:**

<http://www.aschico.com/diningservices>

# Recycled Content Napkins

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

### **Does the institution use recycled content napkins in its dining service operations?:**

Yes

### **A brief description of the purchasing behavior:**

EasyNap(r) is used at all dining facilities and convenience stores on campus. EasyNap is proven to reduce paper 56.6% by having a smaller tall fold style and 30% when switching from larger standard MorNap style to Easy Nap in a QSR environment. EasyNap meets or exceeds EPA comprehensive Procurement Guidelines for minimum post consumer recycled fiber content.

### **The website URL where information about the purchasing is available:**

<http://www.aschico.com/diningservices>

# Reusable Container Discounts

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

## Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

Yes

## A brief description of the reusable mug program:

At any coffee shop on campus if a customer uses their own mug no matter the size they pay \$1.00 compared to using a paper cup: small=\$1.55 and large=1.65.

The Union Market Place sells 32 oz reusable soda cups for \$1.99 and the first soda is free, after 32 oz and less is \$1.05, and greater than 32 oz is 1.25.

## Amount of the discount offered for using reusable mugs:

0.50

## Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

None

## The website URL where information about the reusable mug discount program is available:

<http://www.aschico.com/sustain/byocup>

# Reusable To-Go Containers

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## Responsible Party

**George Rankin**

Director

Associated Students Dining Services

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

**Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:**

Yes

**A brief description of the reusable to-go container program:**

At the The Union Market Place there is an 'EcoTainer' option of paying an initial three dollar charge to get a reusable clam shell container that can be used for any menu item, and returned dirty to receive a wooden token that is good for another reusable container. The wooden token can be returned for a three dollar refund.

**The website URL where information about the reusable to-go container program is available:**

<http://www.aschico.com/diningservices>

# 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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

## Total building energy consumption, 2005:

227,034 MMBtu

## Building space, 2005 :

2,837,247 Gross Square Feet

## Total building energy consumption, performance year:

223,733 MMBtu

## Building space, performance year:

3,134,598 Gross Square Feet

## List the start and end dates of the energy consumption performance year:

July 1 2012 - June 30 2013

## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## 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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu



1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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**Submission Note:**

Performance Year: FY '12/'13

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

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

1,562 MMBtu

**Option 2: Non-electric renewable energy generated:**

0 MMBtu

**Option 3: Total 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 :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:**

0 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

0 MMBtu

**Total energy consumed during the performance year :**

190,528 MMBtu

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

Chico has a total of three sites with solar PV's. Two roof tops have a total of 325kW and a new parking structure has 60kW.

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

None

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

None

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:**

None

**A brief description of cogeneration technologies deployed:**

None

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

[http://www.csuchico.edu/pub/inside/06\\_11\\_09/roof.shtml](http://www.csuchico.edu/pub/inside/06_11_09/roof.shtml)

# Timers for Temperature Control

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:**

Yes

### **A brief description of the technology used:**

Through the campus EMS system, as well as a campus wide scheduling program for classes and events, the central plant references this information to determine when building temperatures are allowed to go outside the posted range.

### **The percentage of building space (square footage) with timers for temperature control:**

95

### **The website URL where information about the practice is available:**

<http://www.csuchico.edu/fms/about-fms/service-units/heating-cooling-engineering/hvac-hours.shtm>

1

# Lighting Sensors

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:**

Yes

### **A brief description of the technology used:**

The campus has eight buildings that have a majority of offices with occupancy sensors. There is also one building on campus that utilizes day light sensors to turn on/off lights when sun light is adequate for working purposes. There are an additional five buildings that have occupancy sensors in the restrooms.

### **The percentage of building space with lighting sensors:**

20

### **The website URL where information about the institution's use of the technology is available:**

<http://www.csuchico.edu/sustainablefuture/practices/facilities.shtml>

# LED Lighting

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:**

Yes

**A brief description of the technology used:**

Yes, two classrooms have been modified to include LED lighting in existing recessed can lights. Several exterior lights are being upgraded to LED lights as well.

**The percentage of building space with LED lighting:**

1

**The percentage of parking deck space with LED lighting:**

0

**The percentage of outdoor space that uses LED lighting:**

5

**The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):**

75

**The website URL where information about the institution's use of the technology is available :**

<http://www.csuchico.edu/sustainablefuture/practices/facilities.shtml>

# Vending Machine Sensors

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

## Has the institution installed vending machine motion sensors for at least one vending machine?:

Yes

## A brief description of the technology used:

Yes, there are multiple vending machines that have motion sensors installed on them. In 2008 the campus' chapter of the Alliance to Save Energy's PowerSave Campus program installed 'vending-mizers' on a number of vending machines on campus.

## The percentage of vending machines with sensors:

6.50

## The website URL where information about the institution's use of the technology is available:

<http://www.aschico.com/diningservices>

# Energy Management System

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:**

Yes

### **A brief description of the management system:**

Chico uses an EMS to track heating, cooling and energy metrics. Access to the EMS can be found at the Boiler Chiller Plant or at the FMS office. Several metrics have been established for multiple buildings and the information is accessible in table, graph or excel worksheet.

### **The percentage of building space monitored with a centralized energy management system:**

95

### **A description of what systems are shut down during unoccupied periods:**

During unoccupied times, heating and cooling, and fans can be shutdown from our EMS system.

### **The website URL where information about the institution's use of the technology is available:**

<http://www.csuchico.edu/sustainablefuture/practices/facilities.shtml>

# Energy Metering

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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### Submission Note:

All buildings are submetered for electricity. Several buildings are also metered for CHW, HHW, domestic water, natural gas and steam.

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

### Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

### A brief description of the metering system:

As a majority of campus is run off of a single electric and gas meter, the campus has installed multiple sub-meters at most of the individual buildings to monitor electric, gas, steam, and chilled water. Five buildings were recently included in a MBCx program and have most major HVAC equipment metered for performance use.

### The percentage of building space with energy metering:

100

### The website URL where information about the metering system is available:

<http://www.csuchico.edu/sustainablefuture/practices/facilities.shtml>



# 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>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
  - 2) Monitor and identify pests
  - 3) Prevention
  - 4) Control
- 

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

## The size of the campus grounds :

119 Acres

## The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :

119 Acres

## A brief description of the IPM plan(s) :

The purpose of our Campus IPM program is to manage pest and horticultural problems by eradication or suppression using the safest products available. "Safety", meaning the least harmful to people and the environment, while maintaining a beautiful healthy campus. Our goal is to accomplish the above purpose by using organic and non-chemical solutions whenever possible. When using chemicals, to use the best choice, and the safest product available. Also limiting chemical fertilizers, replaced by organic options. There is also a class that specifically teaches PRINCIPLES OF INTEGRATED PEST MANAGEMENT on campus (PSSC 441).

## The website URL where information about the IPM plan(s) is available:

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>

## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution prioritize the use of native plant species in landscaping?:**

Yes

### **A brief description of the native plant program, policy, or practice:**

One of the most appreciated aspects of California State University, Chico is its beautiful campus. Big Chico Creek, with seasonal populations of wild Chinook salmon, runs through the center of campus. As stewards of the land, the campus community understands the fragility of this ecosystem and recognizes the university's role in supporting its integrity. The University takes action to manage its landscaping and grounds to ensure that this extraordinary space and its unique natural resources are managed for the enjoyment of future generations.

The grounds at Chico State are primarily maintained by Facilities Management and Services' (FMS) Grounds and Landscape Services Department and University Housing. Since April 1997, Facilities Management and Services' (FMS) Grounds and Landscape Services Department has switched to almost 90 percent organic landscaping using many native plant species, trading in chemicals for organic compounds, using different management techniques like integrated pest management, and mechanical pest control. University Housing also cares for its grounds using integrated pest management, organically based flower fertilizers, and non-systemic herbicides.

Creekside Nature Walk is a self-guided walk along Big Chico Creek to view native plant species demarcated with numbered posts referenced in an educational brochure. (The brochure is available at the Bidwell Mansion, CSU, Chico Alumni Association, and the Office for the Department of Biological Sciences.)

University Center Landscape Project - Native Garden:

<http://www.csuchico.edu/pdc/projects/uclandscape.shtml>

### **The website URL where information about the program, policy, or practice is available:**

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>

## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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

### **Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:**

Yes

### **A brief description of the wildlife habitat program, policy, or practice:**

Big Chico Creek Riparian Corridor

With a riparian corridor running through our campus, we are very sensitive to its uniqueness compared to the rest of the landscaped areas on campus. Special restrictions regarding fertilizing, planting, spraying, trimming while eliminating nonnative plant species are practices we abide by in an effort to protect wildlife habitat.

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>

Big Chico Creek Ecological Reserve

The Big Chico Creek Ecological Reserves is under the direction of the Institute for Sustainable Development. Our mission is to work together with the CSU Research Foundation's Ecological Reserve System to preserve critical habitat and to provide a natural area for environmental research and education.

The Big Chico Creek Ecological Reserve contains 3,950 acres of diverse canyon and ridge habitats, including 4.5 miles of Big Chico Creek, and is home to many species of plants and animals. BCCER was created with the purchase of the Simmons Ranch in 1999 and the Henning Ranch in 2001. It is owned by the California State University, Chico, Research Foundation.

The Reserve ranges in elevation from 700 feet to 2,044 feet and contains a wide variety of habitats, including creek riffles and pools, riparian areas, oak woodlands, chaparral, pine forest, rock cliffs, and springs. These diverse habitats support more than 140 different wildlife species, including a number of listed species and species requiring large tracts of undisturbed habitat. BCCER contributes to the understanding and wise management of the earth and its natural systems by preserving critical habitat, and providing a natural area for environmental research and education.

Butte Creek Ecological Preserve

The Butte Creek Ecological Preserve is a 93-acre site along the middle section of Butte Creek. The site was formerly used for gold, sand and gravel mining, and is recovering from those activities. The property contains more than a mile of creek frontage, which is critical salmon habitat and spawning grounds, as well as habitat for many species of special status, including Chinook salmon and bald eagle. In December 1998 the University Research Foundation purchased this site with grants from the US Fish and Wildlife Service, National Fish and Wildlife Federation, CALFED, and the Wildlife Conservation Board. The goal of the preserve is to work in conjunction with other programs towards achieving a reasonable balance among the diverse demands on the resource base of the Butte Creek watershed. The research foundation will provide an adaptive management approach to managing the property. Program areas at the preserve include habitat management and conservation, outreach and education, and research. The reserve is open to the public year round.

<http://www.csuchico.edu/bcep/>

**The website URL where information about the program, policy, or practice is available:**

<http://www.csuchico.edu/bccer/>

**Responsible Party**

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

## Snow and Ice Removal

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**Responsible Party**

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

*Institution does not remove snow and ice as part of annual maintenance routines.*

# Landscape Waste Composting

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

## Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:

Yes

## A brief description of the composting or mulching program:

Our composting program consists of all green waste being brought to a central location, collected by our waste vendor, and taken to the Chico Green waste Composting Facility on Cohasset Rd in Chico. We purchase the composted soil as needed. Green waste is collected primarily by FMS grounds crew and UHFS grounds.

## The percentage of landscape waste that is mulched or composted onsite:

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## The percentage of landscape waste that is mulched or composted off-site:

100

## The website URL where information about the program, policy, or practice is available:

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>



# 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>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Sara Rumiano**

Director

Procurement & Contract Services

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## Criteria

### **Part 1**

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:**

Yes

**The website URL where the EPEAT policy, directive, or guidelines are posted :**

<https://wiki.csuchico.edu/confluence/display/help/ITSS+Purchasing+Recommendations>

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

EPEAT gold or silver

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:**

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

256,023.01 US/Canadian \$

[Campus Sustainability Data Collector](#) | [AASHE](#)

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

17,262.76 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

284,004.77 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:**

<http://www.csuchico.edu/sustainablefuture/practices/facilities.shtml>

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

The university uses Green Seal products for both cleaning and for restroom paper products. Each time a major purchase is required there is a policy that is attached to the purchase requisition for the vendors to review and abide by.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

113,616 US/Canadian \$

**Total expenditures on cleaning products :**

131,218 *US/Canadian \$*

**A copy of the sections of the cleaning contract(s) that reference certified green products:**

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# Office Paper Purchasing

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## Responsible Party

**Sara Rumiano**

Director

Procurement & Contract Services

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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#### Submission Note:

\$182,401 spent on printing/writing paper in FY '12/'13 (not including the Foundation or AS).

60% of purchases included at least some % recycled content.

$60\% \times \$182,401 = \$109,440$

Assume even split among five %'s above:

$\$109,440 / 5 = \$21,888$

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

**Does the institution have an institution-wide stated preference to purchase recycled content office paper?:**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted:**

<http://www.calstate.edu/>

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

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

Refer to the CSU Buy-Recycled Handbook which is available through the link above.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:**

Yes

**Expenditures on 10-29 percent recycled-content office paper :**

21,888 *US/Canadian \$*

**Expenditures on 30-49 percent recycled-content office paper :**

21,888 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

21,888 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):**

21,888 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

21,888 *US/Canadian \$*

**Total expenditures on office paper :**

182,401 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**Sara Rumiano**

Director

Procurement & Contract Services

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## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

**Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:**

Yes

**The website URL where the vendor code of conduct or equivalent policy is posted :**

<http://www.calstate.edu/CSP/crl/GP/GP.shtml>

**A copy of the vendor code of conduct or equivalent policy:**

[CRL020.pdf](#)

**A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:**

### 30. Forced, Convict, Indentured and Child Labor

By accepting a contract or purchase order, the Contractor certifies that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the State pursuant to this Contract have been laundered or produced in whole or in part by sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, or abusive forms of child labor or exploitation of children in sweatshop labor.

Contractor shall cooperate fully in providing reasonable access to the Contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the CSU, the Department of Industrial Relations, or the Department of Justice determine the Contractor's compliance with the requirements above. (Public Contract Code Section 6108)

### 34. Recycled Content Certification

Contractor agrees to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of recycled content material, as defined in Sections 12161 and 12200 of the Public Contract Code, in materials, goods, or supplies used in the performance of this Contract.





# Historically Underutilized Businesses

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## Responsible Party

**Sara Rumiano**

Director

Procurement & Contract Services

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

### **Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:**

Yes

### **A brief description of how the institution meets the criteria:**

#### 25. DVBE and Small Business Participation

The State of California supports statewide participation goals of 3% for disabled business enterprises, (DVBE Program) and requires agencies to provide a 5% preference when awarding contracts to small businesses. Only small businesses certified by the Office of Small Business and DVBE Services (OSDS) are eligible to receive the preference. The CSU encourages all contractors to use the services of DVBE and OSDS-certified small business enterprises whenever possible, and to report their use to the CSU.

### **The website URL where information about the program, policy, or practice is available:**

<http://www.calstate.edu/CSP/crl/GP/GP.shtml>

## Local Businesses

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**Responsible Party**

**Sara Rumiano**

Director

Procurement & Contract Services

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

# 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
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

## Responsible Party

**Robyn Hearne**

Chief

University Police Department

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## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

### **Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

1

### **Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

### **Plug-in hybrid vehicles in the institution's fleet :**

0

### **100 percent electric vehicles in the institution's fleet :**

54

### **Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):**

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

0

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

120

# Student Commute Modal Split

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution's students commute to and from campus using more sustainable 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.

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### Submission Note:

Spring 2011 Commute Survey

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

**The percentage (0-100) of institution's students who use more sustainable commuting options:**

60.40

**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:**

39.60

**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

42.90

**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation:**

9.70

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

6.70

**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation:**

1.10

**The website URL where information about alternative transportation is available:**

[http://www.csuchico.edu/taps/more\\_trans.shtml](http://www.csuchico.edu/taps/more_trans.shtml)



# Employee Commute Modal Split

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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### Submission Note:

Spring 2011 Commute Survey

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

**The percentage (0-100) of institution's employees that use more sustainable commuting options:**

31.70

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

68.30

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:**

19.30

**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

8.60

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

2

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:**

1.80

**The website URL where information about alternative transportation is available:**

[http://www.csuchico.edu/taps/more\\_trans.shtml](http://www.csuchico.edu/taps/more_trans.shtml)

## Bicycle Sharing

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**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

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

## Facilities for Bicyclists

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### Responsible Party

**Robyn Hearne**

Chief

University Police Department

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

### **Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:**

Yes

### **A brief description of the facilities:**

The campus has two covered bike parking areas and two sets of six secure bike lockers that are available to rent by the semester. Showers are available for commuters in three different buildings on campus. The campus also has two freestanding bicycle air pumps and a DERO bicycle maintenance station, available for use by any campus community member, that provides a mount for working on a bicycle as well as a full set of bicycle repair tools and a third air pump.

### **The website URL where information about the program, policy, or practice is available:**

<http://www.csuchico.edu/taps/bike.shtml>

# Bicycle and Pedestrian Plan

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## Responsible Party

**Robyn Hearne**

Chief

University Police Department

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

## Has the institution developed a bicycle plan?:

Yes

## A brief description of the plan:

The Division of Business and Finance commissioned Fehr and Peers consultants to develop a Transportation Demand Management Plan for the campus in 2009. The document assesses the transportation context for the university and recommends actions to improve circulation and reduce single occupant vehicle trips to campus. A feasibility analysis of implementation is included for each measure. Of the fifteen recommendations the document makes, it includes three measures directly focused on bicycle circulation, parking, and support services, and six additional measures related to bicycle support, promotion, and incentivization.

## The website URL where information about the plan is available:

<http://www.csuchico.edu/pdc/tdm.shtml>

# Mass Transit Programs

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## Responsible Party

**Robyn Hearne**

Chief

University Police Department

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

## Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:

Yes

## A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

CSU, Chico subsidizes free bus ridership on all county buses (Butte Regional Transit or "B-Line") for all faculty, staff, and students. This includes the B-Line student shuttles (Route 8 and Route 9) that operate while school is in session. This long-standing subsidy is jointly supported by university administration and the Associated Students.

The University Police Department also operates a free campus shuttle - the 'Campus Connection.' The Campus Connection is a shuttle service provided FREE of charge by the University Police Department to the campus community as an alternative to walking on campus at night. Currently, Campus Connection operates every night from 6:00pm until midnight during the fall & spring semesters.

[http://www.csuchico.edu/up/safety\\_programs/campus\\_connection.shtml](http://www.csuchico.edu/up/safety_programs/campus_connection.shtml)

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

<http://www.csuchico.edu/taps/bus.shtml>

## Condensed Work Week

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**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.:**

Yes

**A brief description of the program:**

During the summer most staff and faculty on campus work four ten-hour days. Most of the campus is closed and the buildings powered down for three full days each week.

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

<http://www.csuchico.edu/hr/resources/summer.shtml>

## Telecommuting

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**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

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



# Carpool/Vanpool Matching

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## Responsible Party

**Robyn Hearne**

Chief

University Police Department

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

## Does the institution participate in a carpool/vanpool matching program?:

Yes

## A brief description of the program:

The campus has had a campus-community-exclusive ridesharing program, Zimride, since 2010 which has nearly 1,500 members. The program is used both for day-to-day commuting and for one-time event / holiday travel.

What is Zimride?

Zimride is a simple way to find friends, classmates, and coworkers going the same way you are.

Why does it work?

By focusing on college, university and corporate communities, we're building a critical mass of users necessary to sustain Zimride as a reliable form of transportation.

Why Zimride?

It's simple! Zimriding is a fun way to get where you need to go. Connect with friends, reduce your carbon footprint and save money.

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

<http://zimride.csuchico.edu/>

## Cash-out of Parking

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**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

---

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

# Carpool Discount

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## Responsible Party

**Robyn Hearne**

Chief

University Police Department

---

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

### **Does the institution offer reduced parking fees for car and van poolers?:**

Yes

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

Carpool parking placards are available if you live outside of Chico and have purchased a parking permit. Once you have been issued and display a carpool placard, you may park in designated carpool spaces. Carpool parking spaces are identified on the CSU, Chico campus parking map. Applications for carpool parking are available from the University Police Department and must be re-submitted each semester with a minimum of two participants. A carpool parking permit costs the same per semester as a General permit, \$121, but is half cost per driver at two carpoolers, one-third at three, etc.

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

<http://www.csuchico.edu/taps/parking/index.shtml>

**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

---

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

## Prohibiting Idling

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**Responsible Party**

**Robyn Hearne**

Chief

University Police Department

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**Submission Note:**

The State of California passed legislation (an ATCM - airborne toxic control measure) in July of 2004 that prohibits idling for more than five minutes by any diesel powered vehicle weighing over 10,000 lbs.

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

## Car Sharing

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### Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

### Does the institution participate in a car sharing program, such as ZipCar or HourCar?:

Yes

### A brief description of the program:

The campus has participated in Zipcar car sharing program since 2010. There are currently two Zipcars housed on campus - one near the residence halls and one across the street from the student union. Membership is open to students, staff, faculty and community members.

Zipcar is a membership-based carsharing program providing automobile reservations to its members, billable by the hour or day. Members have 24/7 access to the cars, and reservations come with insurance and gas included. The cars are well-maintained and kept clean. Promotion of the program is jointly managed by Zipcar reps and on-campus by the Institute for Sustainable Development.

### The website URL where information about the program, policy, or practice is available:

<http://www.zipcar.com/chicostate>

# 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 Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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### Submission Note:

Performance Year: FY '12/'13  
57% Diversion Total

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

### Weight of materials recycled, 2005 baseline year :

517.10 Tons

### Weight of materials composted, 2005 baseline year :

529.20 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

1,915.40 Tons

### Weight of materials recycled, performance year :

615.80 Tons

### Weight of materials composted, performance year :

646.60 Tons

### Weight of materials disposed as garbage, performance year :

959.66 Tons



**List the start and end dates of the waste reduction performance year:**

July 1 2012 - June 30 2013

**On-campus residents, 2005:**

1,700

**Non-residential/commuter full-time students, faculty, and staff members, 2005:**

13,815

**Non-residential/commuter part-time students, faculty, and staff members, 2005:**

2,604

**On-campus residents, performance year:**

2,150

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**

14,141

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**

1,970

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):**

July 1 2012 - June 30 2013

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:**

Yes

**A brief description of the plan of action to achieve waste reduction goals:**

N/A

**The website URL where information about the institution's waste reduction initiatives is available:**

<http://www.aschico.com/recycle>

# Waste Diversion

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## Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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## Submission Note:

Performance Year: FY '12/'13

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

1,262.30 Tons

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

959.66 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

The Associated Students adopted a goal of zero waste by 2015. This goal is even more aggressive than the UC system's goal of zero waste by 2020.

As Recycling setup enclosure to collect block Styrofoam on campus.

Recycling Program: AS Recycling Program provides campus wide recycling collection services for office paper, beverage containers and compost at CSU, Chico. Student staff collects white paper, mixed paper, newspaper, shredded paper, magazines, books, cardboard, aluminum cans, glass and plastic bottles, and bi-metal (tin cans). Collection programs include Office Recycling, the Faculty Call-in Program, Special Event Recycling, Phone Book Collections and the Saturday Donation Center. (see

[www.aschico.com/recycle](http://www.aschico.com/recycle)

)

Construction Waste Diversion: Construction contracts incorporate waste management specifications requiring contractors to plan and divert concrete, asphalt, aluminum, metal and other recyclable construction by-products from the landfill.

Other Recycling:

Sensitive documents that are taken in bulk to the State shredding facility.

Contract waste hauler provides recycling bins at the housing units outside the AS pick up area.

1-yard "metal shop scrap", 20-yard miscellaneous metal scrap and wood waste collection containers.

Reduction of Paper Use:

Double sided printing is encouraged for all copier and computer printing jobs.

The campus utilizes recycled paper in all towel dispensers on campus.

Housing Department refuses delivery of 80% of offered phonebook deliveries.

On-line Campus Catalog and e-mail use also accounts for reducing paper use.

Office Supply Swap:

Offices and departments donate office supplies they no longer want. AS Recycling gives away reusable office supplies such as folders, binders, envelopes and paper to campus and to non-profit organizations.

Composting:

Food scraps are collected from five kitchen areas on campus, including the Garden Café, Whitney Dining Hall, and the Primo Espresso Cart and Café are taken AS Recycling to the University Farm or on-campus Compost Display Area for composting.

Housing Department collects grass clippings and delivers them to the farm for composting. Annual leaf fall is collected and dropped off at City of Chico collection sites for transport to the municipal composting facility.

The university contract waste hauler provides two 18-yard green waste containers, the contents of which are composted or converted to cogeneration.

Grasscycling: Mulch mowing is used on our main campus playfields and lawn areas.

Tree and Limb Removal: Tree and limb removal is either taken away by tree service or converted to firewood, green waste, or lumber.

Cardboard: contract waste hauler provides cardboard collection receptacles at various locations on campus.

Newspaper Recycling: Newspaper companies provide dedicated collection bins to facilitate their recycling efforts. AS Recycling collects all other newspapers that do not end up in these bins.

Rendering:

The CSUC Farm Meat Lab sends all by-products to rendering service for making animal feed.

oAS Food Service collects unusable fryer oil at all food service areas on campus.

Used Book Buy Back:

AS Bookstore buys back over 30,000 books that are either used for the next semester's program or sold to a used book wholesaler. All unusable books are recycled through AS Recycling.

•Diversion Excursion:

A cooperative effort between the Housing Department and Associated Students Recycling collects reusable materials and recyclables from Resident Hall move out. The materials are then sorted and distributed to local charities and recycling centers: In 2009 over 17,000 lbs were diverted.

#### Reuse of Materials and Equipment

Both Main Campus and AS Receiving Departments collect and reuse packaging materials (plastic peanuts). Toner and laser cartridges are collected and recycled.

Both Main Campus and AS Receiving Departments reuse pallets or sell them to pallet recyclers.

Efforts are made to store surplus furniture for reuse, resale, or donation.

#### Reduction of Hazardous Materials Use

Micro-scale chemistry is used whenever possible to reduce chemical use.

#### PROGRAMS

Bring your own cup

Reuse to go containers

#### POLICIES

#### INFRASTRUCTURE INVESTMENTS

#### OUTREACH

Zero Waste Group

Compost Education Coordinators

Phone Books

# Construction and Demolition Waste Diversion

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## Responsible Party

**Lynda Miracle**

Director

Facilities Planning, Design & Construction

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## 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.

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

## **Amount of construction and demolition materials recycled, donated, or otherwise recovered :**

6.70 Tons

## **Amount of construction and demolition materials landfilled or incinerated :**

4.50 Tons

## **A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:**

Figures from 1st Street Site Improvements Project, 7/1/12 - 8/31/12

# Electronic Waste Recycling Program

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## Responsible Party

Dale Wymore  
Director  
Business Servicer

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## Criteria

### Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

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

Unwanted but usable electronic items are not considered electronic wastes. These items are offered for reuse on campus, or donated to local non-profit organizations for reuse in our local community.

All electronic items that are broken or unwanted are managed as electronic wastes. Electronic wastes are shipped to Computers For Classrooms (CFC), a local, state authorized, non-profit, electronic waste collector and refurbisher. CSU Chico follows all applicable state and local regulations regarding worker safety and waste management.

Management practices for electronic wastes on campus are similar to chemical waste – individual departments that generate electronic wastes contact the Environmental Health & Safety (EHS) department to request removal of the waste. EHS moves the waste to a central accumulation point and handles the waste shipment, documentation, and record keeping.

**A brief description of the electronic waste recycling program for institution-generated materials:**

Management practices for electronic wastes on campus are similar to chemical waste – individual departments that generate electronic wastes contact the Environmental Health & Safety (EHS) department to request removal of the waste. EHS moves the waste to a central accumulation point and handles the waste shipment, documentation, and record keeping.

**A brief description of the electronic waste recycling program for student-generated materials :**

Electronic wastes generated by students living on campus in dorms or other campus housing facilities are turned over to University Housing and Food Service (UHFS) staff. UHFS staff contacts Environmental Health and Safety (EHS) to request a waste pickup. For electronic wastes (and all other regulated wastes) generated by students living off campus in private residences, EHS cannot legally collect those materials. However, EHS does inform the campus community about household recycling and hazardous waste drop off facilities in the local community.

**The website URL where information about the e-waste recycling program is available:**

[http://www.csuchico.edu/ehs/Programs/haz\\_materials/ewaste.shtml](http://www.csuchico.edu/ehs/Programs/haz_materials/ewaste.shtml)

# Hazardous Waste Management

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## Responsible Party

**Dale Wymore**  
Director  
Business Servicer

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## Criteria

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.

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*"---" 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:**

CSU Chico employs a holistic approach to hazardous & universal waste minimization as well as reducing the hazards of the materials in use whenever possible.

The Environmental Health & Safety (EHS) department encourages purchasing only what is needed for the short term and avoiding the notion of buying in bulk as a cost-saving policy when it comes to chemical purchases. It is all too common for someone to get a "great deal" by buying larger quantities of chemical products and ignoring the resultant risk of having large quantities on hand and the eventual cost of shipping any unwanted and unused chemicals as a hazardous waste.

If unwanted and unused chemicals do surface, the EHS department tries to match up the unwanted chemicals from one department with another department that could use them. This happens with laboratory chemicals as well as maintenance products.

Paints are one of our most successful reuse items. Unwanted paints are offered for reuse to both our Fine Art department as well as our Scene Shop in the Performing Arts department to make backdrops for stage performances. The next preferred option is to donate unwanted but still usable latex paint to the local Butte County Sheriff's Team of Active Retired Seniors' (STARS) anti-graffiti program. Our next best option is to ship unwanted latex paint for recycling instead of managing it as a hazardous waste as would otherwise be the case in California.

Product substitution is an important tool CSU Chico employs whenever possible. We continually seek out opportunities to replace hazardous chemical products with alternatives that work as well but pose fewer hazards to the individual user and to the environment. This is most commonly applied to cleaning and maintenance products including pesticides.

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



All regulated waste is managed through the Environmental Health & Safety (EHS) department. Campus users notify EHS and request a waste pickup periodically. EHS moves those wastes to a central accumulation area. At least every 90 days EHS ships chemical waste offsite with registered hazardous waste haulers.

**The website URL where information about hazardous materials management is available:**

<http://www.csuchico.edu/ehs/index.shtml>

# Materials Exchange

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## Responsible Party

Dale Wymore  
Director  
Business Servicer

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

### Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

### A brief description of the program:

Surplus Property:

If the surplus property is still useful to the University it will be held in a surplus “viewing” area located at the Warehouse and will become available for reutilization to all University departments. The Property Management Office will frequently provide a listing of surplus equipment available for campus reutilization via Campus Announcements. Departments may contact PMO to inquire about existing property at any time.

Surplus computer property is safeguarded for donation for educational purposes pending approval from the Property Management Survey Board.

Surplus equipment, capitalized and non-capitalized, that is not reutilized by the campus will be reviewed by the Property Management Survey Board to determine the appropriate method of disposition (i.e. public auction, donation, competitive bids, salvage, or transfer to another state agency).

AS Recycling Office Supplies Reuse: ASRP doesn't just recycle, it reuses! In our office (BMU 301) you will find bookshelves of FREE reuse school and office supplies, books, dishes and more. Feel free to bring in any of your extra school/office supplies and remember to only take what you can use.

<http://www.aschico.com/recycle/freestuff>

FreeCycle@Work: Freecycle@work is a free web application to make the reuse of furniture and office supplies easier for the campus community. It is a website that can be used to post unwanted office supplies or furniture or to search for things that your department may need. You may have a desk you no longer need or are in search of a chair, check out freecycle@work to either offer your item or to search among the items listed by our campus.

<http://www.csuchico.edu/pm/Freecycle.shtml>

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

<http://www.csuchico.edu/pm/procedures.shtml>

## Limiting Printing

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### Responsible Party

Dale Wymore  
Director  
Business Servicer

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

### Does the institution limit free printing for students in all computer labs and libraries?:

Yes

### A brief description of how printing is limited:

There is no free printing in computer labs or in the library. Students pay for printing via a print management system, using the campus WildcatCard debit account system.

### The website URL where information about the program, policy, or practice is available:

<http://www.csuchico.edu/itss/labs/printing.shtml>

**Responsible Party**

**Dale Wymore**  
Director  
Business Servicer

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:**

Yes

**A brief description of the practice:**

The 2011-2012 University catalog is only available online and is not printed.

Course Schedules and Directories are also available online.

<http://www.csuchico.edu/schedule/>

<http://webapps.csuchico.edu/directory/>

The catalog, schedules and directory are clearly available at the top of the home page:

<http://www.csuchico.edu/>

**The website URL where information about the practice is available:**

<http://catalog.csuchico.edu/viewer/11.html>

# Chemical Reuse Inventory

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## Responsible Party

Dale Wymore  
Director  
Business Servicer

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

## Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

## A brief description of the program:

The Environmental Health & Safety (EHS) department is notified of unused, unwanted chemical products that might be of use to other departments. If those products are still in original manufacturer's packaging and the labeling is intact, then, depending on shelf life limitations, those chemicals will be offered to other stockrooms on campus for potential reuse. EHS plays the role of intermediary in these transfers due to their campus-wide knowledge of what chemicals are used in which labs.

This program of reuse on campus extends beyond laboratory chemicals to include any unused chemical products (paints, cleaners, batteries, etc.) which would otherwise be considered a hazardous waste.

## The website URL where information about the practice is available:

[http://www.csuchico.edu/ehs/Programs/haz\\_materials/index.shtml](http://www.csuchico.edu/ehs/Programs/haz_materials/index.shtml)

## Move-In Waste Reduction

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### Responsible Party

Dale Wymore  
Director  
Business Servicer

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

### Does the institution have a program to reduce residence hall move-in waste?:

Yes

### A brief description of the program:

University Housing and Food Services provides two twenty-yard waste bins outside of the residential dorms during the week of move in, one for cardboard recycling and one for styrafoam recycling. A team of students is trained each year to assist the new students with their move-in into the dorms. Part of their training relates to campus sustainability and recycling, and they are provided related information and resources to pass on to the new residents and to minimize the amount of waste generated by the move-in.

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

<http://www.csuchico.edu/housing/residence-life/o-team.shtml>

# Move-Out Waste Reduction

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## Responsible Party

Dale Wymore  
Director  
Business Servicer

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

### Does the institution have a program to reduce residence hall move-out waste?:

Yes

### A brief description of the program:

Diversion Excursion (DE) is annually hosted by University Housing and Food Services and AS Sustainability. The event aims to divert reusable and recyclable goods from the landfills; donating the goods to local charities while educating residents. DE tables, staffed with volunteers are located near each hall to collect the donations brought down by the residents. We collect non-perishable food items, clothing, books, office supplies, linens, and partially used shampoo, conditioner, soap, and laundry detergent, computers and more. This event is held the last two days of finals week. Over 20,000 lbs of material is recycled or donated to charity each year.

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

<http://news.csuchico.edu/2008/06/02/waste-diversion-program-at-residence-halls-gets-more-than-17000-pounds-of-reusable-and-recyclable-goods/>



# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater 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 Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

### **Water consumption, 2005 baseline year:**

80,394,292 Gallons

### **Water consumption, performance year :**

77,544,412 Gallons

### **List the start and end dates of the water consumption performance year:**

October 2012 through September 2013

### **On-campus residents, 2005:**

1,700

### **Non-residential/commuter full-time students, faculty, and staff members, 2005:**

13,815

### **Non-residential/commuter part-time students, faculty, and staff members, 2005:**

2,604

### **On-campus residents, performance year:**

2,150

### **Non-residential/commuter full-time students, faculty, and staff members, performance year:**

14,141

### **Non-residential/commuter part-time students, faculty, and staff members, performance year:**

1,970

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):**

July 1 2012 - June 30 2013

**Indication of whether institution has a stated commitment to water use reduction goals:**

Yes

**A brief description of the plan of action to achieve water use reduction goals:**

A student initiative was passed in 2013 to decrease water consumption on campus by 20% by 2015.

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

<http://www.csuchico.edu/sustainablefuture/practices/energy.shtml>

# Stormwater Management

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives:**

All new construction projects require a SWPP. This requires the planning, maintenance and operation of construction activities that will prevent contamination of local stormwater.

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

<http://www.csuchico.edu/ehs/>

**Does the institution have a living or vegetated roof?:**

No

**A brief description of the institution's living or vegetated roof:**

N/A

**Does the institution have porous paving?:**

Yes

**A brief description of the institution's porous paving:**

There are several locations on campus with porous paving. There is the entrance way to O'Connell and Langdon, a parking area near Butte Hall, and also a parking area near Glenn Hall. The total area is approximately 1,200 sq ft.

**Does the institution have retention ponds?:**

Yes

**A brief description of the institution's retention ponds:**

There is a large retention pond at the University Farm. It is used to assist with irrigation.

**Does the institution have stone swales?:**

No

**A brief description of the institution's stone swales:**

N/A

**Does the institution have vegetated swales?:**

Yes

**A brief description of the institution's vegetated swales:**

At our newest building, the Student Services Center, a “bio-swale” system was installed to catch roof water runoff in a large collection tank allowing it to gradually reenter the water table instead of going down the storm drain.

**Does the institution employ any other technologies or strategies for stormwater management?:**

No

**A brief description of other technologies or strategies for stormwater management employed:**

N/A

# Waterless Urinals

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### Does the institution use at least one waterless urinal?:

Yes

### A brief description of the technology employed:

Sloan Waterfree Urinals reduce water and sewer costs, maintenance and repair bills, and create more hygienic, odor-free restrooms. A Patented, Sealed Cartridge eliminates the need for water, typically conserving 40,000 gallons per unit per year. Installing Waterfree Urinals along with other Sloan Conservation Products ensures meaningful water savings. In addition, Sloan Waterfree Urinals do not require costly supply piping to fixture.

These urinals are installed in all of the men's restrooms in the Student Services Center (LEED Gold), 3-4 / floor x 4 floors.

### The website URL where information about the technology is available:

[http://www.homeclick.com/sloan-1005000-wall-hung-wall-outlet-waterfree-vitreous-china-urinal/p-352722.aspx?chnl=cse&ven=shoppingdotcom&cam=Sloan&kw=1005000&srccode=cii\\_13736960&cpncode=31-225137039-2](http://www.homeclick.com/sloan-1005000-wall-hung-wall-outlet-waterfree-vitreous-china-urinal/p-352722.aspx?chnl=cse&ven=shoppingdotcom&cam=Sloan&kw=1005000&srccode=cii_13736960&cpncode=31-225137039-2)

# Building Water Metering

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution have building-level water consumption meters for at least one building?:**

Yes

### **A brief description of the water metering employed:**

The campus has each of the buildings metered through Cal Water for both building use and any irrigation. There are also multiple buildings that track and monitor CHWS/R and HHWS/R use at each building. We utilize the central plant and the EMS system to track this information.

### **The percentage of building space with water metering:**

90

### **The website URL where information about the practice is available:**

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>



# Non-Potable Water Usage

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## Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:**

Yes

**A brief description of the source of non-potable water and how it is used:**

Rainwater is captured and used for irrigation in the gardens at the Compost Display Area.

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources:**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources:**

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**The website URL where information about the program, policy, or practice is available:**

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**Responsible Party**

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:**

Yes

**A brief description of the program or practice:**

We have an ongoing effort effort to convert grass / lawn areas into naturally landscaped areas using native plant. Recent examples of this are the conversion of grass and traditional landscaping to large native plant gardens near the new Creek-Side Courtyard and the rejuvenation of Alumni Glen.

<http://www.csuchico.edu/pdc/projects/uclandscape.shtml>

**The website URL where information about the program or practice is available:**

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>

# Weather-Informed Irrigation

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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

### **Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:**

Yes

### **A brief description of how weather data or sensors are used:**

Calsense provides a simple yet powerful tool to monitor daily evapotranspiration with the Calsense ET Gage. Used with the ET2000e irrigation controller, the ET Gage measures daily evapotranspiration, and is used to automatically calculate station run times so the irrigation system can apply the exact amount of water required for current weather conditions.

There are a total of 6 Calsense controllers currently in use out of a total of 40 irrigation zones.

### **The website URL where information about the practice is available:**

<http://www.csuchico.edu/sustainablefuture/practices/landscapingGrounds.shtml>

# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee?:

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Approval of Campus Sustainability Committee

Executive Memorandum 11-017

February 23, 2011

From: Paul J. Zingg, President

Upon the recommendation of the Academic Senate I approve the formation of a Campus Sustainability Committee.

### Rationale

In 2007 President Paul Zingg became one of the founding signatories of the American Colleges & University Presidents' Climate Commitment (ACUPCC). This climate commitment is an outward expression of our campus's leadership in charting a path toward a more sustainable campus community and our commitment to address climate change by reducing and ultimately neutralizing greenhouse gas emissions from campus and to accelerate research and educational efforts to equip society for a more sustainable future.

As a signatory of the ACUPCC, our institution is pledged to eliminate our campus's collective contribution to climate change over time. This commitment includes establishing an institutional structure to oversee the development and implementation of a program to comply with this commitment. To fully integrate sustainability across campus departments, we propose the formation of a Campus Sustainability Committee (CSC).

Campus Sustainability Committee Role for CSU, Chico

The role of the Campus Sustainability Committee (CSC) is to serve in an advisory capacity to all campus departments, colleges, and other entities in an effort to advance environmental, social and economic sustainability at the California State University Chico.

The CSC would provide leadership in identifying mechanisms to integrate sustainability concepts into all core functions of the university. The CSC will provide recommendations for implementing sustainability across the campus by constructing a sustainability plan addressing the following nine focus areas:

1. Education
2. Transportation
3. Waste
4. Procurement
5. Food services
6. Biotic environment
7. Water
8. Energy
9. Built environment

Within each focus area the CSC will develop goals, actions, and timelines. An initial assessment to establish benchmarks will be conducted across the focus areas to allow the campus to evaluate our progress. (See Initial Assessment below.)

Building a common vision is essential to expanding the integration of CSU, Chico's 6th strategic priority into daily departmental operations. A periodic and comprehensive assessment will provide a platform on which to build. As departments reflect on assessment questions, they will be prompted to consider sustainability efforts in their current departmental operations and evaluate what future efforts may be feasible.

### **Members of the committee, including affiliations:**

The CSC is composed of 17 members as identified below.

The CSC is chaired by two co-chairs:

1. The Vice President of Academic Affairs (or designee)
2. The Vice President of Business and Finance (or designee)

The committee includes the following ex officio members:

1. The Senior Director of facilities (or designee)
2. The Director of Planning, Design, and Construction (or designee)
3. The Executive Director of the Associated Students (or designee)
4. Director of the Institute for Sustainable Development (or designee)

5. The Sustainability Coordinator (or designee)
6. The Associated Students Sustainability Coordinator (or designee)
7. Associated Students Environmental Affairs Commissioner (or designee)

We further propose the following appointments to the committee:

1. Representative appointed by the President
2. Representative appointed by the Vice President of University Advancement
3. Representative appointed by the Vice President of Student Affairs
4. Staff member appointed by Staff Council
5. Staff member from Information Resources appointed by Information Resources
6. Student appointed by the Associated Students
7. Faculty member appointed by Academic Senate (Potentially the General Education Sustainability Pathway Coordinator)
8. Faculty member appointed by Academic Senate

All appointed faculty and staff members of the CSC would serve a two-year appointment with the option for renewal. Student representatives will serve one-year appointments. The faculty members appointed by the academic senate will serve two years on the committee, with the first year having one full, two-year term appointee and one temporary one-year appointee, in order to offset the terms of the two faculty member appointees.

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

<http://www.csuchico.edu/sustainablefuture/committee/index.shtml>

**Does the institution have a sustainability office?:**

Yes

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

At Chico State, we are dedicated to sustainable development as a means of balancing human social, cultural, and economic needs with the natural environment by respecting the finite natural resources of this planet and living in harmony with other humans and species now and into the future. We strive to become leaders in achieving a new vision of education, which integrates the principles of sustainable development into the academic programs, practices, and collaborations of our university.

**The number of people employed in the sustainability office:**

4

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

<http://www.csuchico.edu/sustainablefuture/>

**Does the institution have a sustainability coordinator?:**

Yes

**Sustainability coordinator's name:**

Fletcher Alexander

**Sustainability coordinator's position title:**

Campus Sustainability Coordinator

**A brief description of the sustainability coordinator's position:**

The Campus Sustainability Coordinator works with the Campus Sustainability Committee to forward the sustainability goals of the University. This work includes monitoring and evaluating implementation of the campus' Climate Action Plan, encouraging and facilitating sustainability programs initiated by students, staff, and faculty, serving as a liaison with groups, programs, offices, and departments across the campus on sustainability initiatives, coordinating educational activities to further develop a campus culture of sustainability, coordinating public relations related to campus sustainability and maintaining working relationships with sustainability officers at peer institutions.

**The website URL where information about the sustainability coordinator is available:**

<http://www.csuchico.edu/sustainablefuture/contact.shtml>



## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted:

2,006

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

CSU, Chico Strategic Plan  
Strategic Priority #6:

Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

A hallmark of Chico State is the beautiful and inviting physical environment of our campus. We will become an environmentally engaged university, seeking to elevate our collective consciousness about the environment, recognizing our responsibilities to steward the inherited and created assets of our region, while articulating these values for the wider audiences we reach. We will make Chico State the distinctive "green" campus in California and become a national leader in environmental education, [Campus Sustainability Data Collector](#) | [AASHE](#)

science, and public policy analysis; the building of environmentally responsible facilities; and practicing sustainability principles.

We will

- Strengthen our institutional reputation and record regarding environmental stewardship.
- Develop all campus planning within the context of sustainability and encourage resource conservation and recycling.
- Emphasize the need for all departments and programs to address issues of sustainability.
- Monitor our diverse sustainability efforts through outcomes-based assessment, noting successes as well as opportunities for improvement.
- Undertake and maintain an environmental focus in our advancement efforts, seeking to tell our story about an environmental orientation in our daily campus life and to enlist partners in our agenda for distinction in these matters.
- Develop a strong endowment devoted to expanding and managing our current system of preserves, while expanding our capacity to teach, learn, and serve.

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- Expand our research efforts through the work of the Bidwell Environmental Institute.
- Introduce outside experts and mentors on sustainability to the campus, while seeking to deliver our own powerful story of environmental engagement.
- Connect with the local community and civic organizations and agencies to educate and assist in the preservation of natural resources, and help to protect the quality of life that has drawn people to our community.
- Seek partners throughout the North State who share our values and who are willing to share their expertise.
- Connect the campus and the ecological reserves to Native American practices and values.
- Host an annual or biannual conference on sustainability focusing on sustainability and conservation, business practices, civic engagement, social policy, and the curriculum.

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:**

CSU, Chico Strategic Plan

Strategic Priority #6:

Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

A hallmark of Chico State is the beautiful and inviting physical environment of our campus. We will become an environmentally engaged university, seeking to elevate our collective consciousness about the environment, recognizing our responsibilities to steward the inherited and created assets of our region, while articulating these values for the wider audiences we reach. We will make Chico State the distinctive “green” campus in California and become a national leader in environmental education, science, and public policy analysis; the building of environmentally responsible facilities; and practicing sustainability principles.

We will

- Strengthen our institutional reputation and record regarding environmental stewardship.
- Develop all campus planning within the context of sustainability and encourage resource conservation and recycling.
- Emphasize the need for all departments and programs to address issues of sustainability.
- Monitor our diverse sustainability efforts through outcomes-based assessment, noting successes as well as opportunities for improvement.
- Undertake and maintain an environmental focus in our advancement efforts, seeking to tell our story about an environmental orientation in our daily campus life and to enlist partners in our agenda for distinction in these matters.
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- Seek partners throughout the North State who share our values and who are willing to share their expertise.
- Connect the campus and the ecological reserves to Native American practices and values.
- Host an annual or biannual conference on sustainability focusing on sustainability and conservation, business practices, civic engagement, social policy, and the curriculum.

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

CSU, Chico Strategic Plan  
Strategic Priority #6:

Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

A hallmark of Chico State is the beautiful and inviting physical environment of our campus. We will become an environmentally engaged university, seeking to elevate our collective consciousness about the environment, recognizing our responsibilities to steward the inherited and created assets of our region, while articulating these values for the wider audiences we reach. We will make Chico State the distinctive “green” campus in California and become a national leader in environmental education, science, and public policy analysis; the building of environmentally responsible facilities; and practicing sustainability principles.

We will

- Strengthen our institutional reputation and record regarding environmental stewardship.
  - Develop all campus planning within the context of sustainability and encourage resource conservation and recycling.
  - Emphasize the need for all departments and programs to address issues of sustainability.
  - Monitor our diverse sustainability efforts through outcomes-based assessment, noting successes as well as opportunities for improvement.
  - Undertake and maintain an environmental focus in our advancement efforts, seeking to tell our story about an environmental orientation in our daily campus life and to enlist partners in our agenda for distinction in these matters.
  - Develop a strong endowment devoted to expanding and managing our current system of preserves, while expanding our capacity to teach, learn, and serve.
- 16
- Expand our research efforts through the work of the Bidwell Environmental Institute.
  - Introduce outside experts and mentors on sustainability to the campus, while seeking to deliver our own powerful story of environmental engagement.
  - Connect with the local community and civic organizations and agencies to educate and assist in the preservation of natural resources, and help to protect the quality of life that has drawn people to our community.
  - Seek partners throughout the North State who share our values and who are willing to share their expertise.
  - Connect the campus and the ecological reserves to Native American practices and values.
  - Host an annual or biannual conference on sustainability focusing on sustainability and conservation, business practices, civic engagement, social policy, and the curriculum.

**The website URL where information about the strategic plan is available:**

[http://www.csuchico.edu/prs/documents/strategicplan5\\_06.pdf](http://www.csuchico.edu/prs/documents/strategicplan5_06.pdf)

# Physical Campus Plan

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

## Does the institution's physical campus plan include sustainability at a high level?:

Yes

## A brief description of how the physical campus plan or amendment includes sustainability:

Comprehensively incorporate sustainable design approaches into the design of all physical campus elements and systems including campus site layout, circulation plans and systems, landscape and hardscape systems, building design and campus infrastructure.

- Harmonize the human built environment with natural systems and processes in such a way that non-renewable natural resources are conserved and that the natural environment maintains its capacity for healthy growth and regeneration.

- Where possible utilize construction materials that have been recycled, are made of renewable natural resources, that minimize the use of non-renewable natural resources and that minimize negative impacts upon the natural environment.
- Design new and renovation projects to achieve LEED (Leadership in Energy and Environmental Design) certification. Using the LEED checklist as a guide will help insure that basic design approaches are addressed in the planning and design process. The range of major LEED categories for consideration in design include: sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, innovation and design process. (See also Section 3.6.3)
- CSU Chico also hosts the Bidwell Environmental Institute which manages several land preserves for the primary purposes of protection, enhancement, research, and education. These land areas include the 3,950-acre Big Chico Creek Ecological Reserve, the 300-acre Butte Creek Ecological Reserve, and the 80-acre Eagle Lake Field Station.

CSU, Chico Master Plan Section 3

**The year the physical campus plan was developed or adopted:**

2,005

**The website URL where the physical campus plan is available:**

[http://www.csuchico.edu/pdc/documents/master\\_plan\\_2005.pdf](http://www.csuchico.edu/pdc/documents/master_plan_2005.pdf)

# Sustainability Plan

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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### Submission Note:

The Campus Sustainability Committee is currently moving forward with development of a long-range Campus Sustainability Plan as outlined in EM 11-017:

The CSC will provide recommendations for implementing sustainability across the campus by constructing a sustainability plan addressing the following nine focus areas:

1. Education
2. Transportation
3. Waste
4. Procurement
5. Food services
6. Biotic environment
7. Water
8. Energy
9. Built environment

Within each focus area the CSC will develop goals, actions, and timelines. An initial assessment to establish benchmarks will be conducted across the focus areas to allow the campus to evaluate our progress.

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

# Climate Action Plan

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

## A brief summary of the climate plan's long-term goals:

Achieve institution-wide net climate neutrality by the year 2030.

The University is committed to creating an implementation plan for the 2020-2030 decade in the year 2018. This plan will outline strategies and identify potential projects to achieve climate neutrality by the 2030 target date.

### Energy Sector Strategies:

Expand server virtualization

Further goal of reducing electrical consumption utilizing real-time

Implement Investment Grade Energy Audit recommendations as feasible

Building restriction or closure on evenings and weekends

### Transportation Sector Strategies:

Continue to reduce single-occupancy vehicle traffic to campus

## A brief summary of the climate plan's short-term goals:



Reduce emissions to 1990 levels by 2020, equivalent to a 40% decrease from 'Business as Usual' emissions projections for that year.

Energy Sector Strategies:

Select an electrical services provider that provides a more climate-friendly power content label (grid mix)

Retrofit lighting systems in 15 campus buildings

Upgrade HVAC, boiler-chiller, and air handler efficiency

Retrofit domestic H2O booster pump in Housing

Install PowerSave power management software

Implement server virtualization

Transportation Sector Strategies:

Reduce single-occupancy vehicle traffic to campus

University-sponsored travel education

**Year the climate plan was formally adopted or approved:**

2,011

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:**

Yes

**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:**

Scopes 1, 2 &3

**The reduction level (percentage) institution has committed to:**

Net Zero Emissions

**The baseline year the institution used in its GHG emissions commitment:**

Jan. 1, 2006

**The baseline emissions level institution used in its GHG emissions commitment:**

35,803 MtCO<sub>2e</sub>

**The target year the institution specified in its GHG emissions commitment :**

Dec. 31, 2030

**The website URL where information about the climate plan is available:**

[http://www.csuchico.edu/sustainablefuture/committee/documents/CSUC\\_ClimateActionPlan\\_2011.pdf](http://www.csuchico.edu/sustainablefuture/committee/documents/CSUC_ClimateActionPlan_2011.pdf)

Campus Sustainability Data Collector | AASHE



## Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee?:

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The President's Diversity Council serves as an advisory body to the President, members of Cabinet, and the CSU, Chico community. Its membership represents a broad cross-section of the university community (students, faculty, staff, and administration) and includes representation from the larger Chico community. The PDC, with the full commitment of the Cabinet, is charged with building an institution-wide capacity to meet the needs of a campus that embraces diversity as one of our core values. Our campus' diversity efforts are guided by a very broad and inclusive concept of diversity that "extends beyond traditional considerations—such as those based on ability, age, culture, disability, race/ethnicity, gender identity and expression, sexuality, regional and national origin, political affiliation, religion and socio-economic background—to include the intellectual diversity that is a hallmark of a great university" (Diversity Action Plan 1).

To that end, the President's Diversity Council is charged with promoting diversity and inclusion efforts in the four dimensions of the DAP:

- Access and success
- Education and scholarship
- Intergroup relations and campus climate
- Institutional vitality and viability

In order to advance the tasks and priorities outlined in the Diversity Action Plan, the President's Diversity Council is comprised of four subcommittees, each focusing on different dimensions of the DAP and overseen by two co-chairs, and a steering committee, consisting of the CDO, the Director of University Diversity Programs and Inclusion, and the subcommittee co-chairs. The PDC is responsible for cultivating a shared understanding of inclusive excellence, assisting in the establishment of benchmarks, and assessing and communicating our diversity and inclusion efforts. These tasks will be accomplished through the efforts of both the steering committee and the four subcommittees. Towards that end, you are responsible for identifying and communicating diversity issues and providing recommendations regarding our diversity and inclusion efforts.

Ultimately, the work of the President's Diversity Council is informed by the Diversity Action Plan 2011-2016, our Mission Statement, and Strategic Plan. These documents shall shape the vision, mission, and values of this committee.

**Members of the committee, including job titles and affiliations :**

Butts, Tracy - English and Chief Diversity Officer

Robinson, Tray - Director,  
Office of Diversity and Inclusion

Wills, Joe - Director of Public Affairs and Publications

Ornelas, Vincent, Social Work

Bryan, Maurice L. - Student Judicial Affairs

McMahon, Gary - Director of the Chico Student Success Center

Bommersbach, Mimi - Counseling and Wellness Center

Scholtes, Paula - Library

Patterson, Chela M. -  
Director, Educational Opportunity Program and Student Learning Center

**The website URL where information about the diversity and equity committee is available:**

<http://www.csuchico.edu/prs/top-nav/PDC/index.shtml>

**Does the institution have a diversity and equity office?:**

Yes

**A brief description of the diversity office:**

The Office of Diversity at Chico State is dedicated to providing a welcoming environment where students, faculty and staff are included in campus events and activities to ensure their success. Together we can foster a climate that acknowledges and celebrates the differences that define who we are.

**The number of people employed in the diversity office:**

1.50

**The website URL where information about the diversity and equity office is available:**

<http://www.csuchico.edu/diversity/index.shtml>

**Does the institution have a diversity and equity coordinator?:**

Yes

**Diversity coordinator's name:**

Tray Robinson

**Diversity coordinator's position title:**

Director of University Diversity Programs and Inclusion

**A brief description of the diversity coordinator's position:**

Serves as a resource to our campus community by providing information, referrals, advocacy, coordination and support for diversity-related events, activities, initiatives and discussions.

**The website URL where information about the diversity and equity coordinator is available:**

<http://www.csuchico.edu/diversity/documents/coordinatorNamed.pdf>

# Measuring Campus Diversity Culture

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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## Submission Note:

<http://www.csuchico.edu/diversity/documents/CELT%20Diversity%20Flyer%20Fall2012.pdf>

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

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

## A brief description of the assessment(s):

Per CSU, Chico's Diversity Action Plan 2011-2016, each unit has been charged with developing and implementing a Diversity plan (Task 8.3). In creating these plans, each unit was asked to assess its efforts in regard to 1) access and success, 2) education and scholarship, 3) intergroup relations and campus climate, and 4) institutional vitality and viability. In addition to assessing their efforts, each unit was also asked to develop tasks and measures for further growth in each of the areas.

[http://csuchicocdo.wordpress.com/2012/03/01/need-help-with-your-unit-diversity-plans-due-april-](http://csuchicocdo.wordpress.com/2012/03/01/need-help-with-your-unit-diversity-plans-due-april-16th/)

16th/

**Year the assessment was last administered:**

2,012

**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:**

The assessment results are used by each unit to create policies, programs, and initiatives to strengthen the University's diversity efforts and to create a more inclusive campus community. These efforts are manifested in the actions each unit identifies it will undertake during AYs 2012-2016 regarding issues of student success; access and retention for students, faculty and staff; diversity and multiculturalism in curriculum and co-curricular activities, etc.

For example, as a result of assessing its current policies, programs, and initiatives, Athletics will include a presentation on diversity in its fall compliance meetings annually, a diversity statement in the Student-Athlete handbook, and a campus diversity resource list in the Student-Athlete handbook beginning August 2012 in order to integrate diversity and multiculturalism into courses and other educational offerings. Another example, the Career Center assessed data from satisfaction surveys from members of ethnic minority groups. As a result, they have undertaken efforts to increase event involvement by underrepresented students, encourage staff involvement in diversity-related organizations, curb and prevent discriminatory hiring practices by employers searching for job candidates on campus, and improve internal hiring practices for professional staff as well as student interns and assistants.

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

<http://www.csuchico.edu/prs/dap/12-13-2010.pdf>



# Support Programs for Underrepresented Groups

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:**

CSU, Chico has a number of affinity groups and academic support programs in place to support underrepresented groups on campus. There are a host of student clubs and organizations ranging from B.L.O.C. (Black Leaders on Campus), MEChA (Movimiento Estudiantil Chicano de Aztlán), Filipino Student Association, to the African Student Union. Students also benefit from support programs and co-curricular programs through the Cross Cultural Leadership Center, the Gender and Sexuality Equity Center (GSEC), and the Associated Students Multicultural Affairs Council. There are also a number of multicultural, Latin@, and historically black Greek letter organizations represented on campus. Lastly, the Educational Opportunity Program (EOP) and the Chico Student Success Center offer mentoring, counseling, and peer support services for underrepresented student populations.

<http://www.csuchico.edu/sac/documents/orgCul.pdf>

<http://www.csuchico.edu/cclc/>

<http://www.csuchico.edu/cssc/>

<http://www.csuchico.edu/eop/>

<http://www.csuchico.edu/diversity/resources/clubs.shtml>

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:**

CSU, Chico does not have any formalized programs to support underrepresented groups within the faculty solely. There was once a women's faculty group and a support group for women administrators. However, underrepresented faculty can find support through the various faculty and staff associations such as the Black Faculty and Staff Association, the Chican@/Latin@ Council, the GLBT Faculty and Staff Association, and the Transgender Task Force. Faculty who are members of underrepresented groups who have participated in the Faculty and Staff Diversity Academy as well as the Faculty and Staff Diversity Summit also remark on the benefits of taking part in such professional activities in regards to the networking and mentoring relationships they develop with other members of the faculty and staff across campus.

<http://www.csuchico.edu/diversity/resources/clubs.shtml>

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:**

CSU, Chico does not have any formalized programs to support underrepresented groups within the staff solely. However, underrepresented staff can find support through the various faculty and staff associations such as the Black Faculty and Staff Association, the Chican@/Latin@ Council, the GLBT Faculty and Staff Association, and the Transgender Task Force. Staff who are members of underrepresented groups who have participated in the Faculty and Staff Diversity Academy as well as the Faculty and Staff Diversity Summit also remark on the benefits of taking part in such professional activities in regards to the networking and mentoring relationships they develop with other members of the faculty and staff across campus.

<http://www.csuchico.edu/diversity/resources/clubs.shtml>

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

**The website URL where more information about the programs in each of the three categories is available :**

<http://www.csuchico.edu/diversity/resources/clubs.shtml>

# Support Programs for Future Faculty

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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

# Affordability and Access Programs

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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### Submission Note:

<http://www.csuchico.edu/tsed/info.shtml>

<http://csucub.csuchico.edu/>

<http://www.csuchico.edu/eop/admissions/summerbridge.shtml>

"---" 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 the institution's participation in federal TRIO programs:**

Upward Bound  
Upward Bound Math / Science  
Student Support Services  
Educational Talent Search

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:**

Participate in Federal and State financial aid programs. Reduced up-front cost for enrollment confirmation deposit, housing deposit, summer orientation.

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

CELT Diversity Track.  
Diversity Academy.  
Conversations on Diversity.  
Diversity Summit.  
Summer Bridge Mentors.  
Multi-cultural Welcome Receptions.  
Building Bridges newsletter.

**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:**

TRIO programs.  
MESA.  
Cash For College.  
Summer Bridge.

**A brief description of the institution's scholarships for low-income students:**

Vast majority of institution's scholarships are targeted towards low income students. TRIO programs also offer scholarships.

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience:**

Parent Institute for Quality Education (PIQE) provides curriculum for elementary, middle, high school parents.  
TRIO Programs & MESA.  
Steps for College.

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:**

TRIO.

MESA Schools Program.

Chico Student Success Center Partnerships.

Financial Aid Outreach.

**A brief description of the institution's other admissions policies and programs:**

Coordinate across campus with various programs and departments.

**A brief description of the institution's other financial aid policies or programs:**

Dedicated Financial Aid Officer for EOP. Target Priority 1 (historically disadvantaged, low income, first-generation). Provide outreach year-round.

**A brief description of the institution's other policies and programs not covered above:**

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**The website URL where information about programs in each of the areas listed above is available:**

<http://www.csuchico.edu/msp/index.shtml>

## Gender Neutral Housing

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**Responsible Party**

**Tray Robinson**

Director

Diversity & Inclusion Office

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



# Employee Training Opportunities

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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### Submission Note:

<http://www.csuchico.edu/diversity/safezone/index.shtml>

<http://www.csuchico.edu/diversity/cod/index.shtml>

<http://www.csuchico.edu/celt/resources/Teaching%20to%20Diversity%20and%20Promoting%20an%20Environment%20of%20Inclusion.shtml>

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

### Does the institution make cultural competence trainings and activities available to all employees?:

Yes

### A brief description of the cultural competence trainings and activities:

Conversations on Diversity  
Safe Zone Ally Training  
Diversity Academy  
Various Webinars  
CELT - Diversity Track

### The website URL where information about the trainings and activities are available:

<http://www.csuchico.edu/diversity/calendar/diversity-academy.shtml>

# Student Training Opportunities

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## Responsible Party

**Tray Robinson**

Director

Diversity & Inclusion Office

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

### **Does the institution make cultural competence trainings and activities available to all students?:**

Yes

### **A brief description of the cultural competence trainings and activities:**

Student Employment Diversity Training designed to provide student employees with the necessary resources and tools to effectively communicate with and serve the diverse populations of the campus community. Participants will develop a greater understanding of various cultures and norms while networking and building alliances with other students and campus professionals. Fostering diversity is a core value of the CSU, Chico Strategic Plan, 2011–2016 Diversity Action Plan, and the Graduation Initiative. It is one of the University's highest priorities.

### **The website URL where information about the trainings and activities are available:**

<http://www.csuchico.edu/announcements-campus/announcements/archives/2013-8-12/diversity-training.shtml>

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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### Submission Note:

Employee Numbers: FTE Staff & Faculty SP '13

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

### Total number of employees working on campus (including contractors):

1,394

### Number of employees (including contractors) that the institution ensures earn sustainable compensation:

1,394

### A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

As a state agency, we monitor prevailing wage through the DIR. Our employees compensation is determined at a system-wide level and negotiated with unions. Our benefit package averages 40% additional compensation for all of our employees.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:**

2,013

**The website URL where information about the institution's compensation policies and practices is available:**

<http://www.calstate.edu/hr/>

# Employee Satisfaction Evaluation

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

# Staff Professional Development in Sustainability

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## 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 training and professional development opportunities in sustainability available to all staff?:

Yes

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

Sustainable Consultation of Office Practices (SCOOP) is a student group who provides consultation of office practices and assists offices in implementing recommended practices related to sustainability. The group, which has operated on campus for five years, works with offices to implement changes across five areas:

Energy

Waste & Recycling

Procurement

Transportation

Employee Health & Wellness

Offices that have met certain criteria in these five areas, including commitments by staff related to behavior changes, are certified as 'Green Offices' and recognized by the campus.

In addition to the consultations, the group also provides brown bag lunches and workshops covering topics from improving indoor air quality with use of the indoor plants in the office to reducing waste in office functions to implementing lighting strategies in the office. The group works to inform, support, and connect campus staff with resources.

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

<http://www.csuchico.edu/sustainablefuture/scoop/>



# Sustainability in New Employee Orientation

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

## **Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:**

Yes

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

Sustainability is covered as one of the topics in all new employee orientations as one of the University's strategic priorities. Orientation sessions include an introduction to the Institution and overview of key institutional values and priorities. Sustainability is the Campus' sixth strategic priority, an integral part of the campus culture, and an area in which the Campus has received national recognition for leadership - and it is discussed as such during new employee orientation.

## **The website URL for the information about sustainability in new employee orientation:**

<http://www.csuchico.edu/hr/pdev/new-employee.shtml#orientation>

# Employee Sustainability Educators Program

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## 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.

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### Submission Note:

Employee Numbers: FTE Staff & Faculty Sp '13

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

**Responsible Party**

**Lori Hoffman**  
Vice President  
Business and Finance

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

**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 students, faculty, and staff?:**

Yes

**A brief description of the child care program, policy, or practice:**

The Associated Students Child Development Laboratory (ASCDL) is a nationally accredited, state licensed, full day early childhood program for more than 80 families associated with California State University, Chico. The ASCDL is a partnership between the Child Development Program and the Associated Students

**The website URL where information about the program, policy, or practice is available:**

<http://www.csuchico.edu/chld/lab/index.shtml>

# Employee Wellness Program

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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

### **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

### **A brief description of the employee wellness program, policy, or practice:**

The Faculty and Staff Assistance Program (FSAP) is a confidential counseling program that provides assessment, assistance and referral to additional services.

The FSAP serves as a confidential referral program to assist individuals in their efforts to address personal problems which may negatively impact work performance. This is a voluntary and free service provided to employees and their immediate family members. Eligible employees include CSUC State employees, as well as employees of the University Foundation, Research and Sponsored Programs, and Associated Students.

### **The website URL where information about the program, policy, or practice is available:**

<http://www.csuchico.edu/fsap/>

## Socially Responsible Retirement Plan

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**Responsible Party**

**Lori Hoffman**  
Vice President  
Business and Finance

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

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**A brief description of the socially responsible investment option for retirement plans:**

CALVERT funds are available to participants of 403b 457 programs. This is offered through Fidelity Investments to all CSU employees.

**The website URL where information about the program, policy, or practice is available:**

<http://www.calstate.edu/hr/>

# 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
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.

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

## Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

## 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 :

The role of the Campus Sustainability Committee (CSC) is to serve in an advisory capacity to all campus departments, colleges, and other entities in an effort to advance environmental, social and economic sustainability at the California State University Chico.

## Members of the CIR, including affiliations:

Co-chairs:

Vice President for Academic Affairs (or designee)  
Belle Wei

Vice President for Business and Finance (or designee)  
Lori Hoffman

Ex-officio Members:

The Senior Director of Facilities (or designee)

Marie Patterson

The Director of Planning, Design, and Construction (or designee)

Lynda Miracle

The Executive Director of the Associated Students (or designee)

George Rankin

The Director of the Institute for Sustainable Development (or designee)

James Pushnik

The Campus Sustainability Coordinator (or designee)

Fletcher Alexander

The Associated Students Sustainability Coordinator (or designee)

Eli Goodsell

The Associated Students Environmental Affairs Commissioner (or designee)

Kaitlin Haley

Others:

Director of Transportation (TAPS)

Robyn Hearne

Representative appointed by the President

Dale Wymore

Representative appointed by the Vice President of University Advancement

Marion Harmon

Representative appointed by the Vice President of Student Affairs

Mike Bates

Staff member appointed by Staff Council

Heather Kilcoyne

Staff member from Information Resources, appointed by Information Resources

Brooke Banks

Student appointed by the Associated Students

Taylor Herren

Faculty member appointed by Academic Senate

Jesse Dizard

[Campus Sustainability Data Collector](#) | [AASHE](#)



Faculty member appointed by Academic Senate  
Tim Sistrunk

Faculty member appointed by President  
Eric Houk

**Recent examples (within the past 3 years) of CIR actions:**

N/A

**The website URL where information about the committee is available:**

<http://www.csuchico.edu/sustainablefuture/committee/index.shtml>

# Shareholder Advocacy

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

# Positive Sustainability Investments

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## Responsible Party

**Lori Hoffman**  
Vice President  
Business and Finance

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

## Total value of the investment pool:

37,571,855 US/Canadian \$

## Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

## Value of holdings in businesses selected for exemplary sustainability performances:

0 US/Canadian \$

## Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

0 US/Canadian \$

## Value of holdings in community development financial institutions (CDFIs):

0 US/Canadian \$

## Value of holdings in socially responsible mutual funds with positive screens:

2,359,930 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

N/A

**The website URL where information about the institution's sustainability investment activities is available:**

<http://www.csuchico.edu/foundation/>

# Student-Managed Sustainable Investment Fund

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:**

Yes

### **A brief description of the student-managed sustainable investment fund:**

In 2006, students voted to increase their fees by \$5/semester to support the creation of the AS Sustainability Program and Fund. The majority of this money goes into the AS Sustainability Fund which makes available approximately \$60,000 annually for student-driven projects. Funds are awarded once each semester by the Sustainability Fund Allocation Committee (SFAC) - of which a majority of the voting members are students.

### **The website URL where information about the fund is available:**

<http://www.aschico.com/sustain/sfac>

# Sustainable Investment Policy

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**Responsible Party**

**Lori Hoffman**

Vice President

Business and Finance

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

## Investment Disclosure

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**Responsible Party**

**Lori Hoffman**

Vice President

Business and Finance

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

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market



# Community Sustainability Partnerships

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

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

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

## A brief description of the institution's sustainability partnerships with the local community:

CSU, Chico's Institute for Sustainable Development has worked collaboratively with the City of Chico on community sustainability issues for at least the last six years. In 2007 City of Chico Mayor Scott Greundl signed the City on to the U.S. Conference of Mayors' Climate Protection Agreement. Shortly thereafter the City established a Sustainability Task Force with representatives from across the community - including two from the University. CSU, Chico Faculty and Graduate Students conducted the City's first GHG Emissions Inventory in 2007/2008. Institute for Sustainable Development staff developed the City's community-wide 2020 Climate Action Plan, which was adopted by City Council in Fall of 2012. In the year since the City has restructured its Sustainability Task Force, to be focused on plan implementation and monitoring, rather than development, and solicited applications for new membership. The newly re-established STF also has two representatives of the University.

## The website URL where information about sustainability partnerships is available:

[http://www.ci.chico.ca.us/government/minutes\\_agendas/documents/ClimateActionPlan-FINALDRAFT-Web\\_001.pdf](http://www.ci.chico.ca.us/government/minutes_agendas/documents/ClimateActionPlan-FINALDRAFT-Web_001.pdf)

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

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

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*"---" 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:**

Sustainability Coordinator participates in a monthly Sustainability Officers' conference call across the California State University system which involves a discussion themed around a topic the group chooses in advance as well as campus report-outs and general question and update session. Assistant Campus Utilities Manager also participates in a monthly CSU Energy Managers' webinar that often focuses on topics related to efficiency and renewables. Our sustainability staff have attended both the California Higher Education Sustainability Conference and the AASHE Conference for many years, participating in the Sustainability Officers' Workshops, presenting, and moderating.

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

AASHE  
ACUPCC / Second Nature  
UC CSU IOU Partnership  
USGBC  
APPA  
Chico Urban Water Conservation Group  
City of Chico Sustainability Task Force  
City of Chico Bicycle Advisory Committee

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

For the last four years we have hosted a CSU Sustainability Summit, as part of our annual This Way to Sustainability Conference, which is attended by students, staff, and faculty of the CSU and is focused on system-wide sustainability policy development and advocacy.

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

<http://www.csuchico.edu/sustainablefuture/>

# Sustainability in Continuing Education

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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## Submission Note:

<http://rce.csuchico.edu/alternative-fuels>

Continuing Education classes through the Osher Lifelong Learning Institute that are Sustainability Focused or Related:

Local Environmental Issues & Action

What's New With Medicare in 2014?

Gardening With California Natives

Theology of Homelessness

Who's Taking Care of Your Bigger Backyard?

Birding in the Chico Area

Trees of Chico

Butte County & Chico Urban Area Issues & Controversies

U.S. Government 101

Survey of the Worlds Religions

Continuing & Regional Education also offers an online Master of Science in Agricultural Education program through the AG\*IDEA Consortium:

Welcome to the CSU, Chico Master of Science in Agricultural Education program. If you are searching for a fully accredited, graduate degree in agricultural education, you've found the right program. The online MS in Agricultural Education is specially designed to address the higher education learning demands of high school agricultural education teachers, science educators, and associated professionals who administer agricultural education programs.

CSU, Chico College of Agriculture offers the program in partnership with AG\*IDEA, a national consortium of accredited universities offering courses in the agricultural disciplines. The program is designed to be completed in two years, with courses originating from

Chico and the consortium universities. This flexible format provides you convenient, online access to the top graduate educators and researchers in the nation.

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

**Does the institution offer continuing education courses that are focused on or related to sustainability?:**

Yes

**Number of sustainability continuing education courses offered :**

10

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

87

**Does the institution have a sustainability-related certificate program through its continuing education or extension department?:**

Yes

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

Alternative Fuels Management Program

No longer a concept of the future, the use of alternative fuels such as compressed natural gas, propane, and electricity is becoming a key operational strategy for profitable and eco-conscious fleet companies. While there is training available on the retrofit and maintenance of vehicles using alternative fuels, there is a growing demand for education of fleet decision makers.

CSU, Chico Regional & Continuing Education and the Alternative Fuel Alliance are collaborating on the industry's first Alternative Fuels Management Program designed to fill an education gap between technical skills/application and executive knowledge/decision-making. Managers and leaders in the private and public sectors need to understand the strategic importance of alternative fuels from a corporate/social responsibility and environmental perspective as well as the bottom line financial implications of investing in alternative fuel solutions. Armed with that knowledge, their organizations are more likely to successfully invest in alternative fuels technologies and generate jobs for the graduates of the technical training programs. The Alternative Fuels Management Program will help business leaders understand alternate fuels and develop the competencies needed to make sound business decisions for investing in alternative fuel vehicles.

**Year the certificate program was created:**

2,013

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

<http://rceonline2.csuchico.edu/olli/classes/schedule/2013F>

# Community Service Participation

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

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

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

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

### **The number of students engaged in community service:**

2,884

### **Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

14,960

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

<http://www.csuchico.edu/125/>

# Community Service Hours

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

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

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

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

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

171,133

## Total number of students, which may exclude part-time, continuing education and/or non-credit students:

14,960

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

<http://www.csuchico.edu/125/>

# Sustainability Policy Advocacy

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## Responsible Party

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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## Criteria

Institution advocates for federal, state, 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.

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

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

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

Our Institute for Sustainable Development has hosted a CSU system-wide Sustainability Summit for the past four years and has organized the summits to have a dual focus: 1) To provide a forum for discussion and sharing of best practices in higher education sustainability within the CSU, and 2) To organize support for and advocate in favor of adoption of sustainability policies by the CSU Chancellor's Office.

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

<http://www.csuchico.edu/sustainablefuture/>



# Trademark Licensing

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## Responsible Party

**Sara Rumiano**

Director

Procurement & Contract Services

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## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

# Graduation Pledge

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## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy

Institute for Sustainable Development

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### Submission Note:

This has been attempted in the past with limited success.

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

## Community Service on Transcripts

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### Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy

Institute for Sustainable Development

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### Submission Note:

We have had discussions about creating an extracurricular transcript that could reflect community service achievements.

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

**Responsible Party**

**Fletcher Alexander**

Campus Sustainability Coordinator  
The Institute for Sustainable Development

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**Submission Note:**

Chico is served by a number of weekly farmers' markets:

<http://www.downtownchico.net/event/farmers-market/chico-certified-farmers-market-saturday.html>

<http://chicofarmersmarket.com/>

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

*Institution is located in an area that is served by an existing farmers' market.*

# 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

# Innovation 1

---

## Responsible Party

**James Pushnik**

Director and Rawlins Professor of Environmental Literacy  
Institute for Sustainable Development

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) 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.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. 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.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## A brief description of the innovative policy, practice, program, or outcome :

Students earn LEED AP designation through courses and projects including a "blitz-build" for the domestic violence shelter Catalyst (LEED for Homes) as well as certification for a renovated building on campus, Colusa hall (LEED for Existing Buildings, Operations and Maintenance.)

The Chico State Construction Management (CM) Department with support of the Construction Employers' Association developed their "Green Building Practices and LEED Certification" course over five years ago. The course explores how new buildings are designed and

constructed using green building strategies. Students learn how LEED Accredited Professionals manage the building certification process of the US Green Building Council. The course also prepares students to take the USGBC LEED AP certification exam.

The course has resulted in some 80% of the CM Graduates achieving LEED AP certification. The CM Faculty member that developed the course, Prof. Lori Dixon, has also conducted workshops all over the Nation for Contractors and Designers with a high rate of attendee's, 75% range, successfully passing the LEED AP certification exam.

**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation - IN1 LEED.pdf](#)

**The website URL where information about the innovation is available :**

<http://catalog.csuchico.edu/viewer/13/CMGT.html>

### Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

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### Criteria

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- 

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

### **A brief description of the innovative policy, practice, program, or outcome:**

Three years ago, Chico State completed a five building MBCx pilot program. The program included our MBCx vendor EnerNOC and our in house controls specialist at our Central Plant. The five buildings included four classroom buildings and one administrative building. The project recommissioned the five buildings and improved efficiency and controls of the building operating systems. The outcome saved 1,378,800 kWh, 36,542 therms and had less than a two year payback.



**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation - IN2 MBCx.pdf](#)

**The website URL where information about the innovation is available:**

[http://greenbuildings.berkeley.edu/best\\_practices2011.htm](http://greenbuildings.berkeley.edu/best_practices2011.htm)

### Responsible Party

**Teri Randolph**

Administrative Analyst/Specialist  
Institute for Sustainable Development

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### Criteria

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  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome:**

Welcome to the This Way to Sustainability Conference at California State University, Chico!

This conference is hosted by the Institute for Sustainable Development at CSU, Chico and the Associated Students of CSU, Chico.

We hope these next few days bring together people who care deeply about the future of the North State and our planet, to learn about pressing sustainability issues and to create a space for dialogue and action. A great effort has been made to establish sessions that cover a broad range of sustainability topics as well as put sustainability first in the conference operations. Enjoy the conference, and thanks to all of you who have made this possible.

**Purpose:** Explore approaches that will make a difference for a sustainable future. Our annual conference provides a forum to discuss current issues that are relevant to us all. We seek to develop common ground to help build a sustainable society; one that balances economic needs, social needs and environmental realities. We will address solutions for the global problems we are all now facing. The conference will include workshops, seminars, posters, and facilitated discussions.

**Audience:** Our audience is broad but aimed at the growing number of faculty, staff, students, administrators, public officials and citizens who embrace the concept of sustainable development, who wish to work together to build sustainable communities, who believe that we can learn from one another, and who realize there are many voices and perspectives that must be heard. Sessions are designed for beginners, as well as those with advanced knowledge. So that everyone has a chance to participate we've kept our registration fees to a minimum.

**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation - IN3 TWTS.pdf](#)

**The website URL where information about the innovation is available:**

<http://www.csuchico.edu/sustainablefuture/conference/index.shtml>

### Responsible Party

**Eli Goodsell**

Sustainability Program Coordinator  
Associated Students Sustainability

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### Criteria

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  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome:**

The AS Alternative Transportation Program is intended to improve the lifestyle of AS employees and encourage environmental awareness. Encouraging employees to use alternative forms of transportation as a means of getting to work will allow employees to rely less on their car and become more comfortable with incorporating alternative modes of transportation into their everyday lives.

Through this program employees will be educated on the negative impacts the automobile has on the environment and how switching to alternative transportation can improve their personal health and the health of the environment.

This program will encourage and incentivize AS employees to utilize alternative modes (bus, bike, carpool) of transportation during their work commute. The program will be developed to focus on AS career employees for the first year and then be expanded for all AS career and student employees. Targeting career employees first will influence individuals with more longevity in the AS, as well as create role models for student employees.

AS Sustainability will work with employees individually to develop the best alternative transportation plan for them, addressing any concerns the employee might have and provide the safest route possible to and from work. Bus stops/times and potential carpool partners will be identified in this plan. These individual transportation plans will include estimated cost savings (time, gas, maintenance, etc.) for the employee.

All employees who sign up for the Alternative Transportation Team will be recognized on a public plaque located in the lobby of the BMU. Members of the team will fall into one of four tiers (bronze, silver, gold or platinum) depending on their commitment to using alternative transportation.

**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation - IN4 ASTRANS.pdf](#)

**The website URL where information about the innovation is available:**

<http://aschico.com/sustainability>

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

## New Student Orientation

### Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

## Food Education

### Criteria

Institution provides education about eco-positive food and gardening techniques.

---

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



# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

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

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

## Hormone-Free Food Purchases

### Criteria

Institution provides details of its hormone-free animal product purchases.

---

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

## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

# Dishware

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

# Energy Initiatives

## Criteria

Institution provides details about its energy initiatives.

---

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

# Energy Use by Type

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## Responsible Party

**Marie Patterson**

Manager of Utilities & Sustainability  
Facilities Management & Services

---

## Criteria

Institution reports its energy use by type.

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### Submission Note:

Grid Mix Data From PG&E Grid Mix in CSUC '10/'11 GHG Emissions Inventory.

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

**The percentage of total electricity use from coal.:**

2

**The percentage of total electricity use from wind.:**

4

**The percentage of total electricity use from biomass.:**

4

**The percentage of total electricity use from natural gas.:**

20

**The percentage of total electricity use from solar PV.:**

3

**The percentage of total electricity use from geothermal.:**

5

**The percentage of total electricity use from nuclear.:**

24

**The percentage of total electricity use from hydro.:**

18



**The percentage of total electricity use from other.:**

20

**Provide a brief description.:**

From PG&E Grid Mix in CSUC '10/'11 GHG Emissions Inventory

**The percentage of total energy used for heating buildings from coal.:**

0

**The percentage of total energy used for heating buildings from biomass.:**

0

**The percentage of total energy used for heating buildings from electricity.:**

0

**The percentage of total energy used for heating buildings from natural gas.:**

100

**The percentage of total energy used for heating buildings from geothermal.:**

0

**The percentage of total energy used for heating buildings from fuel oil.:**

0

**The percentage of total energy used for heating buildings from other.:**

0

**Provide a brief description.:**

---

**If cogeneration, please explain.:**

---

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

### Criteria

Institution provides details about its water initiatives.

---

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

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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