



California State University, Fullerton

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

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Public

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

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

Reason for excluding agricultural school:

We do not have an agricultural school.

Reason for excluding medical school:

We do not have a medical school.

Reason for excluding pharmacy school:

We do not have a pharmacy school.

Reason for excluding public health school:

Reason for excluding veterinary school:

We do not have a veterinary school.

Reason for excluding satellite campus:

The operational management of the satellite locations is not currently under the purview of the Main Campus operations.

Reason for excluding hospital:

We do not have a hospital.

Reason for excluding farm:

We do not have a farm.

Reason for excluding agricultural experiment station:

We do not have an agricultural experiment station.

Narrative:

California State University, Fullerton main campus consists of 236 acres and is bordered on the east by the Orange Freeway (Route 57), located in Fullerton in north Orange County, about 25 miles from downtown Los Angeles and about 21 miles from nearby beaches. Founded in 1957 by act of the California Legislature, the campus consists of 29 permanent buildings or building clusters, with five new residence halls which house 1,084 students.

Satellite locations include the Irvine Campus, Grand Central Art Center in Santa Ana, the Garden Grove Center in Garden Grove, the Fullerton Arboretum, and Zzyzx Desert Studies Center. The CSUF Irvine Campus, near the Irvine Spectrum, offers mostly upper-division and graduate-level courses in a convenient location for students who live and work in southern Orange County. The Fullerton Arboretum, [STARS Reporting Tool](#) | [AASHE](#)

a 26-acre preserve developed in cooperation with the city of Fullerton, is located at the northeast corner of campus and is open to the public. The Arboretum hosts a visitor and conference center, including a museum devoted to the agricultural history of Orange County and the contributions of Japanese-Americans. The Desert Studies Center is located at Soda Springs (a.k.a. “Zzyzx”), on the western shore of Soda Dry Lake, and in the northwest corner of the Mojave National Preserve. We are accessed via Interstate 15, the main highway between the Los Angeles area of Southern California, and Las Vegas, Nevada. In its location, it serves as a convenient departure point for groups visiting the Death Valley National Park, the Kelso Dunes, the Afton Canyon riparian areas, the Cima Dome and Volcanic area, the historic Mojave Road, the Early Man Site at Calico, the Providence, New York, Granite, and Clark mountains, and many other interesting features and localities in the East Mojave Desert.

Operational Characteristics

Criteria

n/a

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

Endowment size:

Total campus area:

240.60 Acres

IECC climate region:

Hot-Dry

Locale:

Urban fringe of large city

Gross floor area of building space:

5,400,000 Gross Square Feet

Conditioned floor area:

2,263,774 Square Feet

Floor area of laboratory space:

292,033 Square Feet

Floor area of healthcare space:

19,295 Square Feet

Floor area of other energy intensive space:

Floor area of residential space:

440,548 Square Feet

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

9

Number of academic departments (or the equivalent):

64

Full-time equivalent enrollment:

Full-time equivalent of employees:

Full-time equivalent of distance education students:

Total number of undergraduate students:

Total number of graduate students:

Number of degree-seeking students:

Number of non-credit students:

Number of employees:

Number of residential students:

Number of residential employees:

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

John Bock

Professor / Director / Coordinator

Anthropology / Center for Sustainability / Environmental Studies Program

Criteria

Part 1

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

Part 2

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

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

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

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

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

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

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

Submission Note:

- URL for course offerings subject to change (we can contact the center for sustainability to have them update their links)
- Still need to find Total number of courses for undergrad/grad
- Need an updated list for sustainability courses and how many courses each department offers

---Erick

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,349	1,059
Number of sustainability courses offered	2	1
Number of courses offered that include sustainability	181	51

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

31

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

65

Number of years covered by the data:

Three

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

[CSUF_Sustainability Focused Courses_2011-13.pdf](#)

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

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

<http://sustainability.fullerton.edu/news/sustaincampus.asp>

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

Methodology: A keyword search was developed by one (1) faculty member, and two (2) staff members. The Institution's Course Catalog was reviewed and applicable Sustainability-Focused/ -Related courses were identified, either from the course's title or brief description. Along with this review, a faculty survey had been previously conducted to identify Sustainability-Focused/ -Related courses.

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

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

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Criteria

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

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

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

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

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

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

Undergraduate Program

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

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

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

No

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Sustainability Studies

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

The Thematic Plan advising track in Sustainability Studies is an interdisciplinary individualized study plan that combines the Liberal Studies core courses with elective courses in sustainability issues and skills useful to professionals in the field of sustainability. Elective courses are selected from at least two of the three areas of Liberal Studies: the arts and humanities, the social sciences, and the natural sciences. Students will also participate in the Senior Research Seminar (LBST 482) or complete a an independent study project (499) in interdisciplinary sustainability studies.

Students who follow a Sustainability Studies Thematic Plan might choose to focus on scientific approaches to sustainability, leadership in government, non-profit or for-profit businesses concerned with sustainable planning, or creative contributions to the sustainability movement such as documentary film making.

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

http://lbt.fullerton.edu/academics/sustainability_track.asp

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

Sustainability Upper-Division GE Pathway

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

Students who follow the Sustainability Pathway will have the opportunity to take a series of interdisciplinary courses that interweave the social, economic, and environmental pillars of sustainability. Students evaluate the impact of communities and geographical regions on sustainability efforts. Students will gain knowledge of current and integral ethical standards. Using environmental, cultural, social and economic perspectives, proposed solutions to identified challenges and problems will be addressed. The courses offered in this Pathway highlight the cultural and social facets of sustainability and will challenge students to become more environmentally-minded and socially-responsible.

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

<http://hss.fullerton.edu/students/pathways/SustainabilityPathway.asp>

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

"Pathway to Success: Sustainability"

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

GE Pathways to Success is a new way to complete your General Education requirements.

All CSUF students must complete a set of required courses that provide a foundation for their university education and an introduction to the major disciplines of science, social sciences, arts and humanities. In GE Pathways, students follow a specific theme (path) to complete some of these requirements. Available themes are Global Studies, Sustainability, Power & Politics, and Food, Health, and Well-Being.

The Sustainability pathway provides students with the opportunity to explore how social, economic, and environmental issues have interacted to result in the global conditions that are seen today and challenges that one will confront in the future.

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

https://www.fullerton.edu/aac/GE_Degree_Requirements/GEPathways.asp

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

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

The Master's program in Environmental Studies is a broadly based interdisciplinary program that focuses on human interaction with the environment. The program is geared for students entering or seeking to advance in the rapidly expanding environmental field. Because the scale and scope of environmental issues varies from local and practical to international and theoretical, the program seeks to integrate knowledge and approaches from a range of related disciplines in the sciences, engineering, social sciences and humanities. Topics include sustainability, environmental policy, management, health, pollution, law, philosophy, economics, planning, regulation and education. Given the range of their academic backgrounds, students are encouraged to craft a study plan that meets their own particular career or vocational goals. Students demonstrate their expertise in one of the environmental concentrations by preparing a thesis or project.

The Master of Science in Environmental Engineering is an online engineering master degree that will educate and prepare the future leaders in environmentally related fields. This program will provide students with practical information and technical knowledge on contemporary environmental topics and issues including potable water treatment, wastewater treatment and disposal, water reclamation and reuse, storm water runoff management and treatment, solid and hazardous waste management, remediation of contaminated groundwater and soil, landfill design, air pollution control engineering, global warming issues, and sustainable development.

In addition, a Professional Science Master's Degree Program in Sustainability is under development through the 2012-2013 University Missions and Goals Initiatives.

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

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

Yes

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

Environmental Studies

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

The Environmental Studies (ENST) Program opened its doors in the late 1960's and awarded its first degree in the early 1970's and is still going strong today. It represents a large and academically diverse inter-disciplinary graduate program for students wishing to obtain a Master of Science in Environmental Studies. The breadth and flexibility of the ENST Program has acted as a magnet for academically and professionally high-quality students.

Rather than conforming to a rigidly-defined curriculum, students are encouraged to craft a graduate study plan that meets both the core requirements of the ENST Program, and allows them to pursue courses in other departments that suit their own vocational or intellectual goals.

The Program has been able to draw on excellent instructors and mentors from an array of departments (e.g. biology, economics, geography, geology, history, sociology, and others), and on a pool of highly trained environmental professionals from local and regional government, as well as private environmental firms.

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

<http://hss.fullerton.edu/envstud/>

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

Environmental Engineering, M.S.

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

The Master of Science in Environmental Engineering is an online engineering master degree that will educate and prepare the future leaders in environmentally related fields. The structure of the program is based on a cohort model in which students move through the 2-year curriculum as a group. The course schedule will be based on four 16-week semesters and one eight-week summer session. The online format creates an environment where much learning occurs through completion of individual and team projects and analysis of case studies.

This program will provide students with practical information and technical knowledge on contemporary environmental topics and issues including potable water treatment, wastewater treatment and disposal, water reclamation and reuse, stormwater runoff management and treatment, solid and hazardous waste management, remediation of contaminated groundwater and soil, landfill design, air pollution control engineering, global warming issues, and sustainable development. Students will be trained for consulting companies, industries, or as officials for local governments as well as state or federal regulatory agencies. At the end of this degree program, students will be prepared to sit for the professional engineering exam in environmental engineering.

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

<http://www.fullerton.edu/ecs/env/>

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

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

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

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

And/or

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

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

Erick Rodriguez submitted this information. It still needs to get verified. Just a potential mock-up as of now.

You can contact me at:

zz-erirodriguez@exchange.fullerton.edu

if you have any questions

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

"Pathways to Success" — a pilot program that gives students an opportunity to focus some of their general education courses in four specialized areas: global studies; sustainability; food, health and well-being; or power and politics.

Participating students take three to five lower-division GE courses associated with the pathway they select. As part of the classes, students engage in high-impact practices, such as research, community service or internships.

The sustainability pathway includes courses from anthropology, geography, liberal studies and sociology, as well as political science

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

https://www.fullerton.edu/aac/GE_Degree_Requirements/GEPathways.asp

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

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

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

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

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

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

The Faculty Development Center has a Faculty Enhancement and Instructional Development grant program to develop courses in general. The most recent University Mission and Goals Initiatives specifically targeted interdisciplinary sustainability projects, including development of new sustainability courses.

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

Release time and/or stipends.

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

Campus as a Living Laboratory

Responsible Party

John Bock

Professor / Director / Coordinator

Anthropology / Center for Sustainability / Environmental Studies Program

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

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

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

The LEED Lab section places a significant portion on the air and climate issues on campus, especially pertaining to the GHG inventory and provisional Climate Action Plan (CAP).

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

LEED Lab is a multidisciplinary immersion course that utilizes the built environment to educate and prepare students to become green building leaders and sustainability-focused citizens. Through the course, students assess the performance of existing facilities on campus and chose one building where they will facilitate the LEED for Existing Buildings: Operations & Maintenance (LEED EB:O&M) process with the goal of certifying the facility. At the close of the semester the students are prepared to sit for the LEED EB:O&M professional credential exam.

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

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

The LEED Lab section places a significant portion of the course on energy audit and recommendations for energy efficiency strategies and retrofit projects.

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

The Fullerton Arboretum irrigation redevelopment project is on the campus grounds, and will address issues related to campus landscaping and wildlife habitat issues.

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

The LEED Lab portion involves assessing and reporting purchasing policies, practices, and strategies pertaining to campus contracts and procurement.

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

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

The LEED Lab and Ecology Center projects place a significant portion on waste audits and recommendations for new systems and infrastructure.

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

The arboretum's irrigation system was designed and installed in the 1970s. As such, the major components that are original have exceeded their service life and many of the components rebuilt from other cannibalized parts. The system has also grown over the years and because of this there are now 5 separate controllers spread out throughout the property that control the entire system. The controllers also do not communicate with one another or to a centrally monitored system. This causes problems when there are breaks in the water lines or when water is not needed (rainy days) among other problems.

Our desire is to go to a "2 Wire System" controlled from one central controller thereby eliminating the 5 dumb controllers and centralizing all 95 valves into a web based controller that uses daily evapotranspiration values provided by NOAA to adjust daily watering needs. We will also be replacing all valves to in hopes of greatly reducing leaky valves and replacing all sprinkler head nozzles to eliminate fogging or atomizing of the irrigation water as it leaves the sprinkler head. This will ensure that all water being sprayed out of the sprinkler head will not be blown away or evaporated before it reaches its intended target.

Our goal is to have a 20% savings in water used in the garden for the first year the system is up and running.

We need a plan on how we can implement this system to achieve our stated goal. Existing valves, controllers and heads need to be mapped out. Then we need to develop a plan on how to best connect the central controller to all the valves (what route should the 2 wire take). On the face of it this sounds like a simple task but when we look at the problem on a 26 acre plot we are talking about several thousand feet differences. We will also need to assign watering values to each collection (desert collection, redwood collection, etc.) for the evapotranspiration value to have meaning.

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

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

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

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

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

The Ecology Center, in San Juan Capistrano, is an exciting educational center, that engages individuals, families, and students in fun, hands-on activities that teach practical, environmental solutions at the household and community level. The Ecology Center seeks to bring all members of the community together in a solutions-based educational setting to inspire and create a healthy and abundant future for all

of Southern California.

Conducting a sustainability audit of our headquarters:

As a leading environmental non-profit in Orange County we are interested in making sure we are walking our talk and this is something we haven't been able to tackle yet. We thought the group of 9 could divide into sub-teams if that makes sense to carry out the following project:

Audit of our current practices around the following office practices i.e.:

Paperless - truly

Waste

Materials and practices - ink cartridges

Packaging

Electricity usage

Research and write proposal & budget for suggested improvements:

Carbon offsets - plants

recycling program - process

misc office supplies, practices

Execute:

We would work with the team(s) on a budget and depending on the scale of the improvements, have them install the changes (i.e. colored waste bins or the like)

A side project of this is to consider how we can use these improvements to educate the public:

The students would research our current branding and messaging from the website and grounds' signage and propose signage to install with the retrofit to highlight and call attention to our office culture actions in a way that is consistent with our brand.

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

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

<http://www.facilities.fullerton.edu/program>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

John Bock

Professor / Director / Coordinator

Anthropology / Center for Sustainability / Environmental Studies Program

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

103

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

682

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

25

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

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

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

Allen Axelrod, American Studies
Elaine Lewinneck, American Studies
Michael Steiner, American Studies
Brenda Bowser, Anthropology
Carol Ojeda-Kimbrough, Anthropology
Erualdo Gonzalez, Anthropology
John Patton, Anthropology
Nga Nguyen, Anthropology
Peter Fashing, Anthropology
Sara Johnson, Anthropology
Steven James, Anthropology
Brandon Strathman, Art
Chen Wang, Art
Elizabeth Holster, Art
Jennifer A. Yee, Asian American Studies
Anne M. Houtman, Biological Science
Danielle C. Zacherl, Biological Science
Darren R. Sandquist, Biological Science
H. Jochen Schenk, Biological Science
Hope A. Johnson, Biological Science
Jennifer Burnaford, Biological Science
Kathryn A. Dickson, Biological Science
Marcelo E. Tolmasky, Biological Science
Michael H. Horn, Biological Science
Paul Stapp, Biological Science
Sean E. Walker, Biological Science
Steven Murray, Biological Science
Joel Abraham, Biological Science
Madeline Rasche, Chemistry and Biochemistry
Peter de Lijser, Chemistry and Biochemistry
Chris Meyer, Chemistry and Biochemistry
Fu-Ming Tao, Chemistry and Biochemistry
John Haan, Chemistry and Biochemistry
Maria Linder, Chemistry and Biochemistry
Paula Hudson, Chemistry and Biochemistry
Richard Deming, Chemistry and Biochemistry
Scott Hewitt, Chemistry and Biochemistry
Zhuangjie Li, Chemistry and Biochemistry
Alexandro José Gradilla, Chicana and Chicano Studies
Erualdo R. González, Chicana and Chicano Studies
[STARS Reporting Tool](#) | [AASHE](#)

Patricia A. Pérez, Chicana and Chicano Studies
Binod Tiwari, Civil and Environmental Engineering
Chean Chin Ngo, Civil and Environmental Engineering
Harmonie Hawley, Civil and Environmental Engineering
Hyunjoo Kim, Civil and Environmental Engineering
Jeff Kuo, Civil and Environmental Engineering
Pinaki Chakrabarti, Civil and Environmental Engineering
Prasado Rao, Civil and Environmental Engineering
Gail Love, Communications
Pradeep Nair, Computer Engineering
Jeffrey Kottler, Counseling
Joseph M. Cervantes, Counseling
Matt Englar-Carlson, Counseling
Denise Stanley, Economics
Jane Hall, Economics
Mortexs Rahmatian, Economics
Robert Mead, Economics
Victor Brajer, Economics
April Bullock, Environmental Studies
Dennis Berg, Environmental Studies
Gordon Bakken, Environmental Studies
John Foster, Environmental Studies
Shari McMahan, Environmental Studies
Steve Kim, Environmental Studies
James Miller, Geography
Jindong Wu, Geography
John Carroll, Geography
Jonathan Taylor, Geography
Ray Young, Geography
Robert Voeks, Geography
Adam D. Woods, Geological Sciences
Diane Clemens-Knott, Geological Sciences
Nicole Bonuso, Geological Sciences
Matthew Kirby, Geological Sciences
Richard W. Laton, Geological Sciences
Tara Kneeshaw, Geological Sciences
Anthony DiStefano, Health Science
Archana McEligot, Health Science
Danny Kim, Health Science
Jasmeet Gill, Health Science
Jessie Jones, Health Science
Jie Weiss, Health Science
John Breskey, Health Science
Joshua Yang, Health Science
Michele Wood, Health Science
Michelle Mouttapa, Health Science
Shari McMahan, Health Science
Sora Park Tanjasiri, Health Science

Steve Jobbit, History
Joe A. Garcia, Human Services
Steve Walk, Kinesiology
Matthew Calarco, Philosophy
Choudhury Shamim, Political Science
Jarret Lovell, Political Science
Justin Tucker, Political Science
Russ Espinoza, Psychology
Marcelo de Souza, Secondary Education
Mark Ellis, Secondary Education
Minerva Chavez, Secondary Education
Nick Henning, Secondary Education
Allison Grace Cliath, Sociology
Karyl Ketchum, Women's Studies
Rebecca Dolhinow, Women's Studies

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

l.nsdglkndgr

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

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

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

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

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

Yes

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

Students are encouraged and supported in their research activities in general by the Associated Students, Inc. and the Faculty Development Center (Faculty-Undergraduate Student Research/Creative Activity grants). Our Center for Sustainability brings together students and faculty interested in pursuing sustainability research. Our University Mission and Goals Initiatives specifically targeted proposals that were interdisciplinary in terms of both academic discipline, as well as combining faculty, students, and staff.

Some examples of programs that encourage student research include:

Graduate Student Research Funds

EPOCHS, Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students, is a federal grant awarded to the Office of Graduate Studies by the U.S. Department of Education, whose purpose is to support achievement among disadvantaged post-baccalaureate students. As part of EPOCHS, Grant money is awarded for activities associated with CSUF graduate student degree program research, and for travel associated with CSUF graduate student degree program studies. Priority will be given to disadvantaged students. Grant awards are disbursed as reimbursements. Receipts will have to be submitted for reimbursement after expenditures have

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

been completed.

Southern California Ecosystems Research Program (SCERP)

The Southern California Ecosystems Research Program (SCERP) is an NSF-funded program that prepares students for careers in environmental industry, government agencies, and graduate programs in Biology or Environmental Science.

Louis Stokes Alliance for Minority Participation (LS-AMP)

The LSAMP program encourages and prepares college students from STEM disciplines for graduate programs. LSAMP has three tiers of students: research, community college transfer students, and participants. LSAMP serves 30-40 students per year bridging the gap between research faculty and students. Summer and academic year workshops, academic year conferences, research and summer research prepares students for post baccalaureate work.

Minority Health International Research Training (MHIRT)

The Minority Health and Health Disparities International Research Training (MHIRT) Program is an NIH-sponsored program that provides minority students with the opportunity to carry out research during the summer under the direction of world-renowned biochemists and molecular biologists at the Universities of Cambridge, Oxford, York, and London in Great Britain, the Chiang Mai University in Thailand, and Institutes of Basic and Clinical Research in Argentina. MHIRT scholars will travel to the foreign site and spend 10 weeks conducting research in the laboratory of their foreign research advisor.

Minority Access to Research Careers (MARC)

The Minority Access to Research Careers (MARC) Program is sponsored by a grant from the National Institutes of Health (NIH). Its goal is to prepare students underrepresented in the biomedical sciences for success in a PhD program and research career. This program is funded by a grant from the National Institute of General Medical Sciences, National Institute of Health. The goals of the program are to provide first-rate research training of undergraduate participants, to place undergraduates into respected graduate programs and ensure their success in those programs. To achieve these goals, the program will provide MARC Scholars with a solid curriculum, strong intramural and extramural research experience, personalized career and academic advisement and experience in presenting research data on the CSUF campus and at national professional meetings. Scholars will also gain exposure to a broad range of biomedical researchers through an enhanced seminar series in the Department of Biological Science. Students selected for the MARC program are provided a stipend, tuition and fees waiver, funds for travel to local and national conferences, and funds for research equipment and materials. Thus, MARC scholars will have the opportunity to perform original research, meet visiting scientists, and get to travel to local and national professional meetings in their field of interest.

Student Research Conferences and Competitions

CSUF facilitates campus-wide and participates in system-wide research symposiums and competitions. The CSUF Student Research Competition includes undergraduate and graduate students. Ten students go on to represent CSUF at the CSU-wide Student Research Competition. In addition, several departments and student organizations provide opportunities for on-campus research presentation and/or professional conference attendance.

Additionally, CSUF coordinates and maintains listings of student research and fellowship opportunities outside of CSUF for graduate students

<http://www.fullerton.edu/research/StudentResources/graduate.html>

and undergraduate students

<http://www.fullerton.edu/research/StudentResources/undergraduate.html>

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

<http://www.fullerton.edu/research/StudentResources/index.html>

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 are encouraged and supported in their research activities in general by the Faculty Development Center, Office of Grants and Contracts, Office of Research Development, Auxiliary Services Corporation (ASC) Office of Sponsored Programs, and CSUF Philanthropic Foundation. Faculty are specifically encouraged towards interdisciplinary sustainability research via two mechanisms. First, the Center for Sustainability encourages and facilitates interdisciplinary sustainability research and external grant funding. Second, our University Mission and Goals Initiatives (one type of intramural grant) were focused on interdisciplinary sustainability projects this year.

Faculty Development Center (FDC)

The Faculty Development Center (FDC) is charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities.

Office of Grants and Contracts (OGC)

OGC provides assistance to University faculty and staff in the preparation of grant & contracts proposals in the ethical performance of research. OGC assists faculty members, students and other personnel who are seeking external funding for projects in research, instruction, or community service. OGC also assists with obtaining federal and state grants, contracts and cooperative agreements as well as corporate contracts.

Office of Research Development (ORD)

Established to increase external funding for Cal State Fullerton's Mission and Goals-related institutional initiatives and partnerships, ORD provides assistance, guidance and consultation to the campus community in developing high-quality, competitive proposals — from concept to proposal submission.

Auxiliary Services Corporation (ASC) Office of Sponsored Programs

The ASC Office of Sponsored Programs provides post-award administration and support services for research grants and contracts awarded to the university. In general, individual faculty members, in conjunction with the Office Of Grants and Contracts and Office of Research Development (ORD), develop contracts and proposals for grants. Subsequently, the Office of Sponsored Programs administers grants and contracts awarded to the university in accordance with the terms and conditions outlined in the award.

CSUF Philanthropic Foundation

The CSUF Philanthropic Foundation actively promotes, pursues and stewards private support for the advancement of the university. It is responsible for accepting, receipting, processing and account managing philanthropic gifts to Cal State Fullerton.

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

<http://www.fullerton.edu/research/faculty-resources/>

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary,

transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

No

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

;lnawetion

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

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

Yes

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

;olanwet;oin

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

Responsible Party

Scott Hewitt

Faculty
Chemistry & Biochemistry

Criteria

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

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

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

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

9

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

5

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

The campus library, Pollak Library, has an open access textbook display for faculty to encourage them to adopt textbooks that would be free to our students. The Pollak Library Open Access Team was formed in Summer 2014. The Library staff are currently putting together an open access publishing fund for tenure-track and tenured faculty. The staff have developed a proposal to hire in a scholarly communications librarian for Fall 2015 who will help faculty with open access issues.

A copy of the open access policy:

The open access policy:

The practice of the Pollak Library has been to encourage faculty to adopt textbooks that are free of cost to CSUF students. The Library Open Access Team, formed in Summer 2014, promotes this practice and provides support to faculty interested in participating in the Library's program.

OR?

<http://libraryguides.fullerton.edu/open-access>

OR?

<http://libraryblogs.fullerton.edu/2011/10/26/open-access-resources-available-through-the-pollak>

-library/

The website URL where the open access repository is available:

<http://libraryguides.fullerton.edu/open-access>

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

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

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

Engagement

Campus Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Criteria

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

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

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

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

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Responsible Party

Tamara Wallace

Sustainability Projects Coordinator

Facilities Operations

Criteria

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

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

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

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

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

0

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

New Student Orientation programs typically include history of the campus, campus tours, and ways to get involved in their campus. Sustainability is scheduled to be included in the Summer Orientations for all incoming students for Fall 2015 in the following ways:

-Training from the Facilities Operations Engineering and Sustainability Unit personnel will be provided to the student Tour Guides starting in Summer 2015, which Tour Guides will be able to incorporate into their scripts.

-Orientation will also include student clubs and organizations, events, and volunteer activities to get involved in on campus.

-Sustainability is also being incorporated into the campus online Virtual Tour (

) under a new "Sustainability" tab, for institutional outreach and education on existing sustainable features on campus

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

<http://www.fullerton.edu/orientation/>

Responsible Party

John Bock

Professor / Director / Coordinator

Anthropology / Center for Sustainability / Environmental Studies Program

Criteria

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

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

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

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

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

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

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

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

ASI CES: Sponsored by the Associated Students, Inc., CES involves students in an ongoing effort to create a more sustainable campus and to advocate for sustainable efforts like reducing plastic bottle usage or eating less meat. Some of the sustainable events for spring semester will take place as part of the campus' overall Earth Week events and activities. Following Earth Week, the group will host an event that raises awareness on the environmental effects of plastic bottles, as well as a veggie-cookout. Other new activities will be planned for the upcoming academic year to continue the focus on sustainability.

CSUF Students Recycle: CSUF Student's Recycle is a volunteer-based club. It is a great opportunity to improve the environment by recycling used bottles and cans with the proceeds being used to purchase food for local soup kitchens. It builds leadership skills and improves character, and allows the development of lasting friendships. It is a great way to establish references for future aspirations, to establish strong communication skills, and to expand awareness of our service to the community.

Environmental Studies Students Association (ESSA): Provides opportunities for association and interaction among students, employers, faculty, and administration at CSUF. The ESSA is also interested in uniting people who enjoy learning about and discussing current environmental issues in order to work together to solve these issues. Activities include social gatherings, clean-up opportunities, hikes, and much more.

Society of Environmental Engineers: The purpose of this chapter shall be to unite students with interest in discipline of Environmental Engineering in order to enhance social, academic and professional opportunities. Our goals are expose students with real word scenarios by having guest speakers, field trips to different facilities, and community service. Our main goal is to challenge students individually and as a team by participating in research and design projects and competitions.

Numerous student organizations focus on the social pillars of sustainability by fostering activities that contribute to cultural and social awareness and competency, support diversity, or provide services within the campus and surrounding communities. Such examples include, but are not limited to, increasing childhood literacy, mentoring programs, advocating for political action or social justice, and providing support to a diverse student body.

The website URL where information about student groups is available:

<http://www.fullerton.edu/deanofstudents/studentlife/clubsOrg.html>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Fullerton Arboretum has an organic farm and orchard where students can gain farming/gardening experience. The farm is approximately a quarter of an acre. Arboretum staff cultivates seasonal vegetables and herbs on the farm year round. An organic orchard is also cultivated with over 200 fruit trees. This property is operated by the non-profit organization Friends of the Arboretum in a City-University-Organization collaboration effort, and provides a living laboratory for students, faculty, staff, and the public. This property features approximately 10 unique areas of plant collections, plant propagation and ecological educational facilities, plant sales, and local agriculture. As a non-profit, the Fullerton Arboretum offers many student volunteer opportunities and educational tours of the facility.

Roots n Shoots: Roots and Shoots is a world wide environmental and humanitarian program founded by Dr. Jane Goodall to help promote youth (all) to invest in their local community. The CSUF chapter of Roots and Shoots participates and designs many activities that promote positivity in the local area.

U-Acre: U-ACRE, The Urban Agriculture Community-based Research Experience (U-ACRE) program at California State University Fullerton provides: hands-on community-based research experience for undergraduates; community outreach in areas of urban agriculture, and food security; a replicable model of urban agriculture as a tool to increase food security; knowledge and skill sets for jobs and careers in STEM and NIFA-related fields. Community-based research foci include: implementing and evaluating sustainable urban agriculture projects to increase community food security and influence dietary patterns of children; understanding food choices and dietary intake through childhood and in the context of food insecurity; understanding how agriculture can be integrated into the urban ecosystem leading to sustainable practices, conservation of natural resources and biodiversity. The structure of the program begins with a 5-week intensive trans-disciplinary program of study during the summer session, followed by junior year community-based research experience working with a U-ACRE faculty mentor on an established research project, and culminates in a year of analysis and senior thesis. For more information, please visit:

<http://sustainability.fullerton.edu/U-ACRE/>

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

<http://fullertonarboretum.org/research.php>

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

2nd Annual Symposium (April 2014): The Sustainability Symposium provides an opportunity for CSUF faculty, students, and staff to give sustainability-related presentations, posters and exhibits. Sustainability is a very broad topic covering most academic disciplines and jobs. In fact, in the first two years of the event, presentations have come from 30 different departments/units on campus. Sustainability involves living within the regenerative capacity of the planet and affects the quality of our experience here and now.

http://facilities.fullerton.edu/subject/engineering_sustainability/climate_leed/SustainabilitySymposium.asp

Social Justice Summit (April 2014): The Social Justice Summit offers the opportunity to share strategies, learn from community leaders, and become an active participant in the democratic process through community service, civic engagement, advocacy, and social justice. Each Spring Semester, Students ACT hosts the annual Social Justice Summit, bringing together hundreds of students, faculty/staff, and community members. The Summit provides an avenue for individuals to discover and become conscious of societal disparities and overall global oppression, and how they can take Action toward change.

<http://www.fullerton.edu/volunteer/summit/>

Powersave Green Career Panel (November 2014): Featured sustainability professionals from on-campus Facilities Operations Sustainability Programs Manager, on-campus Facilities Operations Sustainability Waste Management Specialist, and Southern California Edison Regional Representative

<http://sustainability.fullerton.edu/powersave/>

All Points of the Compass, featured CA Water Resources Panel (November 2014): The symposium will feature posters and presentations showcasing a wide range of research by CSU Fullerton Geography undergraduate students, graduate students, faculty, and alumni. We are excited to announce that this year's keynote presentation will discuss water issues in the West, as a panel of distinguished experts examines the past, present, and future of water in California.

<http://geography.fullerton.edu/geog/AllPoints2014.asp>

CSU Chancellor's Office CPDC, Sustainable Campus Track, Planning Committee Chaired by CSU Fullerton's Facilities Operations Director (October 2014): The Sustainable Campus is an institution that recognizes and accepts its responsibility for its impact on the environment through conscious and effective action in all areas of influence. As such, this track will explore specific subject areas influenced by the business operations to assess best sustainable practices. This can range from focusing on personal responsibilities as well as taking on the daunting challenge of reducing our carbon footprint and adjusting to a warmer climate. In terms of planning and outcomes, the breadth of sustainable engagement will have a marked impact on student success. Featured topics included "Institutionalization: A holistic approach to campus management"; "Procurement and Waste Management: From Cradle to Grave"; "Climate Action Planning"; and "Water Conservation: What Makes Cents?".

http://www.calstate.edu/CPDC/FPM_Conference/2014/sessions/sustainable-university.shtml

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

http://facilities.fullerton.edu/subject/engineering_sustainability/climate_leed/Default.asp

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

Sustainability Symposium Visual Art installation: Featured during the 2nd Annual Sustainability Symposium (April 2014) and in collaboration with the Earth Week events on campus, on-and off-campus presentations on various topics relating to sustainability, encouraging sustainable living in a harmonious, as opposed to destructive, relationship with the world around us. CSU Fullerton Visual Art students created pieces that addressed issues of sustainability that they cared about. This blog post hosts the impressive artworks, along with descriptions by the students who created them.

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

<http://jesselatour.blogspot.com/2014/04/the-art-of-sustainability.html>

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

Tucker Wildlife Sanctuary (TWS) is a research and education facility providing education for kindergarten through university-aged students, as well as for the public at large. In 2011-12, TWS provided school field trips for more than 3,000 kindergarten through high school-aged students. Tucker's school tours include hikes through the oakwood, riparian and sage brush based on the California State Science Education Standards. Tours incorporate topics such as endangered species, native vs. non-native, the food web, protection of habitat, and the like. The Natural Science Center at Tucker also includes numerous exhibits on endangered species, Native American use of native plants and resources, a diorama of animals native to the canyon, the value of snakes in the habitat, predator vs. prey, and a small collection of live local animals. TWS offers group tours for Scouts working on badges, church groups, clubs, etc. Tucker offers regular educational workshops including: CSI Critter Science Investigation (tracking), Native American Uses of Plants and Resources, nature journaling, plant ecology, Learning to See Nature, the watershed and landscaping with native plants, to name just a few. TWS staff also offer regular Bird Walks. Lastly, Tucker Wildlife Sanctuary holds special events such as "Bat Night" and the "Spring Fair," where we provide opportunities for the public to enjoy a day or evening outdoors and learn more about nature. You can even have your birthday party at Tucker Wildlife Sanctuary.

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

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

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

GE Pathway, Sustainability Track: The Sustainability pathway is one of four pathways in the Pathway to Success required for all incoming freshmen for Fall Semester 2014. The Sustainability Pathway provides students with the opportunity to explore how social, economic, and environmental issues have interacted to result in the global conditions that are seen today and challenges that students may confront in the future. The Pathway to Success offers a unique opportunity for first-time freshman to construct a more intentional focus in the selection of first-year courses. Students will have the opportunity to complete 9-15 units of thematic coursework throughout your first two semesters. Students will benefit from the thematic content of their preferred Pathway and improve their marketability in the workforce. Other opportunities include: developing a direct path for graduation; avoiding unnecessary coursework that may delay their graduation plan; working closely with dedicated faculty; experiencing learning beyond the four walls of the classroom by participating in co-curricular events; optimizing the semester schedule with saved seats for students in all the required Pathway courses.

Freshmen Programs University-100, iSustain courses: The iSustain learning community is an academic year-long experience (fall and spring semesters) which explores sustainability from community, environmental, economic and social perspectives. By participating in this learning community students receive assistance with charting an academic and career path. Students engage in sustainability through various lenses (i.e. environmental, social, and economic). The students are provided support from freshman-friendly faculty, advisers, professional staff and peer mentors; as well as other department services in order to stay on-track in their coursework and graduate on time. Students learn information literacy and library research skills, and participate in service-learning projects with their peers. All students are mentored by one of the program's upper-division team of students, and many become peer mentors as they progress through the first-year experience. For more information, please visit:

<http://www.fullerton.edu/freshmanprograms/perspective/learningcommunities/isustain.asp>

The website URL where information about the theme is available:

https://www.fullerton.edu/aac/GE_Degree_Requirements/GEPathways.asp

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

Currently Housing and Residence Life offers a show room in one of our LEED Platinum buildings, Elm 517. The show room is indicative of 543 student rooms in our new housing expansion project.

Occupancy Sensors for lighting turn lights off after space is unoccupied for longer than 15 minutes. Infrared Occupancy Sensors for HVAC turn off the heating/cooling system in bed rooms/active/passive rooms when rooms are unoccupied. Window switches turn all HVAC systems off when a window is opened in a student bedroom. Dual Window Glazing with Low-E block ultraviolet light and provide an insulation factor greater than R-15. Ultra Low Flow plumbing fixtures reduce water usage by 50%. Drought tolerant landscape design reduce water demand by 25%-50%. Bio-Swales capture water shed on-site and divert 90% of water run-off from storm drains. Variable Speed centrifugal chillers provide 100% cooling capacity with 33% less energy usage. LED pedestrian lighting reduces energy demand by over 50%. Lights last up to 12,000 hours. Gradient lighting design in classroom light up only darkest portions of room reducing energy demands by up to 25%.

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

A brief description of sustainability-focused student employment opportunities:

Add item to Career Center?

FO Sustainability Interns—post on website!!

Powersave Interns: PowerSave Campus 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. Our 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. CSUF 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. Powersave prioritizes projects that educate the campus community on energy efficiency, achieves energy savings, and encourages the next generation of energy efficiency professionals through: outreach and education, academic infusion, measurable energy savings, green workforce development. CSUF PowerSave Campus promotes energy efficiency outreach through educational campaigns. These include but are not limited to green festivals, tabling events, educational posters, and monthly campus newsletters about program activities. We build pathways to green careers through trainings, mentorships, internships, volunteer opportunities, and project-based learning. Infusing energy and energy efficiency concepts into academic curricula is a key component of the program. In addition, the program measures energy savings through research into and implementation of energy efficiency best practices, educational campaigns, and facilitation of retrofits. PowerSave Campus has intern teams on 16 different University of California (UC) and California State University (CSU) campuses in California. CSUF PowerSave Campus' team is made up of 6 student interns/project coordinators. For more information, please visit:

<http://sustainability.fullerton.edu/powersave/interns.asp>

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Tamara Wallace

Sustainability Projects Coordinator

Facilities Operations

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Campus Efforts towards Sustainability are listed within the Center for Sustainability website.

The website URL for the central sustainability website:

<http://sustainability.fullerton.edu/efforts.asp>

A brief description of the sustainability newsletter:

Links to sustainability related news are posted on the Center for Sustainability website News page.

The website URL for the sustainability newsletter:

<http://sustainability.fullerton.edu/news.asp>

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

The Facilities Operations and Management, Engineering and Sustainability unit maintains the "Sustainable Facilities" Facebook, Twitter, Instagram, Pinterest, and regular announcements and news features in the departmental weekly newsletter. These outlets are connected to the campus networks of other social medias.

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

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

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

n/a

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

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

n/a

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

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

The Gastronome features signage throughout and a multiple TV monitor wall that displays information about the sustainable food system including vegetarian, vegan, and local options as well as packaging and utensils.

Signage is located in the food court at the Titan Student Union (TSU) pertaining to sustainable food and packaging options available.

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

systems:

<http://csuf.campusdish.com/Sustainability.aspx>

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

n/a

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

A brief description of the sustainability walking map or tour:

Sustainability is promoted in the Self-Guided Campus Tour. The brochure references current campus efforts in Sustainability:

1. Trigeneration Plant: Opened in 2010 to allow the campus to produce approximately half of all the power it uses. The energy produced is eco-friendly, saves resources, and allows the University to meet its heating, cooling, and electrical needs.
2. Education/Classes: All departments and colleges include the “green” concept in education and promote classes and programs that contain a sustainability focus. For example, Anthropology, Art, Biological Science, Chemistry, Communications, Economics, Elementary and Bilingual Education, Mechanical Engineering, Environmental Studies, Geology, Liberal Studies, Management, Sociology, Women's Studies all offer courses that include sustainability.
3. Associated Students, CSUF, Inc. (ASI): has been working with students, volunteers, staff, faculty, and interested parties to promote greater environmental sustainability. ASI's sustainability efforts include use of recycled and/or Forest Stewardship Council (FSC) paper products and print materials, waterless urinal experiment, use of energy efficient bulbs, composting, and cardboard recycling.
4. Water Conservation: on the campus consists of low-flow fixtures, low volume irrigation, and drought tolerant vegetation. Green Campus Programs
5. Roots & Shoots: is an active club that seeks to create positive change for our community, for animals, and for the environment. This club is part of the Roots & Shoots network that branches out across the globe, connecting youth of all ages who share a common desire to help make our world a better place.
6. Environmental Studies Student Association (ESSA): is a student association that provides support and advocacy for CSUF Environmental Studies students. Working with excellent instructors and mentors from an array of departments and a pool of highly trained environmental professionals from local and regional governments, as well as private environmental firms, this large student body brings more sustainability forces to the campus.

The website URL of the sustainability walking map or tour:

http://www.fullerton.edu/deanofstudents/nsp/pdf/Self-Guided_Tour_Brochure.pdf

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

The Parking and Transportation website provides information about alternatives to drive-alone vehicles with links for Students and Faculty/Staff. Information is available regarding carpool/vanpool, U-Pass for public transportation, cycling, walking, and the impacts of cars on the environment.

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

<http://parking.fullerton.edu/transportation/>

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

As part of its ongoing efforts to promote sustainability and therefore reduce emissions and pollutants, waste of potentially useful materials, consumption of raw materials and energy usage, the University encourages and supports the use of alternative forms of transportation, including bicycles, by its faculty, staff and students. Use of such forms of transportation is limited or restricted only when necessary to provide for the safety of all members of the campus community and protect University property.

This Directive addresses the use of the following personal forms of transportation on the grounds of California State University, Fullerton and property it controls: bicycles, roller skates, skateboards, motor-driven cycles of any kind, electronic personal assistive mobility devices and motorized bicycles, scooters, and skateboards.

Directive 16 also initiated a campus Bike Path map, designating areas for bike traffic:

<http://www.directive16.fullerton.edu/documents/CampusBikePath.pdf>

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

<http://www.directive16.fullerton.edu/>

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

The Volunteer and Service Center compiles and publishes the Guide to Conscious Living in Orange County. The guide includes many ways to live a more socially responsible life within the community and features information about local farmers markets, thrift stores, reducing personal waste, environmental advocacy, personal health, recycling, health food stores, dining, shopping, texts, online green resources, green artists, and green recreation.

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

<http://www.fullerton.edu/deanofstudents/volunteer/VSCProjects/summit.html>

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

While there is no assigned column or beat, sustainability topics regularly appear in the Daily Titan.

By conducting a simple search in their website, the Daily Titan has published numerous articles on sustainability activities and topics of interest:

<http://www.dailytitan.com/?s=sustainability>

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.dailytitan.com/>

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

CSUF News, Inside CSUF, Spotlight, and Titan Mag frequently publish articles highlighting campus sustainability efforts. Articles online contain links to related articles.

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

<http://calstate.fullerton.edu/news/index.asp>

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

Yes

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

The Center for Sustainability was established at CSUF in 2009 and is a campus focal point for sustainability-centered activities. These include facilitating the development and inclusion of sustainability-centered topics in the university's curriculum, supporting external grant-getting by faculty members and other members of the university community, encouraging interaction among faculty members from different disciplines, reaching out to members of the greater community interested in sustainability, providing leadership in efforts to make the campus more sustainable, and coordinating sustainability-related activities on campus.

The Center for Sustainability website publishes materials regarding Campus Efforts, Student Action, Community Engagement, News, and Events in Sustainability.

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

<http://sustainability.fullerton.edu/advisoryboard.asp>

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

Outreach Campaign

Responsible Party

Tamara Wallace

Sustainability Projects Coordinator

Facilities Operations

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

No

The name of the campaign (1st campaign):

Take Back the Tap! Campaign

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

Over the course of one (1) month, students collected plastic water bottles from the on-campus student residence halls. Building a display with the bottles, the students demonstrated the amount of waste produced by their fellow students to advocate for a campus ban of plastic water bottles. Further, they were asking for water refill stations to be installed throughout the campus to promote reusable beverage containers.

The students demonstrated the plastic bottle display next to their "taste test" station of bottled water vs. tap water at the campus' 5th Annual Earth Week events.

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

The campus has taken measure to conduct an inventory of all drinking fountain locations and physical statuses, to establish a priority retrofit list of units to be replaced with water bottle refill units.

Within the approximately 12 months since the refill station roll-out program, over 100,000 plastic water bottles have been reduced from the landfill, which amounts to approximately 1.5 tons of plastic bottles.

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

<http://news.fullerton.edu/2014sp/Take-Back-the-Tap.asp>

The name of the campaign (2nd campaign):

"Brown is the New Green" (landscaping water-reduction campaign)

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

The "Brown is the New Green" student campaign was in response to the California Governor's call to reduce landscaping water by 20%. The ASi Committee on Environmental Sustainability initiated the campaign at the end of a long summer drought in the region. The committee requested that landscaping irrigation around the Titan Student Union (TSU) and the Student Recreation Center (SRC) building footprints.

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

The measured impact was of TSU and SRC Brown is the New Green student campaign was increased awareness of recent drought, landscaping and irrigation campus water-reduction measures, and overall water resource awareness with both employees and students.

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

<http://asi.fullerton.edu/programs/sustainability.asp>

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

Employee Educators Program

Responsible Party

Paulette Blumberg

Interim Associate Vice President
Administration and Finance

Criteria

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

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

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

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

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

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

Total number of employees:

4,007

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

University Business Institute (UBI)

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

4,007

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

The University Business Institute (UBI) assists the university and its constituents in responding to the increasing complexity of managing university resources. The program is open to all CSUF employees, and faculty and staff self-enroll through UBI's website in specific courses based on their needs. Enrollments are accepted on a first-come, first-served basis.

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

Along with its individual classes, UBI offers a Train the Trainer Certificate Program, which helps trainers, facilitators and presenters learn how to develop high-impact learner-centered workshops, create powerful learning objectives, apply adult learning theories to workshop design and delivery, incorporate a variety of active learning strategies, and integrate workshop assessment techniques to ensure learning objectives have been achieved. Participants must complete all three courses in order to receive the certificate, but classes may be taken individually. Participants who complete the Train the Trainer Certificate Program are eligible to receive individual consultation and a training visitation. Enrollments are accepted on a first-come, first-served basis.

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

The UBI program is supported financially by the Division of Administration and Finance. Classes are designed and taught by staff members for their colleagues on a volunteer basis.

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

<http://www.fullerton.edu/UBI>

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

Leadership Development Program

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

90

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

The Leadership Development Program (LDP) is a year-long program designed to provide new and emerging University leaders with the knowledge, skills and tools necessary to lead individuals, departments, projects and teams. The program is ideally suited for managers with five years of leadership experience or less and managers who are new to higher education and/or the university or who have not previously participated in a formal leadership development program. Department Chairs and other non-MPP leaders may also be eligible to participate with Division Head approval. Participant selection is based on application review, division head nominations, and a commitment to attend all of the required workshops outlined on the schedule and complete all required curriculum work including a program end report to the President and the administrative board.

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

Selected LDP participants will receive opportunities to interact with seasoned campus leaders regarding leadership practices unique to Cal State Fullerton during panel discussions, case studies and presentations; utilize leadership assessment tools to enhance personal understanding of strengths, leadership styles, and preferences; practice new skills in a non-threatening environment and receive feedback and coaching from leadership development professionals to further refine these skills; apply and practice reflective journaling to assist in identifying learning outcomes, application experiences, and future leadership goals; collaborate with campus peers with a broad range of experiences and perspectives; and learn new leadership concepts, tools, skills, and strategies from professional leadership development consultants and gain enhanced knowledge and skills to address leadership challenges more effectively. Participants are also given the opportunity to work in small groups to complete a project assigned by the President's Administrative Board (PAB) and present recommendations to PAB and others at the conclusion of the program, applying new knowledge and skills.

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

The UBI program is supported financially by the Division of Administration and Finance. Seminars are designed and taught by a combination of both university staff members and outside consultants.

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

<http://vpadmin.fullerton.edu/AssociateVP/OrgDev/UnivLeadAcademy/LeadDevProg/>

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Elda Moreno
Benefits Manager
HRS: Operations

Criteria

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

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

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

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

During the New Employee Orientation our new employees are welcomed and provided a wealth of information and resources. Presenters from across campus provide essential information provided by their department:

Ben Price represents Parking and Transportation; Mehdi Islam, Diversity and Equity; Cari Elofson – EH&IS; Melissa Dominguez – Administration IT, Employee Training Center; The Human Resources Managers introducing the NEO are Elizabeth Castello, Employee Relations Manager and Rakesha Thomas, Employment Manager.

The electronic Staff Guide is available by following the link to the guide:

<http://hr.fullerton.edu/neo/guide/>

Environmental Health and Instructional Safety (EHIS) offers a variety of safety training to new employees intended to increase the awareness and promote the safety and health of faculty, staff and students. The environmental health and safety portion of the New Employee Orientation includes the following topics:

- Safety Responsibilities;
- Programs and Policies;
- Chemicals and Hazards;
- Emergency Preparedness;
- Hazard Identification and Reporting;
- Employee Training Programs.

More information about EHIS Training is available at:

<http://pp.fullerton.edu/information/sustainability>
STARS Reporting Tool | AASHE

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

Staff Professional Development

Responsible Party

William Barrett
Interim Vice President
Administration and Finance

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The University Business Institute (UBI) assists the university and its constituents in responding to the increasing complexity of managing university resources. The institute provides programs for both seasoned and novice administrators, staff and academic leaders whose duties include fiscal and human resource management. Programs address issues related to university stewardship and fiduciary responsibilities; budget and financial management; human resources management; risk management and liability; internal controls; and resource planning. Supplemental programs and workshops in areas such as communication, personal development and wellness, and productivity enhancement provide skills and techniques necessary to support effective resource management and individual and university success. Benefits to participants include improved understanding of university policies and procedures, increased knowledge and expertise necessary for sound decision-making, better understanding of broad university resource issues and implications, enhanced insight into the CSUF culture and organizational competencies, improved personal and professional proficiency.

UBI offers more than 75 different classes throughout the academic year to provide training and support for staff and faculty university-wide. Training and workshop materials are available online and some classes are available as both an online and in-person class. More information is available at:

<http://www.fullerton.edu/UBI>

CSU provides eligible employees (faculty/staff) an opportunity to take two courses or 8 units per semester with a reduction of fees for either job-related courses or as part of a career development plan. More information is available at:

<http://hr.fullerton.edu/Benefits/FeeWaiver/>

The Division of Information Technology licensed the

lynda.com

library. This is an online training tutorial. The Computer training workshops program is available to all CSUF faculty and Staff. Information of what

lynda.com

has to offer can be found at:

<http://my.fullerton.edu/PortalVSVB/DesktopDefault.aspx?tabindex=3&tabid=857>

IT Training is available at:

<http://fullerton.edu/ittraining>

and the Faculty Development Center

<http://fdc.fullerton.edu/>

Ongoing staff development is available via the Faculty/Staff Portal. The Employee Training Center offers extensive courses employees can register for.

CSUF Environmental Health and Instructional Safety (EHIS) department develops and implements programs aimed at protecting the safety and well-being of the entire campus community. The safety training programs at Cal State Fullerton are intended to increase safety, environmental awareness and to promote the safety and health of faculty, staff, and students. Government regulations (Cal/OSHA, EPA, etc.) and campus policy drive the course offerings so we add/change courses as needed. Several of the courses offered contain training on various aspects of social, economic and environmental sustainability and are available to all university staff. Safety Training programs are offered in person classes as well as web-based training. CSUF EHIS offers a wealth of informal and one-on-one training in the use of the fume hoods in the labs. By posting instructions on the hoods and through this training we are trying to reduce the energy consumption involved with use of the exhaust hoods. The hood users are instructed to lower the hood sash, as low as possible during use and completely closed during non-use. This approach saves a lot of energy.

The following link is a list of EH&IS classes offered,

<http://vpait.fullerton.edu/ETC/SafetyClassListing.pdf>

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

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

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

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

Community Partnerships

Responsible Party

John Bock

Professor / Director / Coordinator

Anthropology / Center for Sustainability / Environmental Studies Program

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

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

Yes

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

The Urban Agriculture Community-based Research Experience (U-ACRE) program at CSUF will provide:

- Hands-on community-based research experience for undergraduates;
- Community outreach in areas of urban agriculture, food security, & child nutrition;
- A replicable model of urban agriculture as a tool to increase food security and to improve child nutrition;
- Knowledge and skill sets for jobs and careers in STEM and NIFA-related fields.

Community-based research foci include:

- Implementing and evaluating sustainable urban agriculture projects to increase community food security and influence dietary patterns of children;
- Understanding food choices and dietary intake through childhood and in the context of food insecurity;
- Understanding how agriculture can be integrated into the urban ecosystem leading to sustainable practices, conservation of natural resources and biodiversity.

Program structure:

- 1) Begins with a 5-week intensive trans-disciplinary program of study during the summer session;
- 2) Followed by junior year community-based research experience working with a U-ACRE faculty mentor on an established research project. Student researchers enrolled in service learning independent studies and cohort structured seminar courses. Student researchers participate in internships developed with local community partners and USDA.

Ongoing Community Projects and Partners:

A) Organic Waste Diversion with Ladera Vista Junior High School;

Using BioSafe vermi-composting units to reclaim organic waste while producing vermi-compost for school garden and potentially generating new revenue for school;

B) Urban garden at the transitional living center run by Pathways of Hope in Fullerton;

C) Research in coordination with Orange County Food Access Coalition:

-Analysis of national and county level data;

-Dissemination to interested coalition members such as Whole Foods;

-Food knowledge and choice in an environment of food insecurity project.

D) Fabian Garcia, Program Director, US Forest Service, USDA collaborator;

E) Community Alternative Learning and Living Initiative (CALLI);

F) Fullerton Arboretum:

-Active engagement with Director, Curator, and Program leader of training garden.

3) Culminates in a year of analysis and senior thesis:

-With annual conference for student presentations;

-Participation in annual CSU Student Research Competition;

-Submission of thesis or a portion thereof either for external publication or to Dimensions, the CSUF student research journal.

More information can be found at:

<http://calstate.fullerton.edu/inside/2012sp/USDA-grants.asp>

Students and faculty demonstrate commitment to environmental sustainability through a variety of course-related and voluntary projects as well as research. "Project Earth" is a student-led community service project that each year recruits student volunteers who partner with local parks, wildlife centers, and schools to conduct service projects such as trails restoration, parks rehabilitation, beach clean-ups and the like. Health Science students promote organic farming with farmer's market events featuring local purveyors; and student clubs volunteer to plant vegetable gardens on reclaimed spaces at local schools. For the annual spring Social Justice Summit, students partnered with a local vendor to source cornstarch-based utensils, paper goods made from recycled materials, and reusable/refillable personal water bottles.

The Center for Cancer Disparities and the Health Promotion Research Initiative conduct numerous community-based research and outreach projects throughout the year with several community partners. For a listing of 2011 events and partnership efforts, see

<http://hpri.fullerton.edu/CommunityWorkshopsandEvents.htm>

Fullerton Arboretum has several relationships within the local community that relate to sustainability. Emancipated foster youth from Hart Community Homes/Monkey Business Café volunteer on our farm, helping to grow some of the produce that is prepared locally at Monkey Business Café. Fullerton Arboretum also composts spent grain from a local brewery (Anaheim Brewery), chipped wood and leaves from an arborist (West Coast Arborists) and horse manure from a small privately owned stable.

Santa Ana ¡Adelante! is a community-based partnership between CSUF, UC Irvine, Santa Ana College, and Santa Ana Unified. It exists with the goal of creating a college graduate in each Santa Ana household. The Santa Ana partnership includes representatives from all of the above institutions as well as from key partner community agencies. The partnership exists to provide large scale high school counselor training, to promote University involvement in key school-wide college prep activities, and to marshal resources from all partners into the collective effort of promoting higher education options to Santa Ana high school students. More information can be found at

<http://www.sausd.k12.ca.us/domain/40>

Titan Choices is a partnership between select local area high schools and CSUF University Outreach in which CSUF interns are placed in the schools to promote college-going cultures within the schools, to foster relationships between the schools and CSUF, and to facilitate the CSUF application process for high school students at the schools.

Super Sunday/Super Saturday is a CSU system-wide effort to partner with the African American community through church-based activity. More information can be found at

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

The Asian American Pacific Islander (AAPI) Journey to Success Program is a CSU system-wide effort to partner with and bring representatives from various AAPI communities to local area CSU campuses for participation in college preparatory activity. In each area, programs are planned in conjunction w/ key community-based partner organizations. More information can be found at

<http://www.calstate.edu/externalrelations/partnerships/journeytosuccess.shtml>

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

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

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

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Tamara Wallace

Sustainability Projects Coordinator

Facilities Operations

Criteria

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

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

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

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

Yes

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

n/a

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

CSU Fullerton is currently registered members with AASHE, USGBC, Talloires Declaration, American College and University President's Climate Commitment, CSU Sustainability Monthly Conference Call, PowerSave Campus, and US Department of Energy Workplace Charging Challenge.

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

CSU Fullerton was involved in the Steering Committee of the first Sustainability Track at the Capital Planning, Design, and Construction (CPDC) 2014 Annual Meeting. The Steering Committee guided choices in session topics, including: Institutionalization: A Holistic Approach to Campus Management, Procurement and Waste Management: From Cradle to Grave, Climate Action Planning, and Water Conservation: What Makes Cents? For more information, please visit:

http://www.calstate.edu/CPDC/FPM_Conference/2014/sessions/sustainable-university.shtml

The Desert Studies Center, field station of the California State University (CSU), provides opportunity for individuals and groups to conduct research, and receive instruction and experience the desert environment. Established in 1976 under a cooperative management agreement with the Bureau of Land Management, the Center is operated for the CSU by the California Desert Studies Consortium, an organization of seven southern California CSU campuses: Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona and San Bernardino. With the passage of the California Desert Protection Act of 1994, the Desert Studies Center was placed into the Mojave National Preserve.

More information can be found at

<http://biology.fullerton.edu/dsc/school/about.html>

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

http://www.calstate.edu/CPDC/FPM_Conference/2014/sessions/sustainable-university.shtml

Continuing Education

Responsible Party

Shelly Wang

Manager, Program Development
University Extended Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

The role of University Extended Education is to extend the resources of the University into the community through self-supporting, self-sustaining programs. Our programs are targeted towards adult learners and working professionals and must meet a business need. Therefore, Extended Education programs are continuously being developed, redesigned and discontinued to ensure that our offerings are current and meet the needs of the community.

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

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

Yes

Number of continuing education courses offered that address sustainability:

28

Total number of continuing education courses offered:

648

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

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

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

Yes

A brief description of the certificate program:

Green Building (created in 2007/discontinued fall 2012): Designed to guide students through the regulations relating to the green building industry in order to identify and apply sustainable principles, apply energy and water efficiency strategies in building design and construction, identify and discuss effective waste management programs and more.

HVAC (created in 2010/discontinued fall 2011): Designed to explore the issues in traditional HVAC design methodologies. Through a systematic approach to HVAC design practices, participants will gain knowledge about the methodologies and technologies available and be able to identify opportunities for transforming HVAC Design practices.

Green Data Center Management (created in 2010/ discontinued fall 2011)): Designed to approach best practices in energy efficient data center management from four disciplines: regulatory and financial, facilities management, hardware management, and software/systems network. The program will also broaden a participant's understanding of the role data center professionals play in overall energy efficient advancement,

Applied Sustainability (created in 2010/discontinued summer 2012). Designed to give participants an applied understanding of the concepts of triple bottom lines, practical knowledge and skills necessary to make decisions regarding the adoption of sustainability practices. Sustainable business practice can help organizations mitigate risk, allocate resources, fuel innovation, increase employee retention and create competitive revenue opportunities.

Commercial Building Energy Audit (created in 2010/discontinued fall 2011): Designed to provides engineers and building industry professionals the ability to capitalize on their existing knowledge and re-tool their skills in meeting the needs of the market for qualified energy auditors.

Stormwater Management (created in 2012): Designed to help professionals involved with monitoring, implementing, or reporting on stormwater best management practices identify and support regulations aimed at controlling stormwater runoff. Participants will be able to demonstrate an understanding of the role municipalities play in ensuring permit compliance and discuss approaches for achieving stormwater pollution reduction goals.

Year the certificate program was created:

2,007

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

<http://www.csufextension.org/green/>

Responsible Party

Kathleen Costello

Assistant Director

Center for Internships & Community Engagement

Criteria

Part 1

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

Part 2

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

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

Submission Note:

CSUF has received the highest national recognition for 5 consecutive years for community engagement accomplishments. In 2011-12 roughly half of all enrolled students engaged in course-related or voluntary service (or both), totaling over 1.4 million hours of service to the community. Engagement is integrated into the mission statement and is part of everything the university does, from faculty teaching and research, to student learning and service, to institutional outreach and partnerships, to sharing facilities and resources. For institution-wide integration of engagement, CSUF was classified in 2008 in the joint categories of curricular engagement and outreach and partnerships by the Carnegie Foundation for the Advancement of Teaching (a 10-year classification awarded to only 125 institutions in the country in 2008, the year it was awarded to CSUF). (FTE enrollment: 35,311; full-time only enrollment: 23,070)

The Volunteer & Service Center provides quality volunteer service to the community. It designs and implements social justice programming in collaboration with campus and community members. The Volunteer & Service Center seeks to broaden the knowledge and experience of CSUF students by fostering the development of character, sensitivity and civic mindedness, ensuring that students become responsible and active members of society. The Volunteer & Service Center offers non-profit connections and resources for planning community service events.

The Center for Internships and Community Engagement provides support services for students including:

- Orientations on academic internship and service-learning opportunities, departmental guidelines, and the registration process;
- Develop sites and post academic internships and service-learning positions that offer appropriate learning experiences, a professional environment, academic relevance, and appropriate supervision;
- Ensure that all academic internship and service-learning opportunities conform to established risk management guidelines for meaningful, high quality, and safe experiences.

Number of students engaged in community service:

18,667

Total number of students :

23,070

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

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

1,407,850

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

Yes

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

Service-learning is defined under CSUF University Policy Statement UPS411.600 Policy of Service Learning. Almost every college at CSUF offers service-learning courses. Students enrolled in service-learning courses will participate by engaging in 15 to 40 hours of service per semester. Courses designated as such by participating faculty and/or departments appear on a student's academic transcript. Additionally, these courses are identified in the Course Schedule. More information can be found at:

<http://www.fullerton.edu/senate/documents/PDF/400/UPS411-600.pdf>

<http://www.fullerton.edu/cice/Service-Learning.htm>

In addition, the Titan Pride Record is a co-curricular transcript which summarizes and tracks a student's involvement history at Cal State Fullerton. The record currently tracks students' participation in clubs and organizations, research, leadership, and internships, including community service and volunteer activities. The record is available through the Titan Student Involvement Center – an online involvement and activities center available through the university Portal system.

<http://fullerton.edu/deanofstudents/getinvolved/program/content/record.html>

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

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

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

<http://www.fullerton.edu/cice/Communityengagement.html>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Owen Holmes

Associate Vice President

Government Relations

Criteria

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

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

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

Federal and state advocacy efforts must be done consistently with positions taken by the CSU Board of Trustees (BOT). As such, unless the BOT takes a position, we do not engage in advocacy efforts to support legislation at the state or federal level.

However, the Office of State Relations and Advocacy is also charged with advancing the work of Cal State Fullerton. Through this Office, we coordinated a Legislative Staff Roundtable featuring our sustainability efforts, especially focusing on how sustainability can serve as a cost reduction measure. We also actively identify and promote opportunities to highlight faculty work in the area of sustainability. We have helped facilitate connections and partnerships between the Center for Sustainability and community organizations and initiatives. For example, Dr. John Bock has presented to the Orange County Council of Governments and participated in the Orange County Sustainable Communities Strategy Stakeholder Group addressing SB 375.

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

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

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

<http://www.fullerton.edu/advocacy>

Responsible Party

Chuck Kissel

Associate Executive Director

CSU Fullerton, Auxiliary Services Corporation (ASC)

Criteria

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

Submission Note:

CSUF is affiliated with the Worker Rights Consortium (WRC) and Fair Labor Association (FLA). In addition, CSUF has expressed intention to participate in the Designated Suppliers Program (DSP).

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

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

Yes

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

Yes

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

Yes

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

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

Responsible Party

Megan Moscol

Sustainability Programs Manager

Facilities Operations

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Megan Moscol

Sustainability Programs Manager

Facilities Operations

Criteria

Part 1

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

Part 2

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

Part 3

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

Performance for Part 3 of this credit is assessed using EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

Submission Note:

This credit includes information for the Main Campus and the Desert Studies Center in Zzyzx. Locations within the Institutional Boundary not included in this credit are Irvine Campus, Tucker Wildlife Sanctuary, Downtown Santa Ana Arts Center, Fullerton

Arboretum, and the President's House. The reason for this is these locations are run via separate operations.

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

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

Yes

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

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

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

No

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

The Clean Air Cool Planet tool was used to complete a 1990 baseline and 2008 inventory of campus greenhouse gas emissions.

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

No

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

N/A

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	1,220.10 <i>Metric Tons of CO2 Equivalent</i>	8,030.90 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	180.50 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	18,438 <i>Metric Tons of CO2 Equivalent</i>	8,724.50 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	800	396
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	27,708	24,796
Full-time equivalent of employees	4,886	3,420
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2009	Jan. 1, 2010
Baseline Year	Jan. 1, 1990	Jan. 1, 1991

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

California Assembly Bill 32, adopted in 2006, established the goal of reducing GHG emissions statewide to 1990 levels by 2020.

Gross floor area of building space, performance year:

4,547,144 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	99,886 Square Feet
Healthcare space	32,716 Square Feet
Other energy intensive space	0 Square Feet

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	59.80 Metric Tons of CO2 Equivalent
Commuting	39,774.60 Metric Tons of CO2 Equivalent
Purchased goods and services	160.80 Metric Tons of CO2 Equivalent
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

N/A

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/2903/>

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

Outdoor Air Quality

Responsible Party

Megan Moscol

Sustainability Programs Manager

Facilities Operations

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

Yes

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

CSU Fullerton reports significant air emissions from stationary sources as part of regulatory compliance with the CA Air Resources Board (CARB).

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

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

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

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

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Megan Moscol

Sustainability Programs Manager

Facilities Operations

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

Eligible building area does not include Arboretum, Dessert Studies, Grand Central, Garden Grove, Irvine Campus, or the Presidential Residence. Eligible building area does not include buildings under 1000 square feet. Eligible building area does not include parking structures or other buildings without 1 FTE (Titan Stadium concession). Eligible building area does not include the Marriott Hotel and Conference Center. Eligible building area does not yet include College Park West. Eligible building area does not include temporary buildings, such as EHS, Military Science, and P&T, but does include Corporation Yard buildings.

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

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

Yes or No

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

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

3,460,299 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

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

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

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

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

0 Square Feet

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

[OP3 Upload JointMeeting-CPBG-ED Sustainability Policy.pdf](#)

The date the guidelines or policies were formally adopted:

May 20, 2014

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

The California State University System formally adopted a Sustainability Policy addressing multiple facets of sustainability on campus including energy consumption, building level energy metering, usage of environmentally preferable materials, and water consumption. However, there are not currently provisions for site impact, indoor environmental quality, or building-level water metering.

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

The Board of Trustees has been a proponent of energy conservation and other sustainability measures and has had established policies since 1978. This proposed revised policy is broader than prior policies and more inclusive of all areas of the university community. This policy aims not only to reduce the university's impact on the environment and educate our students, faculty, and staff on sustainable practices, but also to incorporate sustainability principles and climate science in our educational offerings.

Categories addressed include energy independence and procurement, energy conservation, climate action, water conservation, waste management, procurement, sustainable food service, sustainable building practices, and physical plant management.

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

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

Building Design and Construction

Responsible Party

Megan Moscol
Sustainability Programs Manager
Facilities Operations

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

CSU Fullerton Student Housing Phase III is LEED NC v2.2 certified at the Platinum level.

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

363,216 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>347,899 Square Feet</i>

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

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

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

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

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

0 Square Feet

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

0 Square Feet

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

15,317 Square Feet

A copy of the guidelines or policies :

[EO-987_Energy Conservation, Sustainable Building Practices.pdf](#)

The date the guidelines or policies were adopted:

Aug. 2, 2006

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

The Children's Center was constructed to be LEED Silver Equivalent according to CSU Policy.

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

The attached Executive Order No. 987, titled "Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant management for the California State University", delegates to each president, or his/her designee, the implementation of the California State University Board of Trustees' energy conservation, sustainable building practices, and physical plant management policy. This executive order reaffirms the need to conserve energy in order to achieve the goal originally set in 2001 and reevaluated in 2005.

Our new goal is to reduce consumption by 15% by the end of FY 2009/10, as compared to 2003/04. The trustee policy is consistent with Governor Arnold Schwarzenegger's Executive Order S-12-04, which requests the CSU's active participation in statewide energy conservation and reduced electrical demand.

This executive order retains general operational provisions and sustainable building practices while adding the CSU Sustainable Measurement Checklist process. It encourages campuses to continue to adopt an integrated design approach that includes sustainable materials and practices. It also requires new goals for energy conservation, and the purchase and generation of renewable power. In accordance with the policy of the California State University, the campus president has the responsibility for implementing executive orders, where applicable, and for maintaining the campus repository and index for all executive orders.

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

<http://cpm.fullerton.edu/capitalprojects/Awards.asp>

Responsible Party

Megan Moscol

Sustainability Programs Manager

Facilities Operations

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

5,598,864 Square Feet

Gross floor area of building space:

5,598,864 Square Feet

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

California State University, Fullerton has adopted a policy to protect employees and the public from unsafe indoor air quality (IAQ). The overall safety of faculty, staff, students and general public is the main focus of the program to not subject them to avoidable and unreasonable risks and/or accidental injury or illness. To accomplish this, Environmental Health and Safety (EH&S) will coordinate appropriate and practical proactive, investigative, and corrective measures concerning IAQ matters with specific departments. The IAQ program incorporates key elements of the Injury and Illness Prevention Program to achieve the stated objectives. These elements shall be enforced by the University President and are but not limited to: inspection, communication, and correction.

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

http://rmehs.fullerton.edu/_documents/programs/IAQ%20Program.pdf

Dining Services

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

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Tony Lynch

Director

Campus Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

30

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

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

Majority of our purchases from our vendors are grown and processed within 250 miles of the institution.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

n/a

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

Campus Dining does a monthly inventory and daily ordering.

Total annual food and beverage expenditures:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	Yes	Yes
Convenience stores	No	No
Vending services	No	No
Concessions	No	No

Has the institution achieved the following?:

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

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

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

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

Low Impact Dining

Responsible Party

Tony Lynch

Director

Campus Dining Services

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

29

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

We do end of the month inventory in all our locations.

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

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

No

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Each location offers vegan and vegetarian dining options daily from salads, fruit, chili and soup, etc. Vegetarian options are also listed on menu boards and nutritional brochures and CSUFFOOD.COM website.

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

We only use certain type of sustainable sea food in OC Choice Catering.

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

<http://csuffood.com/>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Matthew Pagano

Manager- Utility Enterprise & Energy
Facilities Operations

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

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

Submission Note:

This credit includes information for the Main Fullerton Campus. Locations within the institutional boundary not included in this credit are Irvine Campus, Tucker Wildlife Sanctuary, Grand Central Arts Center in Santa Ana, Fullerton Arboretum, the Desert Studies Center in Zyzzyx, and the President's house. The reason for this is these locations are run via separate operations.

-Erick:

"A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution" (I left the description there from last time) I just wanted to find out if this program was still going on and if we could leave it there

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	432,548.22 <i>MMBtu</i>	419,057.23 <i>MMBtu</i>

Purchased electricity and steam:

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

Grid-purchased electricity	38,822.72 <i>MMBtu</i>	38,822.72 <i>MMBtu</i>
District steam/hot water	49,457.13 <i>MMBtu</i>	49,457.13 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,270,000 <i>Gross Square Feet</i>	5,270,000 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	292,033 <i>Square Feet</i>
Healthcare space	19,295 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,526
Cooling degree days	395

Source-site ratios::

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

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

	Start Date	End Date

Performance Year	July 1, 2013	June 1, 2014
Baseline Year	July 1, 2012	June 1, 2013

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

Baseline selected based on available data.

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

The campus employs a 68-78 temperature threshold on our thermostats. There are three systems currently used across campus.

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

The campus has exterior LED's along with parking lots, parking structures, pedestrian areas, and building exteriors. The campus is in the process of pursuing an interior 25 watt T8 retrofit to LED = 6.3 Million kWh savings.

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

The campus currently uses a multitude of occupancy/vacancy sensors on campus. The technologies used are PIR and Ultrasonic. We also have wireless PIR occupancy sensors in the Titan Gym. The campus is adding various wireless controls over time.

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

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

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

CSUF has a 4.4 MW natural gas powered jet turbine generator feeding waste heat to (2) absorption machines. The machines make both heating hot water and chilled water that is stored in the campus' thermal energy storage tanks.

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

CSUF completed a milestone MBCx project in our Education classroom and is currently beginning the process of two other buildings.

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

The campus has a substantial Andover EMS system in every major campus building. We also utilize the Schneider PME and EEM system to meter and run data analytics for proprietary ad-hoc reports.

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

VFD's in various applications on campus. Demand control ventilation in laboratories, and CAV to VAV applications. Additionally, Pneumatic to DDC.

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

Currently recipients of a Chancellor Office grant for water meters for our landscape irrigation and buildings. Drought Tolerant and turf removal strategies on hold for budget.

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

The Vending Mizer product is used at some vending machines on campus. This product turns off the refrigeration and lighting system in the vending machine when vacancy of the area is detected.

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

Campus Wide T8 to LED tubes approximately 60,000 lamps to be completed 2015 which equals 6.5 Million saved kWh. Exploring an additional 2 MW of Solar PV for covered parking and rooftop systems.

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

http://facilities.fullerton.edu/subject/engineering_sustainability/utility_energy/Default.asp

Responsible Party

Matthew Pagano

Manager- Utility Enterprise & Energy
Facilities Operations

Criteria

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

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

This credit includes information for the Main Campus. Locations within the insitutional boundary not included in this credit are Irvine Campus, Tucker Wildlife Sanctuary, Grand Central Arts Center in Santa Ana, Fullerton Arboretum, and the President's house. The reason for this is these locations are run via separate operations.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	6,079 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

0 MMBtu

Total energy consumption, performance year:

432,548 MMBtu

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

We have a total of 1.16 MW of Solar PV installations on rooftop units and covered parking. We are installing an additional 2 MW over the next 2-3 years.

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

N/A

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

N/A

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

N/A

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

http://facilities.fullerton.edu/subject/engineering_sustainability/utility_energy/Renewable.asp

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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Greg Keil
Building Trades Manager
Physical Plant

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>236 Acres</i>
Footprint of the institution's buildings	<i>23 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>186 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

Practice is always to monitor for pest activity and then:

1. Set threshold based on pest type/activity and amount of pest damage to plant(s).
2. Practice is to maintain healthy plants through solid best management practices.
3. Control methods will be utilized when threshold indicates necessity and always with least toxic means possible.

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

See protected areas description below.

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

The Institution's practice is to incorporate native plant use into any new construction and to make use as a priority when conducting renovations. Native and drought-tolerant plant selections and designs are to respond to the Governor's call to reduce water consumption by 20%, and to incorporate all necessary strategies of rainwater retention and low water usage throughout the institution.

Tucker Wildlife Sanctuary (TWS), located in Modjeska Canyon and owned and operated by Cal State Fullerton, is a 12 acre nature preserve adjacent to the Cleveland National Forest. This area is considered a "biological hotspot" by conservation biologists as it contains 2,000 of the 7,000 species of plants native to California, many of which are rare or important to the habitat. Over the past several years, TWS has worked diligently to eradicate non-native plants from its gardens and has replaced them with native plants. CSUF interns are currently assisting TWS in the process of compiling an "Herbarium," which is a collection in pressed flower/ plant specimens of all of the native species within the area. Currently, there is only one other "Herbarium" in California, located at UC Riverside. Tucker Wildlife Sanctuary is collaborating with UC Riverside to share this valuable information. Since the Santiago Canyon Fire of 2007, TWS has been collecting valuable data relative to water quality and the return of native plants and birds to the area. This data is available for research projects. Lastly, thanks to a Boy Scouts Eagle Project, TWS has a native plant greenhouse where we propagate and sell native plants for use in our own gardens and to encourage others to use them in theirs.

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

Fullerton Arboretum employs thermophilic composting in windrows to divert organic waste generated through grounds maintenance. Seventy-percent of Fullerton Arboretum's green waste is diverted from landfills through on-site composting and mulching. By diverting the green waste of three local companies/oranizations, Fullerton Arboretum manages to offset the disposal of materials that are difficult to compost or use as mulch. In an effort to offset those materials that are sent to the landfill, Fullerton Arboretum accepts organic wastes from three local companies/organizations. Horse manure and spent barley are incorporated into our compost piles. Woodchips are used both as a carbon source for compost piles and as mulch throughout the arboretum grounds. Fullerton Arboretum diverts approximately 480 cubic yards of organic waste from landfills through these practices. The total volume of Arboretum-generated green waste to landfill each year is 470 cubic yards, with a total volume of green waste diverted from the the landfill each year is 480 cubic yards. This offers a net waste diversion rate of about 10 cubic yards, approximately net waste diversion is zero.

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

n/a

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

n/a

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

The campus utilizes various forms of bioswales, which include rock, grass, and vegetated swales in recent and future design and renovation areas. To date, the campus has renovated approximately six (6) landscaped areas from turf to vegetated and rock swales.

Reduction of water consumption is a state-mandated practice due to recent droughts. Rainwater retention through naturally-occurring hydrologic features on campus has recently become an adopted design practice. Additionally, campus stormwater infrastructure and

management are being incorporated into campus beautification and landscape management strategic planning.

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

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

Although the Fullerton Arboretum is not an official entity of the university, a Bodhi Tree was planted and blessed by the Dalai Lama at a day-long event on June 28, 2000, on property leased to the Fullerton Arboretum by Cal State Fullerton. The Bodhi Tree is sacred in Buddhism, a non-theistic religion that is more of a philosophical way of life. The tree was ceremonially planted Sept. 13, 2000, by a group of Cal State Fullerton faculty who represented the five major world religions: Radha Bhattacharya, director of the Center for Economics Education, represented Hinduism; retired professor and current lecturer Benjamin Hubbard, Judaism; late professor Robert McLaren, Christian; professor of multicultural education Nawang Phuntsog, Buddhism; and former lecturer in comparative religion and director of the Islamic Society of Orange County in Garden Grove, Muzammil Siddiqi, Islam.

This ceremonial and historical event served as a dedication and promoted recognition of the Fullerton Arboretum as a geographical space, and has protected it for long term conservation of nature with associated ecosystem education and cultural values.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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.

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

Electronics Purchasing

Responsible Party

Chris Manriquez

Associate Vice President

Information Technology

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

No

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

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

CSU Fullerton does not have an official policy to purchase gold and silver EPEAT rated products institution-wide. However, within the last fiscal year 96% of what the Institution purchases qualifies as Gold or Silver EPEAT-rated.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	58,252.19 <i>US/Canadian \$</i>
EPEAT Gold	2,995,900.14 <i>US/Canadian \$</i>

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

3,155,062.29 *US/Canadian \$*

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

Cleaning Products Purchasing

Responsible Party

Terri Thompson
Manager
Custodial Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

This credit includes information for a majority portion of the Main Campus and Fullerton Arboretum. Locations within the Institutional Boundary not included in this credit are Irvine Campus, Tucker Wildlife Sanctuary, Downtown Santa Ana Arts Center, the Desert Studies Center in Zzyzx, and the President's House. The reason for this is these locations are run via separate operations.

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

No

A copy of the green cleaning product purchasing policy, directive, or guidelines:

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

The LEED EBOM certification process and new campus program directs procurement, thus cleaning products, to incorporate purchasing practices and standards using 3rd party-certified products, such as Green Seal and EcoLogo.

The Facilities Operations and Management Custodial Services is undergoing their annual evaluation this Spring, and will be formalizing a policy for 3rd party-certified green cleaning product purchasing.

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

The campus is developing a Green Cleaning Policy with vendors. The expected date of implementation by the end of the 2014-2015 fiscal year.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

349,400 US/Canadian \$

Total expenditures on cleaning and janitorial products:

387,423 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

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

The sections of the cleaning contract(s) that reference certified green products:

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

Office Paper Purchasing

Responsible Party

Sally Yassine
Associate Director
Contracts and Procurement

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[Recycled Handbook Jan 2015.doc](#)

The paper purchasing policy, directive or guidelines:

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

It is the CSU's policy to promote environmentally responsible procurement practices. Campuses are encouraged to comply with the Buy Recycled Campaign requirements by developing procedures that ensure the purchase of goods that contain recycled content or that may be recycled or reused when discarded. The detailed requirements for the CSU Buy Recycled Campaign are contained in the CSU Buy Recycled Handbook. The Buy Recycled Handbook, Buy Recycled certification forms, Buy Recycled report forms and a list of qualified vendors can be found at CSU's Buy Recycled website:

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

. Campus responsibilities: 1. Purchase Recycled Content Products (RCP) instead of non-Recycled Content Products (RCP) if fitness and quality are equal and the RCP is available at no more than the total cost of the non-RCP. However, campus procurement officers shall allow a price preference for recycled paper and tire derived products. 2. Require all contractors to certify the recycled content of all RCP purchased. For all products, contractors shall be required to certify in writing the minimum percentage, if not the exact percentage, of post-consumer material in the materials, goods, (or supplies) provided or used. This certification shall be furnished under penalty of perjury. 3. Attain the RCP procurement mandates. Campus procurement offices shall strive to meet or exceed the legislative goals and timetables prescribed by the California legislature for the acquisition of recycled products. 4. Submit Buy Recycled procurement reports annually. Campus shall submit to the Office of the Chancellor Buy Recycled reports in accordance with due dates specified at:

<http://www.calstate.edu/CSP/reports.shtml>

. 5. Establish purchasing practices that ensure the purchase of materials, goods, and supplies that may be recycled or reused when discarded. 6. Special provision added to PO's for products listed under any one of the 11 established recycled categories generating a Recycled Certification Form to the vendor. With 100% follow up.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	344,457.81 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

601,361.84 US/Canadian \$

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

<http://www.calstate.edu/CSP/index.shtml>

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Sally Yassine
Associate Director
Contracts and Procurement

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample)

-There was already an attachment when I opened up the credit, excel doc says it was emailed. We can double check to make sure they match.

----Erick

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

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

[DBB-Major-CGCs-Complete.pdf](#)

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

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

"CSU Buy Recycled Products Campaign

OfficeMax (one of our largest suppliers) submits annual recycled report

Campus submits annual Recycled Report to Chancellor's Office

Special provision added to PO's for products listed under any one of the 11 established recycled categories generating a Recycled Certification Form to

the vendor."

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

<http://www.calstate.edu/CSP/index.shtml>

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Greg Keil
Building Trades Manager
Physical Plant

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

153

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	57
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Willem's (Interim Assistant Vice President of Facilities Operations and Management) goal is to lower our reliance on gas-powered vehicles, because of state mandates to lower tail-pipe emissions and rising fuel costs.

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

<http://facilities.fullerton.edu/subject/auto/Default.asp>

Student Commute Modal Split

Responsible Party

Kristen Jasko
Associate Director
Parking and Transportation

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

15

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	85
Walk, bicycle, or use other non-motorized means	5
Vanpool or carpool	0.10
Take a campus shuttle or public transportation	9.89
Use a motorcycle, scooter or moped	0.01

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

Student data obtained through transit ridership, number of on-campus residents and percentage of students who do not obtain a parking permit, or have been issued a carpool permit.

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

<http://www.parking.fullerton.edu/transportation/Students.asp>

Employee Commute Modal Split

Responsible Party

Kristen Jasko

Associate Director

Parking and Transportation

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

18.89

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	81.11
Walk, bicycle, or use other non-motorized means	8.13
Vanpool or carpool	8.13
Take a campus shuttle or public transportation	2.13
Use a motorcycle, scooter or moped	0.25
Telecommute for 50 percent or more of their regular work hours	0.25

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

Data was reported using responses from the AQMD survey conducted November 2014, f/s rideshare program participation, and transit ridership.

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

<http://www.parking.fullerton.edu/Transportation/FacultyStaff/>

Support for Sustainable Transportation

Responsible Party

Kristen Jasko

Associate Director

Parking and Transportation

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

There are shower facilities and lockers available to bicycle commuters. However, no long-term bike storage is currently available on campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Next to each non-residential building on campus, there are bicycle parking racks within 50 feet of the building, and are located nearby every building's main entrances. The campus has an on-going Bike Committee and Bike Traffic study, which provides usage and traffic data for the campus and identifies areas for improvements with recommendations. With this study, increased bike racks have been installed to 35 units throughout campus, to relieve bike rack parking issues during peak times of the semester (i.e. final exams weeks).

Located in multiple locations throughout the student residences halls, three (3) long-term storage areas are provided to occupants, with security fences and coverings. These storage areas are free for the occupants.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

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

On the campus website, a map is made available to display county bike routes that connect through the campus, including all the campus bike routes, and pedestrian only zones.

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCwQFjAC&url=http%3A%2F%2Fd>

<irective16.fullerton.edu%2Fdocuments%2FCampusBikePath.pdf&ei=9LfbVOuFIom1ogS0h4GgCg&usg=AFQjCNG>

<2aD9JmUOcBpRySqY1UhRWXVjCog>

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The campus participated in a pilot program between Spring 2013-Spring 2014, as a host campus for the city-county collaborative with the regional transportation authority. BikeLink Fullerton, in collaboration with OCTA, conducted the pilot program. This program was discontinued in January 2014.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Parking & Transportation will reimburse CSUF Faculty, Staff, and students who have purchased a Metro bus pass. Metro honors all OCTA 7-, 15- and 30-Day Passes on its three Metro routes (275, 460, and 490) that operate into Orange County or connect with OCTA buses. Participants who live outside Orange County and use Foothill Transit, Laguna Beach Municipal Transit, Long Beach Transit, Omnitrans, and Riverside transit connecting with OCTA bus routes that provide direct service to CSUF, may be reimbursed \$19 to \$75 (the cost of an Metro monthly pass).

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

In the event of a personal emergency or illness during scheduled work hours, registered participants can receive immediate transportation at no cost. The GRT Program contracts with "Yellow Cab" taxi company. The GRT Program is available to all Commuter Choice registered participants. GRT forms will be included in the Commuter Choice Welcome Packet.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or

preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Participants who carpool to campus (2 or more faculty or staff) can apply to receive a supplemental Carpool Parking Permit that gives access to reserved carpool spaces in Faculty/Staff lots. There is no charge for a Carpool Permit, however one participant in the carpool group must own a paid faculty/staff parking permit.

Each employee in a carpool group that owns a maximum of one (1) CSUF parking permit will receive \$1 for every day they carpool to campus. Employees in a carpool group that own more than one CSUF parking permit will receive 50¢ per day.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

The Institution offers a vehicle-sharing program that is available to students, faculty and staff members for an annual membership fee as part of an agreement with WeCar by Enterprise. Participants in the program pay a \$35 annual membership fee (first year participants receive a \$35 credit) and — depending on the use — an hourly, daily or overnight rental charge. Rates include rental time, fuel, damage waiver and liability. This program is the newest addition to CSU Fullerton’s Commuter Choice Program as of Fall 2012.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

The University currently has 11 stations dispersed conveniently throughout the campus. A supplemental Electric Vehicle (EV) Charging permit must be displayed with a valid CSUF Faculty/Staff or Student permit when parked at an EV charging station, and is only valid when displayed on an electric vehicle registered with Parking and Transportation. A supplemental permit will be provided at no cost by providing your license plate number, vehicle make and model, and color of the vehicle.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The CSU Fullerton Housing Authority was formed in July 2000 with the express mission to benefit California State University, Fullerton by providing and maintaining affordable housing and related facilities for faculty, and staff. Through such housing, the ability to foster an academic community and environment near the campus will aid the university in their quest to attract and retain the highest quality personnel. The Housing Authority is a self-supporting, non-profit corporation that is managed by a Board of Directors appointed by the University President.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The Commuter Rewards program promotes participants who live locally to either walk or use a bicycle to get to campus. Participants can earn a monthly check ranging from \$10 to \$42 dollars just for choosing to walk or use their bicycle as a form of getting to campus.

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

<http://parking.fullerton.edu/>

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Kevin Mattson

Sustainable Waste Management Specialist
Facilities Operations

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

- A brief description of programs and/or practices to track and reduce post-consumer food waste (pending: I contacted Kevin to confirm the description from the last assessment, and he is currently investigating the topic)
- brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program) (pending: pending: I contacted Kevin to confirm the description from the last assessment, and he is currently investigating the topic)
- Start and end dates of the performance year and baseline year (or three-year periods) (currently investigating)
- Update FTE employees performance and baseline year
- Erick

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

Waste generated::

	Performance Year	Baseline Year
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Materials recycled	6,059.10 <i>Tons</i>	7,299.64 <i>Tons</i>
Materials composted	9.24 <i>Tons</i>	0 <i>Tons</i>
Materials reused, donated or re-sold	0 <i>Tons</i>	0 <i>Tons</i>
Materials disposed in a solid waste landfill or incinerator	5,708.12 <i>Tons</i>	6,086 <i>Tons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,904	800
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	29,892.50	30,284.50
Full-time equivalent of employees	3,901	4,886
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

Required if the end date of the institution's baseline year is before 2005.

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

In May 2013, Waste Management Sustainability Services completed a waste assessment for California State University, Fullerton. The evaluation of a waste stream including our Arboretum: 25.9% Recyclables, 12.8% Trash, 60.6% Organics, and 0.7% Unused Items. Excluding our Arboretum: 40.7% Recyclables, 19.4% Trash, 38.8% Organics, and 1.1% Unused Items.

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

1. Campuses shall seek to reduce the solid waste disposal rate by 50 percent by 2016, by 80 percent by 2020, and move to zero waste.
2. The CSU will encourage the reduction of hazardous waste to the extent possible while supporting the academic program.

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

Facilities Operation's moving services stores and reuses office furniture and equipment where applicable. They also contractor with the General Auction Company to sell surplus material.

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

The Institution provides a complete electronic/web-based form of the University Course Catalog, Campus Directory, and Class Schedule are available at no cost to the public from the campus homepage. The campus bookstore charges for the printed version of the catalog to encourage use of online materials. The campus also uses online forms, electronic document storage, and prefers email vs. paper memos for campus employees.

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

All campus printing outlets default to double-sided printing, and charge students for printing to discourage over-consumption.

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

While the campus makes a large effort to manage the increase of waste during move-in/move-out, no programs have been implemented to directly reduce waste. A plan is in place for 2015 move-in/move-out to include donation collection and cardboard collection.

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

The campus uses self-mulching mowers across 19.3 acres of grass and turf. This grasscycling method equates to approximately 125.45 tons of grass clippings diverted from collection and disposal annually. The campus is also expanding bottle water refill stations across the campus. In 2014, the campus reduced 100,518 plastic bottles or approximately 1.41 tons of PET. The campus is also piloting hand dryers to reduce paper towel consumption in restrooms.

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

N/A

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

N/A

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

To reduce post-consumer food waste, the Gastronome currently uses all re-usable plating, silverware, cups, and trays. The napkins that are used are also composted.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

N/A

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

The campus' Housing Dining, the Gastronome, uses all reusable silverware, plating, and cups.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

All campus coffee houses, the Cup, Aloha Java, and 2 Starbucks, provide savings incentives for customers who bring in their reusable mug.

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

1. All campus food service organizations should track their sustainable food purchases. Such tracking and reporting will be grounded in the Real Food Challenge guidelines, or equivalent, with consideration to campus requested improvements. Campuses shall strive to increase their sustainable food purchases to 20 percent of total food budget by 2020.
2. Campuses and food service organizations shall collaborate to provide information and/or training on sustainable food service operations to staff and patrons.

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

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

Waste Diversion

Responsible Party

Kevin Mattson

Sustainable Waste Management Specialist
Facilities Operations

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

6,059.10 Tons

Materials disposed in a solid waste landfill or incinerator :

5,750.42 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

What follows is a description of programs in place between 2010-2013. WARE Disposal was the campus' waste vendor. Collection points on campus were single-stream. 5,751.91 tons were recovered and diverted at an offsite facility from the 11,488.61 tons collected from WARE in 2013. All confidential shredding is shredded and recycled with Recall - 117.45 tons. Scrap metal is collected and recycled through SA Metals - 44.75 tons. Ewaste on campus is disposed of properly and sent to an recycling facility - 17.77 tons. Cooking grease from campus food vendors is diverted to One More Time, Inc - 1.77 tons.

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

Dining Managers actively plan and prepare to avoid a daily surplus of food. However, if an excess occurs, they donate supplies to a local shelter, the Fullerton Woman's Transitional Living Center. The food donations primarily come from the TSU food court, OC choice catering, and Starbucks. The program has been active for over 4 years.

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

The Housing Dining, the Gastronome, uses a garbage disposal to pulp all pre-consumer food waste. The Arboretum picks up the Gastronome's food waste about 3 times a week - the equivalent of 180 gallons of kitchen scraps. The Arboretum employs windrow composting to divert approximately 1,443 pounds of food waste per month - 9.24 tons annually.

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

No post-consumer food waste programs exist. Due to employing windrow composting on campus at the Arboretum, we are restricted to food waste composting only. Expanding to post-consumer food waste would include napkins, paper, and compostable cutlery. The Arboretum does not have the infrastructure to properly compost this material.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	---
Laboratory equipment	---
Furniture	Yes

Residence hall move-in/move-out waste	---
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Jeffrey Bechtold
Energy Coordinator
Physical Plant

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

315.53 Tons

Construction and demolition materials landfilled or incinerated :

94.62 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Hazardous Waste Management

Responsible Party

Patrick McQuinn

Environmental Compliance Specialist
Environmental Health & Safety Office

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation

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

(these two I have currently set as 'not applicable' but it requires these fields to be filled
-Erick

"---" 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:

CSUF has been aggressive in trying to protect human health and the environment by reducing the use of hazardous materials. EHS has formed a strategic relationship with academics to consult on chemical usage and find ways to use less hazardous chemicals in teaching and research labs. EHS routinely contacts research labs and trades to rid the campus of old and expired chemicals and wastes to lessen our

chemical inventory and provide a safer environment. We are working on building a new chemical inventory barcoding system to help keep accurate up to date chemical inventories for all chemical users to help prevent entities from over purchasing chemicals. EHS has been proactive in working with Campus Trades to replace more toxic, air polluting chemicals and paints with less toxic alternatives.

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

"CSUF EHS has implemented a proactive hazardous waste management program of properly characterizing off spec, spent hazardous chemicals, excludable recyclable material, regulated and non-regulated hazardous materials according to their DOT hazard class and chemical compatibility. CSUF has also implemented a practice of consolidating DOT/EPA and chemically compatible materials for disposal. By consolidating compatible hazardous materials has lowered the over poundage disposed of from CSUF dramatically over the past 8 years. Other practices implemented include installation of a bulk oil recycling tank and oil filter crusher. Crushed oil filters are sold as scrap metals and the oil is placed into the recycling tank, later to be picked up by a certified oil recycler. Batteries are separated into rechargable and non-rechargable varieties. The rechargable batteries are recycled at no cost to CSUF through Call2Recycle. Non-rechargable batteries are sent for disposal at an approved facility. Light bulbs and ballasts are also recycled at an approved disposal facility. Small gasous cylinders and aerosols are recycled using approved machinery to remove remaining gas, filter the gas and leave the metal cylinders and housing to be recycled.

EHS has also developed an online hazardous waste form to insure that hazardous wastes on campus are picked up in a timely manner. This also give staff/faculty a quick and easy way to request that their hazardous waste be removed."

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

N/A

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

CSUF does not have an inventory system to redistribute used laboratory chemicals due to the risks involved. These risks include unknown contamination of the used chemical, degradation of the chemical due to exposure to air or light, as well as the time and effort needed to supply such services. Instead CSUF is working harder at developing a barcoding chemical inventory system to help reduce chemical use and waste.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

Departments notify Facilities Management that they have equipment to be recycled including old phones, televisions, av equipment, etc. Once Facilities Management picks up the E-waste, it is deposited into designated E-waste containers and notifies our E-waste contractor when they are ready to be picked up.

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

N/A

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

<http://www.ehs.fullerton.edu/>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Matthew Pagano

Manager- Utility Enterprise & Energy
Facilities Operations

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

This credit includes information for the Main Campus. Locations within the Institutional Boundary not included in this credit are Irvine Campus, Tucker Wildlife Sanctuary, Downtown Santa Ana Arts Center, Fullerton Arboretum, the Desert Studies Center in Zzyzx, and the President's House. The reason for this is these locations are run via separate operations.

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

Level of water risk for the institution's main campus:

Extremely High

Total water use::

	Performance Year	Baseline Year
Total water use	193,531,755.75 Gallons	170,550,163.65 Gallons

Potable water use::

	Performance Year	Baseline Year
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Potable water use	193,531,755.75 <i>Gallons</i>	170,550,163.65 <i>Gallons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,904	800
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	29,892.50	30,284.50
Full-time equivalent of employees	3,901	4,886
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,250,000 <i>Square Feet</i>	5,250,000 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	41.28 <i>Acres</i>	41.28 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

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

Previous usage in STARS report

Water recycled/reused on campus, performance year:

0 Gallons

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

0 Gallons

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

N/A

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

We are currently installing more back-flow meters for all irrigation landscape along with building water meters in order to capture efficiencies through monitoring and measurement.

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

Campus wide aerator project for faucets. evaluating new more efficient water closets across campus.

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

Campus wide aerator project for faucets. evaluating new more efficient water closets across campus.

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

Looking at Drought Tolerant landscaping and Turf Removal for all non-utilized landscape.

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

N/A

A brief description of other water conservation and efficiency strategies employed by the institution:

N/A

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

Responsible Party

Curtis Plotkin

Director (Interim)

Environmental Health & Safety

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Utilization of various forms of bioswales, which include rock, grass, and vegetated swales.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the

rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

"-SWMP:

1. Identify pollutant sources potentially affecting the quality & quantity of storm water discharges.
2. Provide BMP's for municipal and small construction activities implemented by Cal State University, Fullerton staff and contractors.
3. Provide measurable goals for the implementation of SWMP to reduce the discharge of the identified pollutants in the storm drain system & associated water ways."

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

"- In order to prevent flooding various bioswales are located strategically throughout the sloped campus in order to better harvest rainwater.

- Elimination of all non-storm water event runoff from campus. "

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

0 Gallons

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

None at this time

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

none

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

Future parking lot development will include previous concrete placement

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

All downspouts on campus are disconnected, allowing roof water are directed to grass, planter or constructed percolation areas.

A brief description of any rain gardens on campus:

Areas on campus are constructed in such a manner as to capture storm water flow and facilitate absorption into the soil. This is accomplished by directing downspout and pother surface flow to areas constructed with berms, rock, gravel, and mulch vegetation.

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

The campus currently has two retention ponds, one in grass area, and another in a multi tiered stone swale.

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

The campus has partially vegetated stone swales that are strategically located to catch water runoff from the campus' parking lots.
Bioswale near compost garden??

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

Storm water management plan (important highlights to list out)

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

http://ehs.fullerton.edu/_documents/environmentalmanagement/CSUFCampusStormWaterManagementPlan.pdf

Wastewater Management

Responsible Party

Matthew Pagano

Manager- Utility Enterprise & Energy
Facilities Operations

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

62,124,790 Gallons

Wastewater naturally handled:

0 Gallons

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

N/A- Treated and taken off campus by a large Pipeline owned by Orange County Sanitation District located in Fountain Valley, Ca.

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

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Doug Kind

Manager, Engineering and Sustainability
Physical Plant

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Roll-out of a campus-wide comprehensive sustainable waste management program; and
Completion of the Provisional Climate Action Plan (January 2015)

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The purpose of the Sustainability Ad Hoc Task Force is to function as a transitional team and get the process of institutionalization started. Since sustainability related issues affect the whole campus the University Sustainability Task Force has a broad representation of campus constituents. The purpose of the group is to:

- Develop the charge of the Task Force;
- Present recommendations regarding items which could; be implemented immediately; and
- Present recommendations for a permanent organizational structure by which to manage sustainability issues at CSUF.

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

John Bock, Anthropology Professor, Center for Sustainability Director
Willem van der Pol, Facilities Operations Director
John Carroll, Academic Technology Center Interim Director, Geography Professor
Theresa Davis, College and Program Development Associate Vice President
Greg Dymont, Arboretum Director
Jane Hall, Economics Professor
Scott Hewitt, Interim Librarian, Chemistry Professor
Lea Jarnagin, Student Affairs Associate Vice President
Pamela McLaren, Strategic Communications Writer and Communications Specialist
Frank Mumford, Auxiliary Services Corp./Housing Authority Executive Director
(?) Jose Cruz, Academic Affairs Provost
(?) Danny Kim, Administration and Finance Vice President
(?) Amir Dabirian, Information Technology Vice President
Student Representatives (rotates each academic year)

Subcommittee Members not previously listed:

Joe Ferrer, Parking and Transportation Director
(?) Larry Martin, Housing and Residential Life Interim Director
(?) Sally Yassine, Contracts and Procurement Manager
(?) Andi Sims, Associated Students

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Facilities Operations Engineering and Sustainability serves the university in a variety of critical functions. First, we provide engineering expertise regarding new construction, renovation projects, utility systems and energy projects. In addition, the department establishes the campus Strategic Energy Plan (SEP). This plan develops the long term goals and objectives for overall energy reduction on campus thereby saving tens of millions of dollars over time.

Secondly, the department provide sustainability expertise for the campus as well. This includes Leadership in Energy and Environmental Design (LEED) development for new and existing buildings, greenhouse gas emissions (GHG) assessments and the very critical Climate Action Plan (CAP). The CAP is the strategic mechanism that establishes the systematic approach toward campus climate neutrality. In addition, the department is responsible for the development and expansion of the campus recycling program.

Lastly, the department provides a full complement of CAD and GIS services including drafting, archival, photographic, utility master planning and geographic locating systems to support the long term mission of the university.

Facilities Operations Sustainability Programs, under the purview of Engineering and Sustainability, identifies, tracks, documents, and promotes campus sustainability initiatives and accomplishments. Through ongoing benchmarking, we provide information needed to set goals and make timely, effective choices that minimize our cost of doing business, meet regulatory requirements, enhance student, staff, and faculty experience, and maximize campus resilience.

The Center for Sustainability was established at CSUF in 2009 and is a campus focal point for sustainability-centered activities. These include facilitating the development and inclusion of sustainability-centered topics in the university's curriculum, supporting external grant-getting by faculty members and other members of the university community, encouraging interaction among faculty members from different disciplines, reaching out to members of the greater community interested in sustainability, providing leadership in efforts to make the campus more sustainable, and coordinating sustainability-related activities on campus.

The Center has seven interrelated main functions:

- Raising awareness and building capacity regarding sustainability on campus through the Center web portal, organizing town halls and other interactive events;
- Supporting sustainability-related educational activities by faculty and students through developing curriculum and providing a base for student organizations;
- Enhancing faculty capacity by promoting collegial interaction through symposia, workshops, webinars, and a virtual community;
- Providing educational resources to the community regarding sustainability through a community advisory board, and interface with area businesses, policy agencies, and community organizations;
- Acting as a resource center for developing research related to sustainability, including logistic support; and facilitating extramural grant acquisition;
- Coordinating sustainability-related activities across campus; and
- Leading efforts to make the campus environment more sustainable.

In addition to these core functions, the Center of Sustainability is a key element in a transdisciplinary sustainability-centered virtual community of practice with in-person and virtual (online) components, focused on the recruitment, retention, and success of students in the Environmental Studies graduate program. Studying, indentifying, and solving problems related to sustainability is, by definition, transdisciplinary and lends itself to a community of practice (Kleef and deMoor 2004). This community of practice requires a local focal point for research, curriculum development and collegial interaction surrounding the topic of sustainability. CSU Fullerton by virtue of its Environmental Studies graduate program, its transdisciplinary approach to sustainability and active student body is a prime location for a local center to meet this need.

The Center will establish a transdisciplinary virtual community of practice (TVCoP) that will enhance graduate education for Hispanic Americans in a sustainability-centered Environmental Studies curriculum. Our TVCoP will serve as a recruitment and retention tool for Hispanic American graduate students, a forum for sharing of expertise and as a repository of best practices pertaining to sustainability topics that will be incorporated in the graduate Environmental Studies curriculum, a professional networking resource for our students and community, and a source for research and professional expertise. For more information, please visit:

<http://sustainability.fullerton.edu/aboutcs/>

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

4

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

http://facilities.fullerton.edu/subject/engineering_sustainability/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Doug Kind, Facilities Operations Engineering and Sustainability Manager; Megan Moscol, LEED AP, Facilities Operations Engineering and Sustainability, Sustainability Programs Manager; John Bock, PhD, Center for Sustainability Director

A brief description of each sustainability officer position:

Facilities Operations, Engineering and Sustainability Manager:

Facilities Operations, Engineering and Sustainability, Sustainability Programs Manager:

Center for Sustainability, Director:

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

http://facilities.fullerton.edu/subject/engineering_sustainability/

Responsible Party

Willem van der Pol

Director

Physical Plant

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

Other	No	Yes
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A brief description of the plan(s) to advance sustainability in Curriculum:

According to the CSU Sustainability Policy (May 2014), "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process."

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

The establishment of the programs of the GE Sustainability Pathway, the Humanities and Social Sciences Upper Division Sustainability Pathway, the Liberal Studies' Sustainability Studies Thematic Plan, the Environmental Studies (M.S.) Program, and the Environmental Engineering (M.S.) Program.

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

The campus Undergraduate Programs has acknowledged their roles and opportunities in sustainability curriculum and coursework development, as of Spring 2015.

The two key faculty members who have been championing this effort, Director for the Center for Sustainability/ Professor of Anthropology and the Interim Librarian/ Professor of Chemistry and Biochemistry, have made significant strides in developing the draft Sustainability Minor and a sustainability course inventory for the campus Course Catalog.

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

The campus has engaged in Campus as a Living Lab in a pilot course for Spring 2015, and plan to expand this course program, collaborating Facilities Operations and Management projects with Faculty Advisors and enrolled students.

U-ACRE continues to achieve national awards, and continues to receive funding for student-driven research projects in the areas of public health, local and organic food products, and access to healthy food.

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

This year's exemplified measurable objective to our strategy in research is resulted in Cal State Fullerton's Urban Agriculture Community-based Research Experience (U-ACRE) community engagement program is one of five throughout the country to earn the Washington Center's prestigious New York Life Higher Education Civic Engagement Award. The award, which recognizes colleges and universities that build and maintain community partnerships to address public concerns, was presented at the National Press Club in September. As an award winner, U-ACRE earned \$20,000 in scholarship funding to help their students participate in the Washington Center's Academic Internship Program next year.

U-ACRE has managed to create and maintain many partnerships within the community that have provided our students the opportunity to conduct community-based research projects, as well as make a difference with regard to obesity, diabetes and other food issues. As a chosen campus for this award – being one of only five throughout the country – is a tremendous honor for the students, faculty and staff who make U-ACRE the phenomenon it is.

U-ACRE, supported the USDA National Institute of Food and Agriculture Hispanic-Serving Institutions Grants Program, provides 20 undergraduate and graduate students of all majors with hands-on, community-based research experience. Working with Ladera Vista Junior High School, Pathways of Hope transitional living center, Orange County Food Access Coalition, the Berkeley School, Monkey Business Café, the US Forest Service, and the Fullerton Arboretum, U-ACRE aims to address issues of hunger, food security and child nutrition.

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

Sarah Johnson, U-Acre Project Director; Dr. John Bock, Director of The Center for Sustainability; Deputy Provost Dr. Shari McMahon, who accepted the award on behalf of the University; and Dawn Macy, Director of the Center for Internships & Community Engagement, which prepared CSUF's submission to the national competition.

A number of faculty advisors involved in the program represent various disciplines across campus, including: Dr. Joel Abraham from Biological Sciences, advises some of the students and co-teaches the research intensive class. Additional faculty advisers or participants in the research intensive class include: Dr. Jochen Schenk, also from the Biological Sciences Department; Dr. Denise Stanley from the Economics Department; Christina Smith from the Visual Arts Department; and Dr. John Carroll from the Geography Department.

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

- 6th Annual Earth Week events, engaging students with exhibitors and educational activities (event is free of charge and open to the public);
- 3rd Annual Sustainability Symposium, providing a forum to present current research and activities on sustainability from on- and off-campus participants and audiences (event is free of charge and open to the public)
- Campus Sustainability Day, hosted by the ASI Committee on Environmental Sustainability (event is free of charge and open to the public) and involve multiple sustainability student groups, such as PowerSave Campus CSUF Chapter;
- The Center for Sustainability social media outlets and featured CSUF News articles; and
- Sustainable Facilities social media outlets, maintained by Facilities Operations and Management, Engineering and Sustainability unit

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

- 6th Annual Earth Week events, have had an approximately 50 different exhibitors participate over the years
- 3rd Annual Sustainability Symposium, has had and accumulated 40 students (undergraduate and graduate) participate as presenters, and 20 staff and faculty presenters; 20 of the 65 unique academic departmental presentations, along with 10 different non-academic departmental presentations
- Campus Sustainability Day, has initiated a regular Farmer's Market to be hosted on campus
- The Center for Sustainability social media outlets has over 300 followers
- Facilities Operations and Management, Engineering and Sustainability unit's social media outlets established 4 different outlets has captured a combined 100 followers after one month of activity (starting in January 2015)

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

- Earth Week Planning Committee, comprised of students, faculty and staff;
- Sustainability Symposium Planning Committee, comprised of students, faculty and staff;
- ASI Committee on Environmental Sustainability student group;

PowerSave Campus CSUF Chapter student intern program, sponsored by the Alliance to Save Energy;
The Center for Sustainability, a campus resource for faculty, staff, and students for on-campus sustainability opportunities; and
Facilities Operations and Management, Engineering and Sustainability unit

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

The campus is making leaps its efforts in communication and outreach through campus events that focus on sustainability, regular social media announcements for on- and off-campus community awareness, participation in campus sustainability assessments, new student orientation, campus tours, new employee orientation, and participation in on- and off-campus sustainability presentations and conferences.

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

U-ACRE: To date, approximately 50 CSUF students have participated in this program. As community engagement is a cornerstone of the University's Strategic Plan,

each year almost one-third of Cal State Fullerton's students participate in community engagement. Last year alone, about 12,000 students performed more than 1.4 million hours of course-related or voluntary service. U-ACRE is one outlet that contributes to the continued public engagement through service-learning projects and volunteer opportunities for students.

P21 Showcase: Orange County students from the ages of kindergarten through 12th grade participated in the "Our Future Now" sustainability spotlight. State Sen. Lou Correa, Assemblywoman Sharon Quirk-Silva and Mike Matuda, superintendent of the Anaheim Unified High School District were among the speakers. Program sponsors include: the Orange County Department of Education, Discovery Science Center, Ocean Institute, United Way, Anaheim Union High School District, North Orange County Community College District and California P21. Campus sponsors include the College of Education, GEAR UP and FIRST programs.

-6th Earth Week events: over 50 unique exhibitors have been featured over the years, with an approximated 1000-person annual audience.

-3rd Annual Sustainability Symposium: over 30 on-campus departmental presentations from students, faculty and staff. Combined audience totals are approximately 200 people.

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

- Dr. Sarah Johnson, Professor of Anthropology and U-ACRE Project Director
- Dr. John Bock, Professor of Anthropology and The Center for Sustainability Director
- The Earth Week Planning committee, comprised of students, faculty and staff
- The Sustainability Symposium Planning Committee, comprised of students, faculty and staff
- Facilities Operations and Management, Engineering and Sustainability unit

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

According to the CSU Sustainability Policy (May 2014),

"1. The CSU will strive to reduce systemwide facility greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020 consistent with AB 32, California's Global Warming Solutions Act of 2006 (HSC §38550). Emissions will include both state and auxiliary organization purchases of electricity and natural gas; fleet, marine vessel usage; and other emissions the university or self-support entity has direct control over. The Chancellor's Office staff will provide the baseline 1990 facility emission levels (for purchased electricity and natural gas) for the campuses that existed at that time and assist campuses added to the CSU after 1990 to determine their appropriate baseline.

(14-New)

2. The CSU will strive to reduce facility GHG emissions to 80 percent below 1990 levels by 2040. Campus tracking and reporting of their

GHG inventory will be grounded in the American College and University President's Climate Commitment guidelines or equivalent, with consideration to campus requested improvements. Metrics will include GHG emissions per FTE. (14-New)

3. The CSU will encourage and promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to university associated transportation, including commuter and business travel. (14-New)"

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

The campus recently established its Provisional Climate Action Plan, submitted to the ACUPCC reporting organization in January 2015.

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

The accountable on-campus departments responsible for Air and Climate plans primarily include Facilities Operations, Facilities Operations Engineering and Sustainability unit, Parking and Transportation, Capital Planning and Management, and Contracts and Procurement.

These offices currently report such data on a regular basis to state and regional agencies including, but not limited to, the CSU Chancellor's Office and SCAQMD.

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

According to the CSU Sustainability Policy (May 2014),

"1. All future CSU new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the CSU will ensure that these facilities are designed to consider energy efficiency. Energy efficient and sustainable design features in the project plans and specifications will be considered in balance with the academic program needs of the project within the available project budget. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)

2. Capital Planning, Design and Construction in the Chancellor's Office shall monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance shall be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity and microclimates within the CSU. (05-New; 14-Revise)

3. The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED "Silver." Each campus shall strive to achieve a higher standard equivalent to LEED "Gold" or "Platinum" within project budget constraints. Each campus may pursue external certification through the LEED process. (05-New; 14-Revise)"

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

Beginning in 2005, all new construction was built to LEED Silver Certification of equivalent standards. Further, CSUF will participate in and implement the LEED EBOM certification program for existing buildings and make necessary adjustments to adhere to such standards.

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

Accountable departments and offices include Capital Planning and Management, Facilities Operations, and the Facilities Operations Engineering and Sustainability unit.

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

According to the CSU Sustainability Policy (May 2014),

"1. All campus food service organizations should track their sustainable food purchases. Such tracking and reporting will be grounded in the Real Food Challenge guidelines, or equivalent, with consideration to campus requested improvements. Campuses shall strive to increase their sustainable food purchases to 20 percent of total food budget by 2020. (14-New)

2. Campuses and food service organizations shall collaborate to provide information and/or training on sustainable food service operations to staff and patrons. (14-New)"

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

The Campus Dining Services has plans to conduct a comprehensive audit using the Real Food Calculator during Spring and Summer of 2015.

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

Accountable departments include Campus Dining Services, under the Auxiliary Services Corporation, and the Housing and Resident Life's Gastronome cafeteria, and Contracts and Procurement (when applicable).

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

According to the CSU Sustainability Policy (May 2014), "1. All CSU buildings and facilities, regardless of the source of funding for their operation, will be operated in the most energy efficient manner without endangering public health and safety and without diminishing the quality of education and the academic program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)

"2. All CSU campuses will continue to identify energy efficiency improvement measures to the greatest extent possible, undertake steps to seek funding for their implementation and, upon securing available funds, expeditiously implement the measures. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)

"3. The CSU will cooperate with federal, state, and local governments and other appropriate organizations in accomplishing energy conservation and utilities management objectives throughout the state; and inform students, faculty, staff and the general public of the need for and methods of energy conservation and utilities management. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)

"4. Each CSU campus will designate an energy/utilities manager with the responsibility and the authority for carrying out energy conservation and utilities management programs. The Chancellor's Office will have the responsibility to coordinate the individual campus programs into a systemwide program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)

"5. The CSU will monitor monthly energy and utility usage on all campuses and the Chancellor's Office, and will prepare a systemwide annual report on energy utilization and greenhouse gas emissions. The Chancellor's Office will maintain a systemwide energy database in which monthly campus data will be compiled to produce systemwide energy reporting. Campuses will provide the Chancellor's Office the necessary energy and utility data, such as electricity and natural gas consumption; water and sewer usage; fuel consumed by fleet vehicles, boats, and ships; waste disposal for the systemwide database in a timely manner. (78-; 88- Adopt; 01-Revise; 04-No Change; 14-Revise)

"6. Each CSU campus is encouraged to develop and maintain a campuswide integrated strategic energy resource plan, which will include tactical recommendations in the areas of new construction, deferred maintenance, facility renewal, energy projects, water conservation, solid waste management, and an energy management plan. This plan will guide the overall energy program at each campus. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)"

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

The campus is drafting the campus Strategic Energy Plan, in response to the CSU Sustainability Policy, signed May 2014.

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

Accountable departments include Capital Planning and Management, Facilities Operations and Management, and the Facilities Operations and Management Engineering and Sustainability unit.

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

According to the CSU Sustainability Policy (May 2014), "All CSU campuses will pursue water resource conservation to reduce water consumption by 10 percent by 2016, and 20 percent by 2020 including such steps to develop sustainable landscaping, install controls to optimize irrigation water use, reduce water usage in restrooms and showers, and promote the use of reclaimed/recycled water. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to reduce water use. (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)"

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

The Institution's practice is to incorporate native plant use into any new construction and to make use as a priority when conducting renovations. Native and drought-tolerant plant selections and designs are to respond to the Governor's call to reduce water consumption by 20%, and to incorporate all necessary strategies of rainwater retention and low water usage throughout the institution.

The campus utilizes various forms of bioswales, which include rock, grass, and vegetated swales in recent and future design and renovation areas. To date, the campus has renovated approximately six (6) landscaped areas from turf to vegetated and rock swales.

Reduction of water consumption is a state-mandated practice due to recent droughts. Rainwater retention through naturally-occurring hydrologic features on campus has recently become an adopted design practice. Additionally, campus stormwater infrastructure and management are being incorporated into campus beautification and landscape management strategic planning.

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

Accountable departments include Facilities Operations and Management, and the Facilities Operations and Management Landscaping Services unit.

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

According to the CSU Sustainability Policy (May 2014), "Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose recycled material, or support other environmentally friendly practices in the provision of goods or services to the CSU under contract. This may include additional evaluation points in solicitation evaluations for suppliers integrating sustainable practices. (14-New)

2. To move to zero waste, campus practices should: (1) encourage use of products that minimize the volume of trash sent to landfill or incinerators; (2) participate in the CalRecycle Buy-Recycled program or equivalent; and (3) increase recycled content purchases in all Buy-Recycled program product categories. (14-New)

3. Campuses shall continue to report on all recycled content product categories, consistent with PCC § 12153-12217 and shall implement

improved tracking and reporting procedures for their recycled content purchases. (14-New)"

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

Green Cleaning products purchasing: The LEED EBOM certification process and new campus program directs procurement, thus cleaning products, to incorporate purchasing practices and standards using 3rd party-certified products, such as Green Seal and EcoLogo. The Facilities Operations and Management Custodial Services is undergoing their annual evaluation this Spring, and will be formalizing a policy for 3rd party-certified green cleaning product purchasing.

Electronics Purchasing: campus practice is to purchase EPEAT Gold certified computers.

Office Paper Purchasing: It is the CSU's purchasing policy to promote environmentally responsible procurement practices. CSU campuses are encouraged to comply with the Buy Recycled Campaign requirements by developing procedures that ensure that office paper is 30% post-consumer recycled content and that may be recycled or reused when discarded.

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

Accountable departments include Contracts and Procurement, Facilities Operations and Management, and the Facilities Operations and Management Engineering and Sustainability unit.

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

According to the CSU Sustainability Policy (May 2014), "The CSU will encourage and promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to university associated transportation, including commuter and business travel. (14-New)"

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

The University currently has 11 electric-vehicle charging stations dispersed conveniently throughout the campus, with strategic plans to increase to over 50 stations in a 1-year and 5-year plan.

Next to each non-residential building on campus, there are bicycle parking racks within 50 feet of the building, and are located nearby every building's main entrances. The campus has an on-going Bike Committee and Bike Traffic study, which provides usage and traffic data for the campus and identifies areas for improvements with recommendations. Additionally, on the campus website, a map is made available to display county bike routes that connect through the campus, including all the campus bike routes, and pedestrian only zones.

The Institution offers a vehicle-sharing program that is available to students, faculty and staff members for an annual membership fee as part of an agreement with WeCar by Enterprise.

Each employee in a carpool group that owns a maximum of one (1) CSUF parking permit will receive \$1 for every day they carpool to campus. Employees in a carpool group that own more than one CSUF parking permit will receive 50¢ per day.

GRT program: In the event of a personal emergency or illness during scheduled work hours, registered participants can receive immediate transportation at no cost.

Parking & Transportation will reimburse CSUF Faculty, Staff, and students who have purchased a Metro bus pass.

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

Accountable departments include, Parking and Transportation, Capital Planning and Management, and the office for Government Relations for purposes of regional transportation planning.

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

According to the CSU Sustainability Policy (May 2014), "Campuses shall seek to reduce the solid waste disposal rate by 50 percent (PRC § 42921) by 2016, by 80 percent by 2020, and move to zero waste. (14-New)

2. The CSU will encourage the reduction of hazardous waste to the extent possible while supporting the academic program. (14-New)"

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

The campus' Sustainable Waste Management program was implemented in Summer 2014. Measurable outcomes of this program will not be available until Summer 2015, to reflect the progress of the program and identify true objectives and goals for the campus moving forward.

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

Accountable departments include Facilities Operations, the Facilities Operations Engineering and Sustainability unit, and Contracts and Procurement.

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

According to the CSU Sustainability Policy (May 2014), "All CSU campuses will pursue water resource conservation to reduce water consumption by 10 percent by 2016, and 20 percent by 2020 including such steps to develop sustainable landscaping, install controls to optimize irrigation water use, reduce water usage in restrooms and showers, and promote the use of reclaimed/recycled water. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to reduce water use. (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)"

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

The campus is currently drafting its Strategic Water Plan, in response to the CSU Sustainability Policy, signed May 2014.

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

Accountable departments include Facilities Operations and Management, Engineering and Sustainability unit.

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

The Division of Human Resources, Diversity and Inclusion guides and assists faculty, staff and administration to ensure equal employment opportunity and foster a diverse and inclusive work environment. Through the provision of consultation and training, the [STARS Reporting Tool](#) | [AASHE](#)

Office will be responsible for promoting the recruitment and retention of a diverse and highly qualified staff and faculty. More specifically, the Office's duties include:

- Monitoring staff and faculty recruitments to ensure compliance with federal equal employment opportunity laws.
- Providing diversity recruitment training, with respect to strategies and procedures, to search committees.
- Compiling the annual federal affirmative action report and communicating the relevant demographic data to the administration and to faculty search committees.
- Providing diversity training to departments in an effort to address climate concerns and foster cross-cultural communication.
- Building resources that search committees may rely upon to better ensure a large, diverse and highly qualified applicant pool.
- Acting as a liaison between ethnicity-based community groups and organizations, to strengthen external relations and favorably influence CSUF recruitment and retention efforts.
- Acting as an HRDI liaison with each of the employee resource groups (ERGs) on campus, to offer support and recommend linkages between their work and the University's Strategic Plan.
- Working in partnership with the staff and director of Employment Services, to reconcile the efforts of both units, toward achieving a highly qualified and diverse faculty and staff.
- Providing the leadership required to ensure that HRDI successfully continues its role as a cultural architect, moving the University toward meaningful change--beneficial to students, staff, faculty and administration.

For more information on campus diversity and inclusion policies, please visit:

<http://hr.fullerton.edu/vphr/>

AND

<http://hr.fullerton.edu/>

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

The university offers numerous professional development for campus staff and faculty, in the areas ranging from communications skills, personal finance management, workshops in workplace diversity awareness, and technical skills web-based training. All workshops and training opportunities are open to all staff and faculty.

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

Accountability lies with the Division of Human Resources, Diversity and Inclusion, along with these advisory committees: African American Faculty and Staff Association; Asian American and Pacific Islander Faculty and Staff Association; Chicano/Latino Faculty and Staff Association; and the Lesbian, Gay, Bisexual, Transgendered Faculty and Staff Association.

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

For students, the new GE Pathway (implemented Fall 2014) includes a Food, Health and Well-being Pathway option. The Food, Health, and Well-Being pathway will provides students the opportunity to study significance of the physical, economic, environmental, and institutional factors that lead to health and well-being.

Staff and Faculty are provided numerous educational opportunities for their personal physical, emotional and environmental health and well-being and awareness. Employee training are provided in the areas of managing their healthcare options from the campus, meditation and reflection instructional workshops and learning communities, on-going CPR and First Aid training for public health awareness, and emergency preparedness training events to equip campus personnel with skills for campus emergencies (i.e. earthquakes, campus shooter,etc).

Workplace safety and awareness is managed and assessed through the Office of Environmental Health and Safety. Workplace safety evaluations are available upon request through their website:

<http://rmehs.fullerton.edu/healthandsafety/OccupationalSafetyAndHealth.asp>

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

This year's pilot GE Pathways program had over 200 students enroll, and over 2000 are expected with full implementation in Fall 2015.

Staff and Faculty health and well-being educational opportunities are on a continual basis, and receive high participation. Communication outlets are primarily through their Office website and advertising through employee emails.

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

Accountable departments include Environmental Health and Safety, and Employee Relations and Compliance.

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

n/a

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

n/a

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

n/a

A brief description of the plan(s) to advance sustainability in other areas:

n/a

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

n/a

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

n/a

The institution's definition of sustainability:

Cal State Fullerton defines sustainability education as a perspective which generally focuses on the following:

- Creating a healthy economy, healthy society, and healthy environment that meets our needs without compromising the ability of future generations to meet their own needs;
- Systems-thinking, which is a more holistic way of looking at complex issues and the interconnectedness of our world (rather than looking at a portion of the issue);
- Exploring connections between different fields; and
- Using sustainability as a lens to examine a given topic.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

According to our campus Climate Action Plan (Jan 2015): "We, as stewards of California State University, Fullerton, in accordance with CSU Sustainability Policy and state regulation, recognize our duty and obligation to reduce campus carbon emissions contributions by 80 percent from 1990 levels by 2040.

Further, as signatories of the American College and University Presidents' Climate Commitment (ACUPCC), we agree to pursue climate neutrality by 2050 and choose 2020 as the date by which we will have matched 1990 emissions.

We agree to account for and report on emissions annually from Scopes 1 and 2 and selected Scope 3 emissions using an accepted calculation methodology, such as Clean Air Cool Planet, for main campus, expanding over time to include leased properties. We will make our Climate Action Plan, Greenhouse Gas Inventories, and Progress Reports publicly available through the ACUPCC website and links from the University website.

We will research, evaluate, prioritize, and implement strategies to reduce emissions from all sources, most significantly student, faculty, and staff commuting and energy usage.

We will continue to support and encourage coursework and programs that leverage high impact practices, prepare our students to participate in a global marketplace, and involve the community.

We understand the topic of climate change is dynamic. We agree to review and modify our plans on a regular basis to respond to improvements to climate science, new opportunities for emissions reduction and climate adaptation, changes in climate policy, and opportunities to engage our students and community."

For more information, please visit the campus Climate Action Plan, submitted to the ACUPCC in January 2015:

http://rs.acupcc.org/site_media/uploads/cap/1248-cap_2.pdf

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

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

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Rosamaria Gomez-Amaro

Director

Diversity and Equity Programs & University Title IX Coordinator

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Diversity, Inclusion and Equity Programs guides and assists faculty, staff and administration to ensure equal employment opportunity and foster a diverse and inclusive work environment. Through the provision of consultation and training, the Office will be responsible for promoting the recruitment and retention of a diverse and highly qualified staff and faculty.

The full-time equivalent of people employed in the diversity and equity office:

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://diversity.fullerton.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Division of Administration and Finance University Business Institute (UBI) program offers a number of classes to the campus community geared to increase cultural understanding among individuals, including:

- Cross-Cultural Dialogues in the Workplace
- Cross-Cultural Conflict Resolution
- International Students Employment Procedures
- UBI By the Book – Rethinking Leadership in a Complex, Multicultural and Global Environment: New Concepts and Models for Higher Education

More information about UBI offerings can be found at:

<http://www.fullerton.edu/UBI>

CSUF’s Faculty Development Center provides a training session for new faculty on “Working with Titans” that includes information about our students and another session where a panel of specialists from across campus shares what resources there are and how to tap into them.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Rosamaria Gomez-Amaro

Director

Diversity and Equity Programs & University Title IX Coordinator

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

CSUF uses National Survey of Student Engagement. The Survey asks series of questions related to interactions with persons who are different from them. Information about this assessment can be found at:

http://www.fullerton.edu/analyticalstudies/surveys/CSUF_NSSE2001_Means.pdf

The Division of Student Affairs at California State University, Fullerton (CSUF) systematically collects data pertaining to student experiences in the co-curriculum. Data collected by the Division of Student Affairs assesses five student learning domains including Diversity and Global Consciousness.

Assessment activities are described in detail at the following links:

<http://www.fullerton.edu/sa/assessment/>

http://www.fullerton.edu/sa/assessment/pdfs/Learning_Domains/CSUF_Learning_Domains_and_Characteristics.pdf

<http://www.fullerton.edu/sa/assessment/assessmentactivities.aspx>

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Rosamaria Gomez-Amaro

Director

Diversity and Equity Programs & University Title IX Coordinator

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

CSUF offers a variety of programs to facilitate the successful academic, professional and personal experience of underrepresented students. Selected examples include:

Support for Under-Represented Students in Student Affairs

Athletic Academic Services

The mission of Athletics Academic Services is to provide effective academic and life skills resources to assist student-athletes in reaching their academic goals.

<http://www.fullerton.edu/athleticacademic/>

Disabled Student Services

The mission of the Office of Disabled Student Services at California State University, Fullerton is to increase access and retention for

students with permanent and temporary disabilities by ensuring equitable treatment and opportunity in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal, State, and CSU laws, regulations, and policies mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically-related services which empower students with disabilities to achieve academic and personal self-determination.

<http://www.fullerton.edu/DSS/>

Educational Partnerships

Educational Partnerships actively seeks to positively impact the social tapestry of our community through established comprehensive educational programs that advance the talent of under-served students. We assist in the development of our students' academic, social and personal aspirations to effectively navigate the educational pipeline. Our professional efforts provide comprehensive leadership, resources and networks through collaborative educational relationships between CSUF and school districts, universities, and community organizations. Programs listed below coordinated by Educational Partnerships include Chicana/o Resource Center, Ronald E. McNair Post-Baccalaureate Achievement Program, and Talent Search.

<http://www.fullerton.edu/sa/partnership/index.htm>

International Education and Exchange

The Office of International Education & Exchange supports the Mission of the University and Student Affairs by advocating for and building a global perspective. As a collaborative and creative resource center for the campus and community, we strive to provide a welcoming environment for students, faculty and visitors transitioning between countries and cultures; to uphold the highest professional standards in an environment of mutual understanding and respect; and to empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

<http://www.fullerton.edu/international/>

Leadership & Multicultural Development Programs

The Dean of Students Office, Leadership and Multicultural Development Programs (LMDP) provides training opportunities and out-of-classroom experiences that encourage CSUF students to assess and develop the skills recommended for effective leadership and multicultural understanding. Our programs and services help students understand the emotional, environmental, intellectual, physical, and vocational dimensions of wellness that are important for successful participation in student organizations and/or leadership. The department also serves as a resource to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

<http://www.fullerton.edu/deanofstudents/lmdp/lmdp.htm>

Multicultural Leadership Center

The mission of the Multicultural Leadership Center (MLC) is to develop leaders who will understand and embrace diversity. The MLC seeks to create learning environments that actively engage the campus community with in and out of classroom experiences through the education and celebration of diversity, multiculturalism, and social justice.

<http://www.fullerton.edu/deanofstudents/mlc/index.htm>

Student Academic Services

The Mission of Student Academic Services (SAS) is the integration and coordination of activities that enhance the goals of the University in the areas of student persistence, retention, and graduation. The Office of Student Academic Services coordinates the operation and performance of seven separate and distinct Student Affairs units: Educational Opportunity Program (EOP), Student Retention Services, Intensive Learning Experience (ILE), Center for Academic Support in Engineering and Computer Science (CASECS), Student Support Services (SSS), University Testing Services, the Student Diversity Program and Summer Bridge. Student Academic Services also coordinates Student Support Services Program, one of four TRIO programs at CSUF funded by the U.S. Department of Education to assist disadvantaged students in reaching their educational goals. SSS targets low income and first generation and disabled college students, and provides them with educational services to ensure that they graduate, and then continue their education at the post-secondary level. The objective of the program is to increase the retention and graduation rates of all participants and to foster an institutional climate that is supportive of underrepresented students.

<http://www.fullerton.edu/academicservices/>

WoMen's Center

The WoMen's Center's mission provides education for the campus and surrounding community on the status of women and men in society today; fosters an environment to increase knowledge of gender-constructed norms; and focuses on the elimination of stereotypes, including racial, gender, sexual orientation, age and socioeconomic status. Intellectual / emotional development, growth and support of the student body at CSUF are implicit in all of the center's goals.

<http://www.fullerton.edu/womencenter/>

Adult Re-entry Program

The Adult Reentry Center (ARC) at CSUF is dedicated to issues of the Adult Learner and the successful completion of his/her educational goals. The center's mission provides support services to prospective students and current students 25 years of age or older who are returning to the college environment. The center serves as a resource to the CSUF community in providing an educational environment for adult learners' success and retention.

<http://www.fullerton.edu/adultreentry/>

Veterans Services

Veterans Student Services (VSS) assists veterans at CSUF in successfully transitioning and navigating the academic environment through guidance, support services and resources. Transitioning from military life to university life presents challenges and stressors not experienced by the general university population. VSS is committed to providing personalized services to veterans from orientation to graduation.

<http://www.fullerton.edu/veterans/>

Cultural Welcome Events: At the start of the school year, several culturally-based, community welcome events are held to give students an opportunity to become familiar with available resources. These include academic and curricular support services provided by faculty and staff, as well as co-curricular involvement opportunities through student organizations. Welcome events include: the Lavender Welcome, Asian Pacific Islander Welcome, African American Welcome, and Bienvenida. The events are coordinated by the university's Cultural Centers, student organizations, and/or the Multicultural Leadership Centers.

Cultural Recognition Ceremonies: Each year, the University hosts cultural recognition ceremonies. These events complement the University Commencement by adding a unique multicultural dimension that celebrates our diverse student population and honors our graduates and their families. Leadership for these ceremonies is provided by faculty and staff associations, student leaders, clubs and organizations, and cultural resource centers.

LGBT SafeSpace: The purpose of the LGBT SafeSpace Program is to increase awareness of LGBT issues facing lesbian, gay, bisexual, and transgender students and foster a campus climate that promotes the academic and personal success of LGBT persons. The role of the SafeSpace Ally includes:

- Listening openly, non-judgmentally, and with empathy;
- Providing support and resources (including on and off-campus referrals);
- Stressing that homophobia and discrimination based on sexual orientation is harmful to the campus community;
- Making oneself available and visible to connect with our LGBT students.

More information can be found at:

<http://fullerton.edu/deanofstudents/mlc/resources.html>

Chicana/o Resource Center

To provide a learning environment for students, faculty, staff, and the broader community that is inclusive and fosters the history, education, and culture of Chicanas/os and Latinos. Serve and expand the research needs of the university community through the Chicano research collection. Support the collaboration and creation of scholarly works between faculty and students. Support the advancement, recruitment, and retention of Chicana/o, and Latino students through collaborative efforts with other campus programs and departments. Support and facilitate dialogue on the Chicana & Chicano experience among students and across the university community.

McNair Scholars Program

This program encourages students to pursue graduate studies by providing opportunities to define goals, engage in research, and develop the skills and student/faculty mentor relationships critical to success at the doctoral level. The McNair Scholars Program serves twenty-five students each year. All students participate in academic-year and summer activities until they graduate. Director: Mr. Gerald Bryant.

<http://www.fullerton.edu/mcnair/index.htm>

Talent Search

The Educational Talent Search program is federally funded and designed to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The Educational Talent Search program provides students with year-round services such as: academic advising, career counseling, financial aid awareness and postsecondary planning and selection. The program's central goal is to ensure that participants graduate from high school and continue on to a post-secondary institution of their choice. CSUF's Educational Talent Search Program participants are selected from four high schools in the Anaheim Unified High School District: Anaheim, Katella, Magnolia and Savanna.

Guardian Scholars

CSUF's Guardian Scholars program is committed to supporting ambitious college-bound students exiting the foster care system. We [STARS Reporting Tool](#) | [AASHE](#)

provide a comprehensive program that contributes to the quality and depth of the student's university experience. We serve as a resource for young adults by assisting them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

Faculty and Staff Associations

The African American Faculty and Staff Association sponsors activities that support African American students such as Multicultural Mentor Project, Dialogues and literary discussions, Student scholarships, Pan African Student Recognition Ceremony, and Black History Month Celebration.

Composed of Asian and Pacific Islanders, and other interested faculty and staff, AAPIFSA members join together to acknowledge and celebrate the commonalities in the often-diverse Asian cultures. The AAPIFSA acts to help Asian-American students achieve educational excellence and to respond proactively to the needs of the Asian and Asian-related student body.

The Chicano/a Studies program co-sponsors an event for Hispanic parents to visit the CSUF campus. In this visit the application process is explained to the parents and potential students. The program maintains connections with the surrounding Hispanic community through internships and other community support activities.

Graduate Studies

Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS)

With support from the U.S. Department of Education, the Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS) program, funded by the Federal Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA), serves to increase the number of Latino students who enroll in and complete a post-baccalaureate degree at CSUF. We hope to achieve this goal by strengthening the environment for graduate studies at CSUF. With EPOCHS, CSUF provides:

- Annual New Graduate Student Welcome Day
- Graduate Student Orientation
- Student Support Specialist
- Graduate Student Guide
- Graduate Learning Specialists
- Student Academic Enrichment Opportunities
- Graduate Student Research Fund
- Quarterly bilingual graduate newsletter
- Networking and Community Engagement opportunities

<http://www.fullerton.edu/graduate/epochs/index.html>

Graduate Equity Program

Funded by the CSU, the Graduate Equity Program seeks to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs and promote consideration of university faculty careers. It provides fellowships to economically disadvantaged CSUF students who have overcome educational disadvantages or hardships. The fellowships are intended to minimize students' debt burden, allowing them to complete their program more quickly and commence doctoral study.

<http://www.fullerton.edu/graduate/scholarships.html>

Faculty-initiated projects which are College-based projects directly serving Under-Represented Groups and/or servicing K-12 schools/school districts with high student populations from under-represented groups:

College of Engineering & Computer Science

CASECS: Center for Academic Support in Engineering and Computer Science

The Center for Academic Support in Engineering and Computer Science (CASECS) is an academic support program designed to recruit, retain and graduate students. CASECS serves educationally disadvantaged students, to the extent possible by law and emphasizes participation by students from groups with low eligibility rates for four-year colleges. CASECS is a program of Student Academic Services in the Division of Students Affairs with joint collaboration of the College of Engineering & Computer Science and Student Affairs. This program has three objectives - Increase Enrollment & Retention; Increase Industry Tours; and Increase Scholarships.

Some of the features of the program include:

- Building a support community among students with similar career goals;
- Constructing the bridges necessary to establish a mentor-protégé relationship between faculty and students;
- Expecting excellent performance by students. Effectively communicating support for the students' success at the University and in the selected profession.

The program has ten specific service components designed to support students' successful pursuit of an academic program and their achievement of a timely graduation, as well as to assist them with their personal concerns. These components include assistance with admission and matriculation; orientation course; study center, tutoring, academic counseling, student organizations, scholarships and incentive grants, summer jobs and part-time work, professional development, and ECS support.

Academic Catalyst for Excellence (ACE) Scholarship Program (NSF Grant)

The College of Engineering and Computer Science (ECS) proudly announces the Academic Catalyst for Excellence (ACE) Scholarship program, a comprehensive educational support system designed to ensure student success. The grant seeks to improve educational opportunities for academically promising, but financially disadvantaged, engineering students. First-generation college students and those from underrepresented groups will be emphasized. The scholarship will serve as a catalyst that will allow students to focus diligently on their academics. The program will award scholarships to ECS students and leverage a well established network of ECS and University student services to support cohorts of ACE scholars majoring in civil and environmental engineering, computer engineering, computer science, electrical engineering and mechanical engineering. Scholars will be selected on the basis of their academic potential and financial need. Based on the class level, an ACE Scholar receives tuition scholarship for maximum of seven consecutive semesters (up to \$2000 per semester) and a myriad of support services ranging from peer mentoring to academic internship. ECS ACE benefits include ACE scholarships for a maximum of seven consecutive semesters (ranges from \$1000 to \$2000 per semester); summer orientation program; peer mentoring/tutoring; cohort-based learning community; research participation with an ECS faculty; academic counseling, lunch speaker series, professional development workshops, academic internships and job fairs, and priority registration.

<http://www.fullerton.edu/ecs/ace/index.html>

<http://calstate.fullerton.edu/news/2010/161-NSF-engineering-grant.html>

College of Natural Sciences & Mathematics

CSU-Louis Stokes Alliance for Minority Participation (CSU-LSAMP)

The goal of CSU-LSAMP is to increase the number of targeted students who graduate with degrees in the sciences, technology, engineering, or math (STEM). The targeted students are individuals who have faced or face social, educational, or economic barriers to careers in STEM. Several strategies are employed to meet this goal including academic year workshops in key “gatekeeper” courses, a

CSU-LSAMP Community College Transfer Scholars Program which provides up to 3 new transfer students with \$1000 during their first year at CSUF, assistance with admission to graduate schools (GRE workshops, application help, fee waivers, etc.) and funds to attend research conferences. Director: Dr. Christina Goode; LSAMP administrative assistant: Julianne Stern.

<http://lsamp.fullerton.edu/>

Minority Access to Research Centers (MARC)

The MARC training program offers an extraordinary opportunity for minority students seeking careers in biomedical research. The goals of the program are to provide first-rate research training of undergraduate participants, to place undergraduates into respected graduate programs and ensure their success in those programs. To achieve these goals, the program will provide MARC Scholars with a solid curriculum, strong intramural and extramural research experience, personalized career and academic advisement and experience in presenting research data on the CSUF campus and at national professional meetings. Scholars will also gain exposure to a broad range of biomedical researchers through an enhanced seminar series in the Department of Biological Science. Director: Dr. Amybeth Cohen.

<http://marc.fullerton.edu/>

Minority Health International Research Training (MHIRT)

The summer research experience provides MHIRT scholars with the opportunity to travel to a foreign institution and spend 10 weeks conducting research in the laboratory of their foreign research advisor. The objectives of the program are:

- to increase the numbers of students belonging to health disparities populations or underrepresented minorities that pursue advanced degrees in basic sciences, biomedical or clinical research fields;
- to make these students aware of minority and international health problems and to seek novel approaches to address them;
- to inculcate in these students the importance and opportunities of international collaboration in research to address health disparities from a global health perspective.

Director: Dr. Marcelo Tolmasky.

CIRM Bridges to Stem Cell Research (BSCR) Program

The Department of Biological Science at CSUF was awarded \$1.28 million from the California Institute for Regenerative Medicine (CIRM) to place ten undergraduate students as interns in stem cell research laboratories at Children's Hospital of Orange County (CHOC), UC-Irvine (UCI), UC-Riverside (UCR) and University of Southern California (USC). The Stem Cell Scholars must enroll in a special, 3-unit laboratory course during summer and must volunteer full-time in one of the four selected laboratories during the summer semester. Director: Dr. Nilay Patel.

<http://biology.fullerton.edu/stemcells/>

http://biology.fullerton.edu/marcelo-tolmasky/MHIRT_WEBSITE/Site_2/Home.html

Research Careers Preparatory (RCP) Program

The RCP Program is a one-year program that provides students with the opportunity to explore research as a career through a specially designed pro-seminar course and associated field or laboratory activities. Participants in the program receive extensive academic and research mentoring support through two courses. These courses will prepare and train students to be successful in their major as future

scientists (MS, PhD, DSc), future professionals (MD, MD-PhD, DO, OD, etc.), and more broadly as responsible citizens. Participants will carry out undergraduate research with a faculty member in the Departments of Biological Science, Chemistry/Biochemistry, Psychology, or other departments undertaking science-related research (Health Science, Computer Science, Mathematics). Upon successful completion of the one-year program, students may apply to any of the following research scholarships or fellowships: MARC, SCERP, MHIRT, HHMI, and BSCR. Director: Dr. Math Cuajungco.

<http://biology.fullerton.edu/>

Project MISS

Every summer for the past 20 years girls from high schools and junior highs in Orange and Los Angeles counties, as well as the Inland Empire, have spent the month of July forsaking the beach and other summertime haunts for Cal State Fullerton classrooms, studying algebra I and II, geometry and pre-calculus as participants in Project Math Intensive Summer Session. For seven hours a day, Monday through Friday, Dr. David Pagni, Professor of Mathematics' Project MISS participants are shown what to do by instructors, then turned loose to use their new-found knowledge to solve problems. They work cooperatively in groups, while instructors and tutors circulate among them, giving hints, answering questions and praising efforts. About 1,200 girls have attended the National Science Foundation-funded program, and Pagni's involvement with these students continues after the summer sessions.

<http://calstate.fullerton.edu/news/2010/005-project-miss.html>

Teachers Assisting Students to Excel in Learning Mathematics (TASEL-M)

TASEL-M is an ongoing partnership between the Orange County Department of Education, Cal State Fullerton and math teachers at four high schools, seven middle schools and three continuation high schools. The project was developed in 2003 by Dr. David Pagni, Professor of Mathematics "to build professional learning communities and provide professional development with the goal of raising student achievement and closing the achievement gap of these schools to the state average as a minimum." In 2007, a five year National Science Foundation grant of \$6,483,054 was awarded to Dr. Pagni to continue this work. Teachers at participating schools work closely to create common agreement and common assessments in order to "offer an equitable curriculum to their students. They also create common lessons designed to increase student engagement and understanding of the concept(s) being taught," Pagni says. Each June, participants are invited to a retreat in which teachers share their successes and lessons learned from the previous year, Pagni adds. "At the August Institute, teachers receive professional development on mathematics content, how students learn and pedagogy research. They develop an action plan for the upcoming school year that is based on data from the previous year, including new benchmarks or department, district and state assessments.

<http://calstate.fullerton.edu/news/inside/2007/martinez-cruz.html>

College of Education

Kaleidoscope

Kaleidoscope is a leadership institute designed to celebrate and enhance the achievements of women of color in higher education. Within the context and experiences of women of color, Kaleidoscope offers attendees a forum for:

- Discussing issues facing leaders of educational institutions;
- Exploring the workplace challenges within higher education;
- Creating national networking and mentoring opportunities;
- Providing guidance and strategies for career planning;
- Building skills for success;
- Increasing communication.

<http://ed.fullerton.edu/Kaleidoscope/index.html>

On-Track: Transition to Teaching

Funded by a \$1.3 million U.S. Department of Education grant, approximately 86 program participants in 2010 nearly half of which are Hispanic are working toward earning state certification to teach special education, mathematics or science. The math and science focus reflects the university's renewed emphasis on increasing student interest in the STEM fields — science, technology, engineering and mathematics. The goal is to recruit and train up to 125 individuals to become credentialed teachers in one of these high-need subject areas by the end of 2011, said Belinda Dunnick Karge, Professor of Special Education and program director.

<http://calstate.fullerton.edu/spotlight/2011fall/Project-AIMS.asp>

<http://calstate.fullerton.edu/news/inside/2010/on-track-grant.html>

The Division of Administration and Finance University Business Institute (UBI) program offers a number of classes to the campus community that support underrepresented groups, whether by providing training for said groups or to those who interact and work with underrepresented groups. Training for working with students includes: UBI By the Book – Students Who Drive You Crazy; Cross-Cultural Dialogues in the Workplace; Got Finesse? Enhancing Your Presentation Skills; Dealing with Challenging Coworker or Student Situations; Maximizing the Student Employment Experience; Mentoring our Future Student Professionals; Millennials in the Workplace; Social Media: Applications for Higher Education Professionals; Student Hiring & Employment; Student Assistant Supervisors Peer Learning Community; Understanding Student Positions and Student Task Profiles.

CSUF offers a number of scholarships available to new and returning students. In addition to scholastic achievement, financial need and other factors may be considered in the selection process. Many of the special scholarships listed below were established to increase college participation of underrepresented and disadvantaged students. The full listing of scholarships and criteria can be found at:

<http://www.fullerton.edu/financialaid/scholar/scholarship.pdf>

The website URL where more information about the support programs for underrepresented groups is available:

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Katherine Powers

Director

Graduate Studies Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The California Pre-Doctoral Program is designed to increase the pool of potential faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. With the aid of a faculty sponsor, these scholars are exposed to unique opportunities to explore and help prepare them to succeed in doctoral programs. The program provides travel funds to visit doctorate-granting institutions, options for summer research internships, and funds for other related activities.

The Chancellor's Doctoral Incentive Program (CDIP) provides student loans for pursuing full-time PhD degrees at universities throughout the United States. After participants receive their PhD degrees and obtain a qualifying teaching position in the CSU system, a portion of the loan from this program will be forgiven each year.

Funded by the CSU, the Graduate Equity Program seeks to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs and promote consideration of university faculty careers. It provides fellowships to economically disadvantaged CSUF students who have overcome educational disadvantages or hardships. The fellowships are intended to minimize students' debt burden, allowing them to complete their program more quickly and commence doctoral study.

More information on the above programs can be found at:

<http://www.fullerton.edu/graduate/scholarships.html#cpdp>

Several of CSUF's academic departments hold student conferences or symposiums each year. Students present their research performed under the supervision of faculty mentors. Many of the students participate in such conferences in preparation for Ph.D. studies. In addition, many of the departments are associated with or offer student organizations, honor societies, mentoring courses, and student assistantships in which students are trained in leadership roles, mentoring other students, and/or professional academic endeavors appropriate for pursuing Ph.D. studies.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

William Barrett

Interim Vice President
Administration and Finance

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Office of Financial Aid

The staff in the Office of Financial Aid CSUF is committed to providing the student with the services and funds that are needed to achieve their educational goals. Our Mission is to remove the financial barriers to a student's education so that the student may enroll and complete his/her degree objectives. As financial aid professionals, we provide opportunities to learn, we ensure access to higher education, we promote the student's economic stability, and through our compliance with regulations, which govern the administration of financial aid programs, we ensure continuity in the delivery of state, federal, and institutional student aid funds to the University.

Financial aid is available to remove the cost barriers that may prevent you from pursuing your educational goals. Assistance is available from a variety of programs funded by federal, state, university and private sources. Students who demonstrate significant financial need may qualify for grant aid while students with less need may obtain low cost loans. Financial need is determined through a federal formula that assesses the family's relative financial strength and ability to contribute to meeting the student's educational costs.

There are 3 general categories of financial aid: Grants and scholarships; Loans; and Employment opportunities.

To receive financial aid from a CSU campus, you must complete the Free Application for Federal Student Aid (FAFSA). Eligibility for financial aid is the amount that remains after the student's Expected Family Contribution (EFC) is subtracted from the cost of education. The cost of education is the amount the University estimates the student will spend to attend college for the academic year. The cost of education includes the basic State University Fee, various campus-based fees, room and board, books, supplies, transportation and miscellaneous personal expenses.

CSUF, through Titan Shops, provides course material savings to students in a variety of ways. Student savings are achieved with used, digital, rental textbook programs. These programs lower the cost of course materials to students by \$1M annually. In addition, Titan Shops provides students the opportunity to sell back textbooks at the end of term through a buyback program.

Funded by the CSU, the Graduate Equity Program seeks to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs and promote consideration of university faculty careers. It provides fellowships to economically disadvantaged CSUF students who have overcome educational disadvantages or hardships. The fellowships are intended to minimize students' debt burden, allowing them to complete their program more quickly and commence doctoral study. More information is available at:

<http://www.fullerton.edu/graduate/scholarships.html>

Several programs or services are available that minimize the cost of attendance by reducing associated costs of living, reducing student-related expenses, or increasing student employment through Associated Students, Inc., Student Health and Counseling Center, the Children's Center, Student Organizations, Student Employment Program, Pollack Library, and academic colleges and departments.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Titan Shops offers a Textbook Requisition Reward program to campus departments. The program is designed to promote awareness and encourage faculty and departments to submit textbook requisitions to the University by a campus determined deadline to ensure that students are better informed and able to source materials openly.

CSUF makes professional development for staff and faculty available through several avenues including, but not limited to, The Faculty Development Center (FDC) and the Division of Administration's University Business Institute (UBI). The professional development programs equip faculty and staff to better serve all students, including those from low-income backgrounds.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

In addition to the TRIO programs mentioned above, some of CSUF's activities that directly or indirectly prepare students from low-income backgrounds for higher education include, but are not limited to:

Educational Opportunity Program

CSUF collaborates with the State of California to provide financial and academic support to students through the Educational Opportunity Program (EOP). Each year, EOP admits a new class of 500 individuals—first time freshman and transfer students. Each of the participants enters the university with limited financial resources, but the desire to overcome all obstacles. Most importantly, however, every new participant understands that the highest achievement comes as a result of strong partnerships. Through your partnership with EOP, you will be equipped with the academic and personal tools to realize your educational goals. CSUF admits students to EOP, whose families are challenged by economic barriers and who need admissions and/or counseling services to succeed in college. EOP provides access to higher education for those students who demonstrate potential and who, without EOP support, may be unable to earn a college degree. EOP at CSUF offers pre-admission counseling, admission assistance, referrals for tutorial learning, career guidance, financial aid advisement, and other student services.

GEAR UP-Anaheim

GEAR UP-Anaheim is an educational partnership between Cal State Fullerton and the Anaheim Union High School District. The mission of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education. The GEAR UP Anaheim project serves a cohort of students that began in the 7th grade at Sycamore and South Junior High Schools and are currently supported at Anaheim, Katella and Loara High School, until their expected graduation in June 2014. Through GEAR UP students are provided with comprehensive services and activities to ensure their educational success, including tutoring, academic counseling, workshops, summer programs, educational and cultural enrichment activities, college tours, career exploration, parent outreach, and professional development for target school math and English teachers.

Graduate Equity Program

Funded by the CSU, the Graduate Equity Program seeks to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs and promote consideration of university faculty careers. It provides fellowships to economically disadvantaged CSUF students who have overcome educational disadvantages or hardships. The fellowships are intended to minimize students' debt burden, allowing them to complete their program more quickly and commence doctoral study.

Santa Ana ¡Adelante! is a community-based partnership between CSUF, UC Irvine, Santa Ana College, and Santa Ana Unified School District. It exists with the goal of creating a college graduate in each Santa Ana household. The Santa Ana partnership includes representatives from all of the above institutions as well as from key partner community agencies. The partnership exists to provide large scale high school counselor training, to promote University involvement in key school-wide college prep activities, and to marshal resources from all partners into the collective effort of promoting higher education options to Santa Ana high school students. More information can be found at:

<http://www.sausd.k12.ca.us/domain/40>

Titan Choices is a partnership between select local area high schools and CSUF Outreach in which CSUF interns are placed in the schools to promote college-going cultures within the schools, to foster relationships between the schools and CSUF, and to facilitate the CSUF application process for high school students at the schools.

Super Sunday/Super Saturday is a CSU system-wide effort to partner with the African American community through church-based activity. More information can be found at:

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

The Asian American Pacific Islander (AAPI) Journey to Success Program is a CSU system-wide effort to partner with and bring representatives from various AAPI communities to local area CSU campuses for participation in college preparatory activity. In each area, programs are planned in conjunction w/ key community-based partner organizations. More information can be found at:

<http://www.calstate.edu/externalrelations/partnerships/journeytosuccess.shtml>

A brief description of the institution's scholarships for low-income students:

CSUF offers a number of scholarships available to new and returning students. In addition to scholastic achievement, financial need and other factors may be considered in the selection process. Many of the special scholarships listed below were established to increase college participation of underrepresented and disadvantaged students. The full listing of scholarships and criteria can be found at:

<http://www.fullerton.edu/financialaid/scholar/scholarship.pdf>

Titan Shops provides scholarships through several avenues. The Textbook Requisition Reward program provides funds to departments to be used for student scholarships within the department. Additionally, the program provides funds to Associated Students Inc. (ASI) for a variety of scholarships (

www.asi.fullerton.edu/services/scholarships.asp

). Titan Shops also partners with ASI to provide free textbook rental scholarships to students each semester.

EPOCHS, Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students, is a federal grant awarded to the Office of Graduate Studies by the U.S. Department of Education, whose purpose is to support achievement among disadvantaged post-baccalaureate students. As part of EPOCHS, Grant money is awarded for activities associated with CSUF graduate student degree program research, and for travel associated with CSUF graduate student degree program studies. Priority will be given to disadvantaged students. More information is available at:

<http://www.fullerton.edu/graduate/scholarships.html>

A brief description of any programs to guide parents of low-income students through the higher education experience:

CSUF has been an active participant in PIQE which is a parent-based training, College, Making it Happen which is designed to assist the parents of middle school students with college preparatory strategies, and through participation in numerous locally high school-sponsored financial aid workshops throughout the region.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

In addition to the programs mentioned above, CSUF selects which local area (and out of area) schools/projects with whom to partner for targeted outreach based in no small part on school demographics. Schools with high free and reduced lunch participation rates, high rates of diversity, and lower API rates tend to be the highest priority partners.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The CSU system is largely a meritocracy, and since CSUF is an impacted campus, students must meet higher than minimum eligibility in order to be admitted. Even with EOP, students who are admitted through special action tend to be fully admissible, but below the admissions cutoff.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

John Beisner

Interim Associate Vice President

HR & Risk Management

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Elda Moreno
Benefits Manager
HRS: Operations

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

The mission of the Employee Wellness Program is to promote and improve the wellness of the campus community as a whole by empowering each employee to be physically active and demonstrate health-promoting behaviors with the intent that the benefits gained by each employee individually who elects to participate will be compounded and manifest globally within the campus community.

The goals of the program are to:

- Promote physical activity, healthy behaviors and wellness among employees;
- Educate employees on the benefits of physical activity and healthy behaviors and on risk factors associated with chronic disease and reduced health/wellness;
- Educate employees on the benefits of physical activity and healthy behaviors and on risk factors associated with chronic disease and reduced health/wellness.

To achieve these goals it is the aim of the program to:

- Provide on-campus physical activity programs and promote other opportunities on campus and in the community that encourage employees to be active;
- Provide on-campus lectures, classes and individual consultations on healthy behaviors and wellness and promote other on-campus and community resources that do the same;
- Assess the current level of fitness and wellness of employees and identify potential risk factors associated with chronic disease and reduced health/wellness.

CSUF offers programs in addition to the EWP including:

- Reduced cost for staff and faculty to access fitness centers including the Student Recreation Center, Kinesiology and Health Sciences facilities including the Lifespan wellness Center, and the CSUF Irvine Branch Campus Fitness Center .
- Student Recreation Center

<http://asi.fullerton.edu/src/>

- Kinesiology Facilities

<http://hhd.fullerton.edu/knes/facilities.html>

- Irvine Campus Fitness Center

<http://www.asi.fullerton.edu/src/irvineCampusFitnessCenter.asp>

-One of the categories for Division of Administration and Finance, University Business Institute (UBI) is Personal Development and Wellness, which focuses on providing staff and faculty with specialized training to improve physical and mental health. These classes include: Personal Financial Planning 101, Identity Theft, Caring for the Caregiver: Strategies for Balance and Wellness, Stress Management and Relaxation, Vision and Goal Setting, Active Lifestyle Tips: Exercise and Nutrition, What are Your Strengths?, and Using Meditation to Enhance your Personal and Professional Effectiveness.

More information on UBI's Personal Development and Wellness is available at:

<http://vpadmin.fullerton.edu/AssociateVP/OrgDev/UBI/Calendar/SessionAbstract.aspx?MainCategory=>

[Personal%20Development%20and%20Wellness](#)

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

<http://hdcs.fullerton.edu/ewp/mission.htm>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

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

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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