

# San Francisco State University

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

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

# Institutional Boundary

## Criteria

This won't display

---

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

## Institution type:

Master

## Institutional control:

Public

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

---

**Reason for excluding hospital:**

---

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**

---

**Narrative:**

We have two satellite campuses. One is a leased space in downtown San Francisco and the other is the Romberg Tiburon Institute for Marine Biology & Environmental Science.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

51,200,000 US/Canadian \$

### Total campus area:

141.61 Acres

### IECC climate region:

Mixed-Dry

### Locale:

Urban fringe of large city

### Gross floor area of building space:

4,188,321 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

331,585 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

166,717 Square Feet

### Electricity use by source::

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

|   |     |
|---|-----|
| <b>Biomass</b>                                  | --- |
| <b>Coal</b>                                     | --- |
| <b>Geothermal</b>                               | --- |
| <b>Hydro</b>                                    | --- |
| <b>Natural gas</b>                              | --- |
| <b>Nuclear</b>                                  | --- |
| <b>Solar photovoltaic</b>                       | --- |
| <b>Wind</b>                                     | --- |
| <b>Other (please specify and explain below)</b> | 20  |

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

SF State is on a direct purchase agreement. 20% of our electricity comes from renewable sources and the other 80% is undisclosed.

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

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

**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:

8

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

8

### Full-time equivalent enrollment:

24,499.40

### Full-time equivalent of employees:

3,227

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

2,582.50

### Total number of undergraduate students:

25,823

### Total number of graduate students:

3,416

### Number of degree-seeking students:

29,465

### Number of non-credit students:

0

### Number of employees:

3,227

### 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.

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

## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

|  | Undergraduate | Graduate |
|--|---------------|----------|
| <b>Total number of courses offered by the institution</b>    | ---           | ---      |
| <b>Number of sustainability courses offered</b>              | ---           | ---      |
| <b>Number of courses offered that include sustainability</b> | ---           | ---      |

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

---

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

---

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

---

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

---

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

AA S 587 Asian Americans and Environmental Justice [AERM][ES][SJ]

ADM 665 Product Development for Apparel [ES]

AIS 160 Survey of Native California [AERM][ES]

AIS 410 Perspectives of Native California Indians [AERM][ES]

BIOL 318 Our Endangered Planet [ES]

C W 508 Introduction to Environmental Literature [ES]

CHEM 180 Chemistry for Energy and the Environment [ES]

CHEM 380/ Chemistry Behind Environmental Pollution [ES]

ENVS 380

COMM 448 GW Rhetoric of Ecology - GWAR (4) [ES]

E ED 615 Environmental Education in ECE [ES]

ENG 465 Post-Apocalyptic Science Fiction [ES]

ENG 535 Literature and Ecology [ES]

ENVS 300 Environmental Studies [ES]  
 ENVS 470 Climate Politics and Policy [ES][GP]  
 ENVS 570 Campus Sustainability [ES]  
 GEOG 101 Our Physical Environment [ES]  
 GEOG 102 The Human Environment [ES][GP]  
 GEOG 160 Introduction to Environmental Science (4) [ES][GP]  
 GEOG 430 Transforming Food and Agriculture Systems: Local to Global [ES][GP][SJ]  
 GEOG 432/ Urban Geography (4) [ES][GP]  
 USP 432  
 GEOG 552 Geography of California [AERM][ES][SJ]  
 GEOG 600/ Environmental Problems and Solutions [ES][GP]  
 ENVS 600  
 GEOG 651/ San Francisco Bay Area Environmental Issues (4) [ES]  
 USP 651  
 GEOG 666 Geography of Garbage: Recycling and Waste Reduction [ES]  
 GEOL 100 Our Dynamic Earth [ES]  
 GEOL 104 Our Dynamic Earth Lecture and Lab (4) [ES]  
 GEOL 105 History of Life [ES]  
 GEOL 110 Physical Geology (4) [ES]  
 GEOL 270 Environmental Geology [ES]  
 GEOL 302 The Violent Earth [ES]  
 GEOL 350 Geology of the National Parks [ES]  
 GEOL 370 California Water [ES]  
 GPS 315/  
 I R 315/ Introduction to Global Peace Studies [ES][GP][SJ]  
 PHIL 315  
 H ED 100 Public Health Biology [ES]  
 HH 535 Western Nutrition and Herbs [LLD][ES]  
 HUM 380 Nature and Human Values [ES]  
 I R 104 Introduction to World Affairs [ES][GP][SJ]  
 LS 401 Social Sciences Core II [ES][GP]  
 LTNS 210 Latina/Latino Health Care Perspectives [AERM][ES][GP][SJ]  
 LTNS 450 Indigenismo: Indigenous Cultures of the Americas [AERM][ES]  
 METR 356 California Weather Events [ES][GP]  
 OCN 100 Our Dynamic Ocean [ES]  
 OCN 104 Our Dynamic Ocean Lecture and Lab (4) [ES]  
 PHIL 351 Philosophy of Risk [ES]  
 PHIL 470 Environmental Ethics [ES][SJ]  
 RPT 605 Ecotourism Principles and Practices [ES][SJ]  
 SCI 101 First Year Experience in Science and Engineering [LLD][ES]  
 USP 514 Sustainable Development in Cities (4) [ES][SJ]  
 USP 515/ Environmental Justice: Race, Poverty, and the Environment (4)  
 GEOG 667  
 WGS 593 Gender, Health, and the Environment [ES][GP]

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

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

Courses approved for the Environmental Sustainability requirement must examine some aspect of environmental sustainability. The perspective can be from any area of the university curriculum, such as social sciences, natural sciences, arts, humanities, business, or engineering.

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

---

**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         | ---       |
| Practicums          | ---       |
| Independent study   | ---       |
| Special topics      | ---       |
| Thesis/dissertation | ---       |
| Clinical            | ---       |
| Physical education  | ---       |
| Performance arts    | ---       |

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

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

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# 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.

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

# Undergraduate Program

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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*.

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

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

Yes

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

Environmental Studies

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

SF State offers both Bachelor of Arts and Bachelor of Science degrees in Environmental Studies. The program draws upon the environmental leadership of the San Francisco Bay region, the strong campus commitment to social justice, and active campus sustainability efforts.

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

<http://envs.sfsu.edu/>

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

B.A. in Urban Studies and Planning

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

The major in Urban Studies and Planning are founded upon the conviction that urban universities have unique opportunities as well as responsibilities to help shape the future of city life.

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

<http://dusp.sfsu.edu/>

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

Geography

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

The undergraduate program in Geography offers concentrations in Environmental Studies, Land Use Planning, and Resource Management.

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

<http://geog.sfsu.edu/ba>

**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):**

Minor in Urban Studies and Planning

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

SF State offers a Minor in Urban Studies and Planning designed to complement a wide range of SF State majors by offering students an opportunity to develop competence in urban planning and policy. The major and the minor are founded upon the conviction that urban universities have unique opportunities as well as responsibilities to help shape the future of city life.

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

<http://dusp.sfsu.edu/mission>

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

---

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

---

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

---

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

---

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

---

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

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

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# Graduate Program

## 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*.

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

# Immersive Experience

## 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.

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

# Sustainability Literacy Assessment

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## 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.

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

## Incentives for Developing Courses

### 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.

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



# Campus as a Living Laboratory

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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

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

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

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

**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:**

Professor of Geography and Environment Barbara Holzman created a general education course that will introduce concepts of environmental science to undergraduate students. Using the campus as the primary lab site, students will investigate campus biodiversity, air quality, waste streams and other environmental concerns.

**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:**

---

**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 Office of Sustainability and Facilities have worked with numerous classes to conduct energy efficiency audits of buildings. Projects implemented as an outcome of the course have included motion sensors for lighting, energy efficient lighting upgrades, de-lamping, and water fixture audits.

**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:**

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**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:**

Associate Professor of Decision Sciences Susan Cholette redesigned an upper-division elective within the decision sciences department as a part of a Campus as a Living Lab grant. Students analyzed SF State's purchased goods and service deliveries and developed recommendations for ways to reduce emissions. Outcomes have included a preference for electronic hand dryers instead of paper towels where possible.

**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:**

SF State has a Bicycle Geographies class in the Geography department that was funded through a California State University Campus as a Living Lab grant. The course focuses on researching and recommending policies and infrastructure changes to increase cycling for transportation. Outcomes have included new bike racks, fix-it stations, directional signage, and increased interaction with the SF Bike Coalition.

**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:**

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**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:**

SF State's Campus Sustainability class has conducted a water efficiency audit of campus buildings. The class recommended efficiency upgrades to fixtures based on potential water savings.

**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:**

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**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:**

SF State's Fossil Fuel Divestment campaign started as a class related research project. Students used their research to start a conversation with the University Foundation board. The major outcome of this interaction was a commitment to divestment of the University's endowment from coal and tar sands.

**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:**

---

**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://news.sfsu.edu/grant-creates-new-courses-environmental-focus>

# Research

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

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

# Academic Research

## 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.

---

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

# Support for Research

## 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.

---

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

## Access to Research

### 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.

---

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



# Engagement

## Campus Engagement

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

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

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

# Student Educators Program

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

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

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

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

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

---

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

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

No

**Number of degree-seeking students enrolled at the institution:**

---

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

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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

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# Student Orientation

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## Criteria

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

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

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

---

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

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

100

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

SF State's orientation booklet contains an introduction to campus sustainability. Student tour guides show off various sustainable features of the campus during orientation. During the school's Welcome Days, the campus hosts a Zero Waste Taste of SF State lunch which serves as an orientation to recycling and compost collection.

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

<http://www.sfsu.edu/outreach/visiting.htm>

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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

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

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

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



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

### ECO Students

ECO students is an environmental action student group. It is open to all students from any major. The group works on a variety of environmental issues on and off campus. Email

[sfsuecostudents@gmail.com](mailto:sfsuecostudents@gmail.com)

or check out the Eco Students Facebook page.

### The Green Initiative Fund

The Green Initiative Fund (TGIF) aims to establish a fund to finance student-led sustainability improvements at SF State and create paid internships for students. Visit the TGIF Facebook Page.

### ASI Sustainable Initiatives

ASI Sustainable Initiatives coordinates sustainability efforts in the Student Center Auxillary and hosts numerous events. ASI Sustainable Initiatives Website.

### Fossil-Free SFSU

This club leads a campaign to divest from fossil fuels. Their campaign is a part of a global movement to shift power away from fossil fuels to more sustainable and eco-friendly industries. Fossil Free SFSU Facebook page.

### Real Food Challenge

The mission of the Real Food Challenge (RFC) is to harness the power of youth and universities to build a healthy, fair, and green food economy. They work towards shifting food purchases away from industrial agriculture towards local, sustainable, and fair sources. RFC Facebook page.

### Bicycle Advisory Group

SF State's Bicycle Advisory Group is a committee of students, faculty, staff and administrators that work together to encourage bicycling to campus. The group has helped install new bike racks on campus and completed a bike path that connects the campus to University Park North Housing and to the city of San Francisco's bike routes. Contact

[sustain@sfsu.edu](mailto:sustain@sfsu.edu)

.

### Friends of the Greenhouse

Friends of the Greenhouse sponsors horticultural and botanical activities for students, staff, and local community members. The group seeks volunteers to keep its 2,000 plants happy and healthy. Friends of the Greenhouse also has a plant sale of greenhouse overstock once a semester. Please contact

[fotgh@sfsu.edu](mailto:fotgh@sfsu.edu)

or their word press for more information.  
Wildlife Society, SFSU Student Chapter

If you are interested in conducting research or planning a career in wildlife conservation and management AND would like to be part of a student organization that connects you to opportunities to present your research, offers pre-professional support, and provides networking and training opportunities, then join the Wildlife Society! They hold meetings every other Thursday. Graduate and undergraduate students welcomed. For more information, email

[wildlifefsu@gmail.com](mailto:wildlifefsu@gmail.com)

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

<http://sustain.sfsu.edu/takeaction>

**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 ECO Students group maintains an on-campus vegetable garden that is used to educate other students about urban farming techniques. Vegetables from the garden are used in the annual Farm to Fork lunch, which is open to the entire university. The project is conducted in partnership with the SF State Dining department.

SF State's Housing Department also maintains a Fruit Orchard in partnership with the ECO Students and the non-profit Friends of the Urban Forest.

Associated Students hosts a weekly Farmers Market on campus.

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

<http://goldengatexpress.org/2014/04/22/farm-to-fork-campus-grown-food/>

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

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

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

Fossil Fuel Divestment: San Francisco State has committed to divesting its \$51 million endowment from tar sands and coal. This was started as a student initiative and an academic project and has been executed by the University's Foundation board. The foundation board is exploring a carbon calculator for new investments.

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

<http://goldengatexpress.org/2013/10/22/sf-state-leads-state-divestment/>

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

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

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

Associated Students hosts art exhibits that focus on sustainability. A recent exhibition called "Sweet Ride" focused on art related to bicycle subcultures in the San Francisco Bay Area, including Critical Mass, Scraper Bikes, the SF State Cycling team and more.

<http://goldengatexpress.org/2014/04/21/sweet-ride-exhibit-students-bike-campus/>

SF State is an annual participant in the national PARK(ing) Day, which repurposes car parking spaces as art installations to question assumptions about the use of public space in San Francisco.

<http://goldengatexpress.org/2013/09/10/parking-day-sustainability/>

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

<http://goldengatexpress.org/2014/04/21/sweet-ride-exhibit-students-bike-campus/>

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

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

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

Sustainability Overlay requirement: SF State has enacted a sustainability overlay which students can use as a breadth requirement for graduation. Courses approved for the Environmental Sustainability requirement must examine some aspect of environmental sustainability. The perspective can be from any area of the university curriculum, such as social sciences, natural sciences, arts, humanities, business, or engineering

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

[http://bulletin.sfsu.edu/sfstatebulletin/undergraduate\\_education/geoverlay/General\\_Education\\_ES\\_Overlay](http://bulletin.sfsu.edu/sfstatebulletin/undergraduate_education/geoverlay/General_Education_ES_Overlay)

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

SF State housing offers an Eco-themed community for residents who are interested in sustainable living. The University Park North (UPN) Sustainable Theme Community is open to second-year students and beyond (including transfer and graduate students) in any major. The goal of the UPN Sustainable SF Community is to help residents acquire the knowledge and practical skills necessary to prosper in a world that faces unprecedented threats to environmental and economic well-being, while contributing to the development of resilient communities and a sustainable society.

Building/Floor(s): University Park North

Class: Second Year and beyond

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

<http://www.sfsu.edu/~reslife/themecommunities.html>

**A brief description of sustainability-focused student employment opportunities:**

The Office of Sustainability, Campus Dining, and Associated students offer student internships that focus on improving campus sustainability, from implementing recycling education, to reducing food waste in the dining hall, to bike commuter education.

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

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

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- 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.

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

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

|  | Yes or No |
|--|-----------|
| <b>A central sustainability website that consolidates information about the institution's sustainability efforts</b> | Yes       |

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

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

The Office of Sustainability maintains a central website that serves as an introduction to sustainability activities at the university. It focuses on describing sustainability goals, data showing progress towards goals, and ways for the community to get involved through student groups, green teams, and events.

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

<http://sustain.sfsu.edu/>

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

SF State has a Sustainability email listserv for staff and faculty. Sustainability news is also included in the main campus newsletter, the Campus Memo. The Administration and Finance department newsletter includes a regular sustainability corner.

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

<https://gateway.sfsu.edu/distributionlistssubscription>

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

The Office of Sustainability maintains Facebook, Twitter, and Instagram accounts that publicize events, highlight sustainable behavior, and educate the campus about sustainability.

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

,

<https://twitter.com/greensfsu>

,

<https://instagram.com/greensfsu/>

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

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

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

Urban Planning students have started their own journal that focuses on student projects in Urban Planning.

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

<http://dusp.sfsu.edu/content/urban-action-journal>

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

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

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

Chartwells, the company that operates SF State's dining center publishes signage and brochures that highlight sustainable food choices, origins of their food, and information on decreasing food waste.

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

<http://www.eatlearnlive.com/Sustainability.cfm>

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

SF State's Grounds department is cultivating a landscape that maintains urban biodiversity, requires no irrigation with drinking water, and exports no green waste. Signage throughout campus teaches visitors about all the sustainable practices that are in place.

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

<http://sustain.sfsu.edu/landscape>

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

SF State maintains print and digital copies of sustainability maps that allow visitors to find sustainable features on campus.

<http://sustain.sfsu.edu/content/librarys-landscape-learning-laboratory-5>

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

<http://sustain.sfsu.edu/content/sustainability-maps>

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

SF State maintains a transportation website that details how to take transit, carpool, walk, or bike to campus. The website is advertised throughout campus on buses and digital screens.

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

<http://parking.sfsu.edu/transit>

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



SF State maintains a portion of the Parking and Transportation website that focuses on bicycle commuters. Associated Students also has a bicycling page that highlights bicycle events and educational events.

<http://www.sfsustudentcenter.com/sustainability/>

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

<http://parking.sfsu.edu/biking>

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

SF State publishes a green guide for residents and provides training each semester to resident assistants.

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

[http://sustain.sfsu.edu/sites/sites7.sfsu.edu.sustain/files/assets/doc/green\\_guide.pdf](http://sustain.sfsu.edu/sites/sites7.sfsu.edu.sustain/files/assets/doc/green_guide.pdf)

**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:**

Each semester, a student reporter from the Golden Gate Xpress newspaper is assigned to the Environment/Sustainability beat. Coverage includes events, new sustainability initiatives, and investigations in to new sustainability opportunities.

<http://goldengatexpress.org/topic/office-of-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://goldengatexpress.org/topic/environment/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

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

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

Yes

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

Yes

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

GO!State Transportation Campaign

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

The GO!State Transportation Campaign is a branded marketing campaign aimed at increasing awareness of sustainable commuting options. It was implemented on digital screens around campus, on the web, and on signage. The program highlighted biking, walking, transit, the campus shuttle, and ride sharing. This coincided with a re-branding of the university's Parking and Transportation website to focus on making transit information more readily available.

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

SF State employees, students and staff participate in a transportation survey and the latest results show increased transit usage, biking, and walking as commute modes. This is not necessarily a direct result of the GO!State campaign.

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

<http://parking.sfsu.edu/>

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

New compost collection in University Park Community

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

SF State's Housing department introduced compost collection to residents in the University Park communities with a door-to-door marketing campaign, brochures, and signage instructing residents on which items to compost and where to bring their compost.

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

The residential portion of the campus has seen a steady increase in its diversion rates from landfill.

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

<http://sustain.sfsu.edu/university-housing>

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

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# Employee Educators Program

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

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

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*.

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

# Employee Orientation

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

---

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

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

100

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

All new employees are educated about SF State's transit benefits, ride share program, and electric vehicle parking.

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

[http://hr.sfsu.edu/benefits/additional\\_benefits](http://hr.sfsu.edu/benefits/additional_benefits)

# Staff Professional Development

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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



# Public Engagement

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

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

# Community Partnerships

**Responsible Party**

**Nick Kordesch**  
 Sustainability Coordinator  
 Office of Sustainability

**Criteria**

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

Each partnership conforms to one of the following types:

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

**C.Transformative**

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

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

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

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

---

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

# Inter-Campus Collaboration

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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:**

SF State participates in a monthly phone meeting with sustainability officers from the 23 California State Universities. Campus representatives have presented at Association for the Advancement of Sustainability in Higher Education, the California Higher Education Sustainability Conference, and the California State University Facilities Conference.

### **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:**

Association for the Advancement of Sustainability in Higher Education  
California Higher Education Sustainability Conference

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

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

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# Continuing Education

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

---

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

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

No

## **Number of continuing education courses offered that address sustainability:**

---

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

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

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## **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?:**

No

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

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**Year the certificate program was created:**

---

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

---

# Community Service

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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



# Community Stakeholder Engagement

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## 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

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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

## Trademark Licensing

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### Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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### Criteria

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

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

# Hospital Network

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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

# Greenhouse Gas Emissions

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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.

---

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

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

No

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

SF State uses the Clean Air Cool Planet GHG calculator.

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

No

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

---

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

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

|   |   |   |
|---|---|---|
| <b>Scope 1 GHG emissions from stationary combustion</b> | <i>5,268 Metric Tons of CO2 Equivalent</i>    | <i>11,852 Metric Tons of CO2 Equivalent</i>   |
| <b>Scope 1 GHG emissions from other sources</b>         | <i>267 Metric Tons of CO2 Equivalent</i>      | <i>8,863 Metric Tons of CO2 Equivalent</i>    |
| <b>Scope 2 GHG emissions from purchased electricity</b> | <i>7,945.30 Metric Tons of CO2 Equivalent</i> | <i>2,979.60 Metric Tons of CO2 Equivalent</i> |
| <b>Scope 2 GHG emissions from other sources</b>         | <i>0 Metric Tons of CO2 Equivalent</i>        | <i>0 Metric Tons of CO2 Equivalent</i>        |

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

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

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

---

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

---

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

---

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



---

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

|  | <b>Performance Year</b> | <b>Baseline Year</b> |
|--|-------------------------|----------------------|
| <b>Number of residential students</b>                      | 3,260                   | 3,001                |
| <b>Number of residential employees</b>                     | 0                       | 0                    |
| <b>Number of in-patient hospital beds</b>                  | 0                       | 0                    |
| <b>Full-time equivalent enrollment</b>                     | 27,164                  | 25,011               |
| <b>Full-time equivalent of employees</b>                   | 3,243                   | 2,903                |
| <b>Full-time equivalent of distance education students</b> | 0                       | 0                    |

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

|                         | <b>Start Date</b> | <b>End Date</b> |
|-------------------------|-------------------|-----------------|
| <b>Performance Year</b> | Jan. 1, 2013      | Dec. 31, 2013   |
| <b>Baseline Year</b>    | Jan. 1, 1990      | Dec. 31, 1990   |

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

1990 was selected as a baseline in accordance with SF State’s Climate Action Plan, which set a goal reducing emissions below 1990 levels: 25% by 2020 and 40% by 2030.

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

3,405,403 *Square Feet*

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

|                         | <b>Floor Area</b>          |
|-------------------------|----------------------------|
| <b>Laboratory space</b> | 331,585 <i>Square Feet</i> |

|                                     |                      |
|-------------------------------------|----------------------|
| <b>Healthcare space</b>             | <i>0 Square Feet</i> |
| <b>Other energy intensive space</b> | <i>0 Square Feet</i> |

**Scope 3 GHG emissions, performance year::**

|   | <b>Emissions</b>                            |
|---|---|
| <b>Business travel</b>  | ---   |
| <b>Commuting</b>  | <i>15,987 Metric Tons of CO2 Equivalent</i> |
| <b>Purchased goods and services</b>   | <i>276.30 Metric Tons of CO2 Equivalent</i> |
| <b>Capital goods</b>  | <i>0 Metric Tons of CO2 Equivalent</i>      |
| <b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b> | <i>0 Metric Tons of CO2 Equivalent</i>      |
| <b>Waste generated in operations</b>  | <i>785.80 Metric Tons of CO2 Equivalent</i> |
| <b>Other categories (please specify below)</b>                                | ---   |

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

---

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

[Calculator\\_v6.9\\_070914\\_NK&CB .xlsx](#)

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

---

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

---

# Outdoor Air Quality

## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

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

# Buildings

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

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

# Building Operations and Maintenance

---

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

---

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

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

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

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

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

---

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

4,410,936 *Square Feet*

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

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

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

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

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

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

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

0 Square Feet

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

0 Square Feet

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

---

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

---

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

---

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

---

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

---

# Building Design and Construction

## 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.

---

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



# Indoor Air Quality

## 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.

---

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

# Dining Services

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

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

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

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

# Food and Beverage Purchasing

---

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## 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).

---

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

# Low Impact Dining

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

---

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

# Energy

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

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

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

# Building Energy Consumption

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

## Criteria

### Part 1

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

### Part 2

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

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

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

## Total building energy consumption, all sources (transportation fuels excluded):

|  | Performance Year    | Baseline Year        |
|--|---------------------|----------------------|
| <b>Total building energy consumption</b> | 59,843 <i>MMBtu</i> | 121,474 <i>MMBtu</i> |

## Purchased electricity and steam:

|                                   | Performance Year      | Baseline Year      |
|-----------------------------------|-----------------------|--------------------|
| <b>Grid-purchased electricity</b> | 8,866.50 <i>MMBtu</i> | 9,422 <i>MMBtu</i> |
| <b>District steam/hot water</b>   | 0 <i>MMBtu</i>        | 0 <i>MMBtu</i>     |

## Gross floor area of building space::

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

|                         |                                    |                                    |
|-------------------------|------------------------------------|------------------------------------|
| <b>Gross floor area</b> | 3,405,403 <i>Gross Square Feet</i> | 3,852,144 <i>Gross Square Feet</i> |
|-------------------------|------------------------------------|------------------------------------|

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

|                                     | <b>Floor Area</b>          |
|-------------------------------------|----------------------------|
| <b>Laboratory space</b>             | 331,585 <i>Square Feet</i> |
| <b>Healthcare space</b>             | 0 <i>Square Feet</i>       |
| <b>Other energy intensive space</b> |                            |

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

|                            | <b>Degree Days</b> |
|----------------------------|--------------------|
| <b>Heating degree days</b> | 1,927              |
| <b>Cooling degree days</b> | 478                |

**Source-site ratios::**

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

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

|                         | <b>Start Date</b> | <b>End Date</b> |
|-------------------------|-------------------|-----------------|
| <b>Performance Year</b> | July 1, 2013      | June 30, 2014   |
| <b>Baseline Year</b>    | July 1, 2009      | June 30, 2010   |

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

The baseline year of fiscal year 2009-2010 was selected to provide a 5 year comparison.

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

---

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

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

SF State has occupancy sensors for lighting controls throughout campus.

**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:**

SF State operated 2 cogeneration plants until 2012.

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

---

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

SF State has EnerNoc Smart Meters on 4 buildings.

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

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

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

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

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

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

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

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

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

|   | Performance Year |
|---|------------------|
| <b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>                 | 0 MMBtu          |
| <b>Option 2: Non-electric renewable energy generated on-site</b>  | 0 MMBtu          |
| <b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b> | 0 MMBtu          |
| <b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>                   | 0 MMBtu          |

**Total energy consumption, performance year:**

59,843 MMBtu

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

SF State hosts 3 demonstration fuel cells on campus. Our local utility operates the fuel cells and uses the electricity generated, while SF State uses the heat and water produced by the process.

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

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

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

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

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# Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

|                      |
|----------------------|
| <b>Credit</b>        |
| Landscape Management |
| Biodiversity         |

# Landscape Management

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

| Management Level | Standards and/or Certifications Required   |
|------------------|--|
| 1) IPM Plan      | IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul> |

|  |  |
|--|--|
| <p>2) Sustainable Landscape Management Program</p> | <p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul> |
| <p>3) Organic, Certified and/or Protected</p>      | <p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>  |

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

**Figures required to calculate the total area of managed grounds::**

|  | <b>Area</b> |
|--|-------------|
| <b>Total campus area</b>                                       | 141 Acres   |
| <b>Footprint of the institution's buildings</b>                | 77.70 Acres |
| <b>Area of undeveloped land, excluding any protected areas</b> | 0 Acres     |

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

|  | <b>Area</b> |
|--|-------------|
| <b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>   | 63.30 Acres |
| <b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b> | 0 Acres     |
| <b>Managed organically, third party certified and/or protected</b>   | 0 Acres     |

**A copy of the IPM plan:**

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**The IPM plan :**

California Native Gardening

Second to habitat destruction, invasive plants are the greatest threat to biological diversity today. Not only do invasive species pose as a significant ecological threat, California alone spends eighty million dollars every year fighting invasives that have now become a significant economic complication. Invasive plants increase the potential for wildfire, displace native plants that form the basis of productive ecosystems, and even clog valuable waterways. When invasive species establish in a new location, the pathogens, predators, and other limiting agents that control the population's growth in its endemic region are not present. This renders an exposed region extremely vulnerable to the introduced species. It is estimated that roughly half of California's invasive species are of horticultural origin. Supporting nurseries that are taking a leap in the direction of non-invasive gardening is an imperative to winning the battle against invasive ornamental plants.

Alternatives to Fertilizers

The gardener's role is to aid the soil food web and provide microbes with a steady food source to keep the immobilization/mobilization cycle continuing. The following techniques are employed to ensure the health of a well-balanced soil food web:



1) Composting: Decaying plant matter is rich in mineral nutrients and active microorganisms. Compost provides a “microbial boost” to soils.

[http://eartheasy.com/grow\\_compost.html](http://eartheasy.com/grow_compost.html)

2) Teas: In addition to traditional composting, it is becoming increasingly popular to create liquid compost teas. Applying the solution to soil boosts the microorganism count significantly and drastically revives the life in soil. These teas are often sprayed on foliage and defend the plant by competing against harmful pathogens.

<http://www.dep.state.pa.us/dep/deputate/airwaste/wm/recycle/tea/tea1.htm>

3) Mulching: Various sources of plant matter (wood chips, leaves, etc.) is applied to the soil surface providing moisture retention, weed inhibition, and the soil food web with an energy source. Mulch also contains nutrients that enter the immobilization/mobilization process and enhance soil fertility. This process takes place over time and acts as a time-release nutrient source!

[http://www.ladybug.uconn.edu/factsheets/tp\\_05\\_mulchbasics.html](http://www.ladybug.uconn.edu/factsheets/tp_05_mulchbasics.html)

Aside from the economic and environmental impact of introduced species, fighting the battle against invasive plants has a number of benefits for the gardener. Native plants are adapted to our climate, thrive in a variety of soils and require minimal care outside the realm of the soil food web (Section III & IV). California’s Mediterranean climate (wet winters followed by long, dry summers) has imposed a severe selection pressure on our plants. Species found in our state thrive in these rough conditions that demand a great deal of resources for non-natives to survive in. In addition, planting natives from your local region encourages native fauna to visit your landscape, improving your garden’s habitat value.

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

SF State's Grounds department is cultivating a landscape that maintains urban biodiversity, requires no irrigation with drinking water, and exports no green waste.

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

SF State fosters a healthy, aesthetically pleasing, sustainable, and environmentally friendly campus that functions as a great place to study, work and live. Our ultimate aim is to provide a landscape which is self-regenerating and off the energy grid.

The SF State campus also contains a significant urban forest, planted in a network of windbreaks, bird nesting zones, and sheltered courtyards. Renovation and renewal of the forest is directed to maintain the special forest character of the campus, while supporting a

more complex web of ecological relationships, increasing seasonal highlights, and shaping new spaces for social interaction and quiet contemplation.

Our campus has decided to allow unused lawns to grow out and set seed. Although the traditional lawns look nice, they are labor intensive and take up valuable space. By not regularly trimming the grass our schools saves both energy and water. These lawn meadows provide areas of relief for birds and small mammals to hid from predators, forage and obtain nesting material

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

SF State composts 100% of its green waste through our campus waste hauler, Recology. The campus also operates a decomposer garden, which is used for Mushroom Taxonomy classes to inoculate logs and grow mushrooms. This garden provides a space where logs and pine needles can decompose down naturally by fungus, arthropods and bacteria. This process of breaking down organic material releases needed nutrients back in to the environment.

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

#### Employing the Soil Food Web

For numerous reasons, fertilizers have been a hot topic in recent decades. Agricultural processes are now common interest and techniques employed by industry are under public notice. For good reasons, people are now taking an interest in how plants are grown! The term organic is commonly thrown around and has various meanings among different groups. In the gardening world, one who practices organic techniques utilizes resources derived from natural sources (compost, wood chips, worm castings, guano, rock phosphate, bone meal, seaweed, etc.) rather than industrially processed fertilizers (Haber-Bosch process, and Odda Process) that have miraculously ensured access to crops for our steadily growing population. A respect for the soil food web is the foundation of many organic gardening techniques. We know that plants hold and accumulate nutrients in their cells throughout their lifespan. When a plant dies, what becomes of these essential nutrients? Eventually soilborne microorganisms (bacteria, fungi, protists, etc.) consume this decaying plant matter. These nutrients become locked up inside the bodies of decomposers in a process called immobilization. Subsequently the decomposers themselves die, later consumed by other decomposers, or are eaten by larger organisms, like nematodes and earthworms that produce nutrient rich excrements in a process called mobilization. This continual process of immobilization (locked up) and mobilization (released) of mineral nutrients create the fertile soils that yield healthy and nourished plants. The beauty of this cycle is that nutrients are held within the soil. Unfortunately, rather than being immobilized, synthetic fertilizers drain through the soil and leach into the water table producing an adverse effect on the surrounding ecosystem. In addition, synthetic fertilizers destroy the soil food web. These fertilizers are incessantly mobilized, unable to be taken up by microorganisms, and form an osmotic potential between the microbial cell and the nutrient solution. This osmotic potential ruptures the walls of these single celled organisms voiding the soil of life.

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

SF State's Grounds department purchases plants and equipment that support land being water efficient, supportive of wildlife and pollinators, and minimizing pesticides. Irrigation equipment supports our efforts to reduce campus water usage.

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

Our flagship rainwater harvesting system collects 12,000 gallons of rainwater each year from the roof of the Recycling Center and can be observed from the northeast side of the parking garage. We are utilizing an adjacent 630 watt solar array to power a pump to irrigate over 6,000 square feet of native plants until they become established. We will then redirect the water to other new landscaping projects.

Our first rain garden installation collects about 60,000 gallons each year from the adjacent Corporation Yard warehouse roof which can be viewed from the northwest side of the garage, or up close from North St State or St. Drive. This rain garden was planted with native plants that are both drought tolerant, and can handle short periods of inundation of water in the winter.

These methods reduce, filter, and slow stormwater runoff, recharging the groundwater and lessening the burden on our sewer system. By mimicking natural watershed processes, we are helping to conserve a precious resource and mitigate some of the ecological damage done by our urbanized society.

**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:**

---

**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:**

<http://sustain.sfsu.edu/landscape>

# 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.

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

# Electronics Purchasing

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

---

## 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 :**

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

---

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

No

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

|                     | <b>Expenditure Per Level</b> |
|---------------------|------------------------------|
| <b>EPEAT Bronze</b> | ---                          |
| <b>EPEAT Silver</b> | ---                          |
| <b>EPEAT Gold</b>   | ---                          |

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

---

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

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# Cleaning Products Purchasing

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes



**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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

Campus Custodial Services uses Green Cleaning products in all buildings.

Green Cleaning utilizes no toxic chemicals, no heavy metals in floor finishes, and no aerosol containers. Special vacuums and other equipment are utilized to capture and remove dust and particulates from the buildings. All "daily cleaning" chemicals are Green Seal certified or environmentally preferable.

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

SF State's Fiscal Affairs department only allows preferred vendors for specific products including cleaning supplies. The campus custodial department uses centralized procurement which only uses Green Seal certified products.

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

No

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

---

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

---

**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?:**

---

**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:**

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**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

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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:**

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**The paper purchasing policy, directive or guidelines:**

SF State is increasing its sustainable procurement practices through active participation in the California State University Buy Recycled program. This includes encouraging campus users to buy recycled content products when available and obtaining content certifications from product vendors. In FY 08-09, 88% of the purchases in reportable categories were recycled content products. Special attention has been directed at the office supply contract. SF State has worked with its contract vendor to automatically direct orders for copy paper and other paper based office supplies to product codes for recycled content alternatives.

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

All paper purchases go through a single vendor, which is required to source recycled-content paper.

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

No

**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                          | ---                   |
| 30-49 percent                          | ---                   |
| 50-69 percent                          | ---                   |
| 70-89 percent (or FSC Mix label)       | ---                   |
| 90-100 percent (or FSC Recycled label) | ---                   |

**Total expenditures on office paper :**

---

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

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# 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.

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

# Guidelines for Business Partners

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## 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.

---

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

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

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



# Campus Fleet

## 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.

---

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

# Student Commute Modal Split

---

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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:

73.50

## 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) | 19.70              |
| Walk, bicycle, or use other non-motorized means                                  | 20.80              |
| Vanpool or carpool   | 3.90               |
| Take a campus shuttle or public transportation                                   | 49.30              |
| Use a motorcycle, scooter or moped   | 0.40               |

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

San Francisco State University conducted its regular transportation survey in April of 2014. The survey included an online survey and an in-person cordon count. Survey data was weighted and extrapolated to determine the percentage of mode split for the entire university.

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

<http://parking.sfsu.edu/sites/sites7.sfsu.edu.parking/files/forms/SF%20State%20Transportation%20Survey%202014%20FINAL.pdf>

# Employee Commute Modal Split

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## 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:

55.70

## 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) | 41.40              |
| Walk, bicycle, or use other non-motorized means                                  | 15.80              |
| Vanpool or carpool   | 6.10               |
| Take a campus shuttle or public transportation                                   | 33.60              |
| Use a motorcycle, scooter or moped   | 0.20               |
| Telecommute for 50 percent or more of their regular work hours                   | 0                  |

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

San Francisco State University conducted its regular transportation survey in April of 2014. The survey included an online survey and an in-person cordon count. Survey data was weighted and extrapolated to determine the percentage of mode split for the entire university.

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

<http://parking.sfsu.edu/sites/sites7.sfsu.edu.parking/files/forms/SF%20State%20Transportation%20Survey%202014%20FINAL.pdf>

# Support for Sustainable Transportation

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

---

## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

The Bike Barn provides attended, secure parking for up to 200 bikes, scooters, skates and skateboards. SF State offers over 1,000 designated bicycle parking spaces throughout campus in bike racks and in the Bike Barn.

<http://parking.sfsu.edu/biking/bike-barn-parking>

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

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

---

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

No

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

---

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

No

**A brief description of the bicycle sharing program:**

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**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):**

Faculty and staff are offered pre-tax transit passes. The campus is currently pursuing a transit pass discount for students.

The campus operates a free shuttle between our nearest transit station and the campus.

**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:**

SF State participates in the Emergency Ride Home (EHR) program offered by the CommuteSmart Program of the San Francisco Department of the Environment. The program provides a free ride home in cases of unexpected personal or family emergencies for all SF State faculty and staff who are permanent part-time or full-time employees and have commuted to work by public transportation, biking, walking, or ridesharing on the day that the emergency occurs. Employees can take a taxi, shared taxi service, transit, or rental car for their ride home and CommuteSmart will reimburse the cost of the ride.

<http://parking.sfsu.edu/employee-programs/emergency-ride>

**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:**

The SF State 511 RideMatch service is an interactive, on demand system that allows students, faculty, and staff to find carpools or bicycle partners based on where they live. Participants can specify whether they wish to find only other SF State affiliates or extend their search to a broader pool.

<http://parking.sfsu.edu/ridematch-zipcar>



**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

Zipcars are available on campus, located in the Lot 20 garage on the street level accessed by State Drive and at University Park North, on Winston Drive. Students, faculty, and staff can join at a discounted rate. For more information go to [zipcar.com/sfsu](http://zipcar.com/sfsu)

**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:**

Nine charging stations are available for no additional charge for public use in the University parking garage, Lot 20, on the street level accessed by State Drive. The stations each occupy a parking space, one of which is accessible to individuals with disabilities, and will fully charge most electric car models in about four hours. There is a four hour limit and vehicles need an SF State parking permit.

**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:**

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**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 campus offers housing options for employees.

**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:**

SF State has a Power to the Pedal bicycle awareness program that educates the campus on bikes as a mode of transportation.

The campus operates a Go!State transportation campaign that raises awareness of sustainable transportation modes.

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

<http://parking.sfsu.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.

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

# Waste Minimization

---

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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*.

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

## Waste generated::

|  | Performance Year | Baseline Year |
|--|------------------|---------------|
| <b>Materials recycled</b>  | 1,996 Tons       | 1,631.90 Tons |
| <b>Materials composted</b>   | 899 Tons         | 577 Tons      |
| <b>Materials reused, donated or re-sold</b>                        | 0 Tons           | 0 Tons        |
| <b>Materials disposed in a solid waste landfill or incinerator</b> | 1,510 Tons       | 1,614.39 Tons |

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

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students                      | 3,536            | 3,566         |
| Number of residential employees                     | 0                | 0             |
| Number of in-patient hospital beds                  | 0                | 0             |
| Full-time equivalent enrollment                     | 29,465           | 29,718        |
| Full-time equivalent of employees                   | 3,650            | 3,650         |
| 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, 2014 | Dec. 31, 2014 |
| Baseline Year    | Jan. 1, 2008 | Dec. 1, 2008  |

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

The baseline year 2008 was selected because it was the first year SF State started tracking waste diversion in the current configuration. Significant changes to compost and recycling have followed in each consecutive year, allowing us to see results in our diversion rate.

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

---

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

The campus is currently converting to a managed print service which would greatly reduce ewaste from personal printer disposal and printer cartridge waste.

Campus electronics purchasing is centralized through the procurement office, ensuring that computers are replaced only when appropriate.

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

SF State has a printer toner return program through Office Max. Used campus toner supplies are collected in bulk and returned to the manufacturer.

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

---

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

SF State is currently undergoing a transition to a managed print system that operates on a cost per pages printed, which will provide monetary incentive to conserve print resources like paper and ink.

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

SF campus has a Sustainable Move Out program that results in nearly zero waste going to the landfill. Food items are donated to a local food bank, school supplies are donated to an education non-profit, and re-usable goods are collected by Goodwill. Cleaning supplies are also collected and reused.

The campus also engages new students in waste-minimization efforts before move in. When students receive their housing assignments, they receive a letter encouraging them to reduce waste by using reusable boxes, coordinating purchases with their future roommates, and learning what will be supplied by the university to avoid duplicate purchases.

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

---

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

Charwells, the dining center operator, conducts food waste audits of their kitchen areas and of post-consumer waste. They operate an educational campaign about reducing food waste and do not use dining trays to reduce the probability of diners taking too much food.

[http://www.climateneutralcampus.com/vol1\\_archives/solutions.php?provider=chartwells-sustainable](http://www.climateneutralcampus.com/vol1_archives/solutions.php?provider=chartwells-sustainable)

-food-green-dinning

**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:**

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

---

**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):**

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**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

SF State cafes offer discounts of 15 to 25 cents for using reusable cups. They also have educational signage at all cafes encouraging use of reusables.

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

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

<http://asi.sfsu.edu/asi/programs/sustainability/>

# Waste Diversion

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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:

2,895 Tons

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

1,510 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:

SF State has a comprehensive recycling and compost collection program. The campus consistently conducts outreach for waste education.

<http://sustain.sfsu.edu/waste>

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

SF State collects donates food from the dining hall. Residential students can donate non-perishable food.

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

---



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

---

**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  | No        |
| 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)                                   | Yes       |
| Laboratory equipment  | Yes       |
| Furniture   | Yes       |
| Residence hall move-in/move-out waste                           | Yes       |
| Scrap metal   | Yes       |
| Pallets   | Yes       |

|                  |     |
|------------------|-----|
| <b>Motor oil</b> | --- |
| <b>Tires</b>     | --- |

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

---

## Construction and Demolition Waste Diversion

### 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.

---

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

# Hazardous Waste Management

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

### Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

---

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

The campus has purchasing standards for electronics and lighting equipment that help the campus properly recycle hazardous, special, universal, and non-regulated waste.

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

SF State has Environmental Health and Safety procedures that provide guidance on the proper disposal of hazardous, special, and universal waste. It has battery collection procedures and light bulb collection procedures.

<http://sustain.sfsu.edu/recycle>

**A brief description of any significant hazardous material release incidents during the previous three years, including**

**volume, impact and response/remediation:**

SF State's Science building was closed for a semester in 2014 when asbestos was detected in the building. The campus immediately shut down the building, conducted outreach to the community, then took steps to remediate the contamination.

<http://buildingclosure.sfsu.edu/>

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

---

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

The campus recycles ewaste through Electronic Recyclers Inc. Each department gathers ewaste and brings it to common, secure collection points. The campus typically has one pick up per month. The campus also participates in Spring Clean Up events, which are aimed at clearing old ewaste inventory from faculty and staff offices.

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

SF State recycles its ewaste through Electronic Recyclers Inc., which is certified under R2, e-stewards and ISO 14001, 9001, & 18001.

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

<http://ehs.sfsu.edu/content/hazardous-waste>

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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

# Water Use

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

High

## Total water use::

|                 | Performance Year | Baseline Year   |
|-----------------|------------------|-----------------|
| Total water use | 102,867 Gallons  | 165,950 Gallons |

## Potable water use::

|                   | Performance Year | Baseline Year   |
|-------------------|------------------|-----------------|
| Potable water use | 102,867 Gallons  | 165,950 Gallons |

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

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

|   |     |     |
|---|-----|-----|
| Number of residential students                      | --- | --- |
| Number of residential employees                     | --- | --- |
| Number of in-patient hospital beds                  | --- | --- |
| Full-time equivalent enrollment                     | --- | --- |
| Full-time equivalent of employees                   | --- | --- |
| Full-time equivalent of distance education students | --- | --- |

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

|                  | Performance Year             | Baseline Year                |
|------------------|------------------------------|------------------------------|
| Gross floor area | 4,188,321 <i>Square Feet</i> | 4,188,321 <i>Square Feet</i> |

**Area of vegetated grounds::**

|                   | Performance Year | Baseline Year   |
|-------------------|------------------|-----------------|
| Vegetated grounds | 45 <i>Acres</i>  | 45 <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, 2009 | June 30, 2010 |

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

The baseline year was adopted as part of the campus Climate Action Plan.

**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:**

Our flagship rainwater harvesting system collects 12,000 gallons of rainwater each year from the roof of the Recycling Center and can be observed from the northeast side of the parking garage. We are utilizing an adjacent 630 watt solar array to power a pump to irrigate over 6,000 square feet of native plants until they become established. We will then redirect the water to other new landscaping projects.

Our first rain garden installation collects about 60,000 gallons each year from the adjacent Corporation Yard warehouse roof which can be viewed from the northwest side of the garage, or up close from North St State or St. Drive. This rain garden was planted with native plants that are both drought tolerant, and can handle short periods of inundation of water in the winter.

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

---

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

Our campus standard for all new plumbing fixtures specifies low flow toilets, faucets, showers, and other equipment. The campus has undergone water efficiency audits and retrofits on some buildings.

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

SF State's Campus Sustainability class is currently conducting an audit of all campus restrooms to prioritize retrofits.

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

SF State's Grounds department is cultivating a landscape that maintains urban biodiversity, requires no irrigation with drinking water, and exports no green waste.

<http://sustain.sfsu.edu/landscape>

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

The university has a CalSense smart control irrigation system with weather sensors installed on its baseball field. A grant was recently awarded to the university to expand this system to all other athletic fields.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

<http://sustain.sfsu.edu/water>

# Rainwater Management

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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*"---" 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?:**

No

**A brief description of the institution's Low Impact Development (LID) practices:**

---

**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:**

SF State's Water Resources Management plan integrates water use, reuse, and groundwater infiltration on campus. Water that falls on rooftops, sidewalks, and roadways can be channeled into water tanks, to be used for irrigation during our dry months, or into rain gardens (planted depressions in the landscape) for passive groundwater infiltration. SF State's "From Sky to Soil" Project includes a series of rain gardens, bioswales, and rooftop rainwater collection.

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

12,000 gallon capacity rain water harvesting system utilizing solar power for irrigation.  
Rain gardens that divert 35,000 gallons of stormwater from storm drains into the ground.

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

12,000 Gallons

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

Over 30,000 square feet of landscape planted with native, drought tolerant plants that reduce the need for water.

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

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

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

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

The campus has rain gardens that divert 35,000 gallons of storm water from storm drains into the ground. Our first rain garden installation collects about 60,000 gallons each year from the adjacent Corporation Yard warehouse roof which can be viewed from the northwest side of the garage, or up close from North St State or St. Drive. This rain garden was planted with native plants that are both drought tolerant, and can handle short periods of inundation of water in the winter.

<http://sustain.sfsu.edu/landscapewater>

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

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

The Science Building Bioswale replaces 1600 sq. ft. of resource-intensive lawn, that now captures 60,000 gallons of the rainwater per year that falls on the Science Building roof and channels it into a vegetated swale (aka a "rain garden"). A variety of locally native plants now attracts birds, bees, and butterflies.

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

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

<http://sustain.sfsu.edu/landscapewater>

# Wastewater Management

## 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*.

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

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

# Sustainability Coordination

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## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## 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.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

The Office of Sustainability has two full time employees: the Director of Energy and Sustainability and a Sustainability Coordinator. It also employs 4 part time student interns.

The Campus Sustainability Committee has 14 members from across campus departments. It has subcommittees on transportation, water, and academics. The committee is responsible for SF State's sustainability policies, listed here:

<http://sustain.sfsu.edu/content/sustainability-commitments-and-policies>

### **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:**



## ALL-UNIVERSITY COMMITTEE ON SUSTAINABILITY

### Charge:

The All-University Committee on Sustainability will assist the University in monitoring its relationship with the environment and in establishing sustainability as a fundamental consideration in meeting the varied and complex needs of our growing campus. The committee will encourage campus improvements in sustainability by identifying and promoting, as appropriate, private sector and higher education institutional best practices and new sustainability technologies. The committee will work with University administrative, academic and academic support units as well as faculty, students, staff, and administrators to stimulate discussion and ideas to facilitate the adoption of practices, policies and projects designed to improve the future environmental, social and economic sustainability of the campus community.

The committee shall develop a sustainability vision statement for the University. This vision should be broadly applicable to both the University's infrastructure and its operational services. This vision should underscore the role of sustainability as a critical University value in reducing the environmental impact and maximizing efficiency of its operational services, facilities and grounds keeping, as well as its classroom and academic support activities. Further, the vision statement should provide a framework for University community members to personally understand the importance of adopting sustainable activities such as recycled materials use, water conservation, energy efficiencies, or commitment to public transportation.

The committee shall review existing University administrative, academic and academic support policies and practices related to issues of sustainability. This review should assess campus compliance with CSU, state, and federal sustainability laws, regulations, and codes and evaluate the current state of sustainability best practices in higher education and private sectors. This review could include a "sustainability audit" assessing campus facilities, utilities use, infrastructure development, operations and curricula. A product of this review would be the development of a sustainability plan for the campus to educate and involve faculty, staff and students on sustainability actions they can take at the University and elsewhere. The plan would lead to initiation of a set of clearly articulated campus sustainability goals that are measurable and with timelines to achieve those goals.

Sustainability concerns as set out in the newly adopted Campus Master Plan should be considered as a basic foundation of these goals. The committee should elicit ideas and suggestions from the campus community of faculty, students, staff, and administrators.

The committee will assist the campus community to develop and implement strategies to achieve the campus sustainability goals. Such strategies might include the encouragement of departmental level reviews leading to modification or initiation of new practices, processes, services, policies, and/or the adoption of new sustainability technologies or products. Other strategies might include soliciting, evaluating and recommending campus sustainability policies and practices that might best be implemented administratively or by local mandate. The committee will seek in this way to encourage active campus cooperation at all levels to achieve sustainability goals and reduce the University's environmental impact.

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

The Committee has fourteen members, including the Provost for Academic Affairs and the Executive Vice President/CFO for Administration and Finance who will co-chair the Committee, the Senior Associate Vice President of Physical Planning and Development, the Associate Vice President of Facilities & Service Enterprises, the Sustainability Programs Manager, four faculty members elected by the Senate, two staff appointed by the President, and two student members selected by the Student Center Governing Board and Associated Students, Inc.

<http://sustain.sfsu.edu/members>

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

<http://sustain.sfsu.edu/members>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The Office of Sustainability aims to educate students, faculty and staff to embrace the values and principles of sustainability in their daily lives by integrating them into the University's planning and policies, academics, operations, student activities and community engagement.

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

2

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

<http://sustain.sfsu.edu/content/about>

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

Yes

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

Caitlin Steele, Director of Energy and Sustainability; Nick Kordesch, Sustainability Coordinator

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

The Director of Energy and Sustainability reports to the Vice President of Administration and Finance. She is responsible for the strategic direction of campus sustainability and for leadership on policy.

The Sustainability Coordinator is responsible for outreach, sustainability events, collaboration with energy, facilities, and waste staff.

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

<http://sustain.sfsu.edu/content/staff>

## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

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

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

The Campus has a sustainability overlay requirement that required undergraduate students to complete a course that includes sustainability.

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

This objective has been achieved. The goal was to implement the sustainability overlay by 2015

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

Academic Senate

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

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

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

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

The Office of Sustainability has a goal of hosting 5 sustainability events per year that are aimed at the general student body.

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

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

Office of Sustainability

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

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

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

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

Reduce greenhouse gas emissions to 20% below 1990 levels by 2030

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

University commits to reducing emissions below 1990 levels: 25% by 2020 and 40% by 2030

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

Office of Sustainability, Parking and Transportation, Facilities

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

The campus has a goal of all new construction being LEED Gold equivalent

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

This goal has not come into play as the campus has not completed any new buildings since implementing the policy. The new recreation center is planned as LEED Platinum.

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

Capital Planning Design & Construction

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

SF State has committed to implementing the Real Food Challenge principles in accordance with the California State University's sustainability policy.

The campus also has a zero waste goal for all dining and food service areas.

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

The campus Zero Waste goal has a time frame for completion by 2020.

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

Chartwells, University Corporation

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

SF State has an energy reduction goal and a renewable energy purchasing goal.

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

SF State has surpassed its goal of reducing overall energy use by 15% by 2010 as compared to 2003.

SF State currently purchases 20% of its energy from renewable resources. Our goal, as stated in our Climate Action Plan, is increase renewable energy procurement to 33% by 2020.

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

Facilities, Office of Sustainability

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

SF State is committed to the State of California's Drought Action plan, which requires a 20% reduction in water use.

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

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

Grounds, Facilities

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

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

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

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

In 2009, SF State adopted a Transportation Demand Management (TDM) Plan to guide its efforts to minimize transportation impacts associated with the university's growth. It aims to minimize peak-period vehicle trips to the campus by promoting access to alternative modes of transportation.

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

SF State has a measurable goal of no increase in transportation impacts as stated in its Transportation Demand Management plan.

SF State supports SFMTA's goal of 50% non-auto (transit, bicycling, walking and taxi) trips by 2018 and the Board of Supervisors' resolution of 20% of trips by bicycle by 2020.

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

Transportation Committee, Parking and Transportation, Office of Sustainability

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

SF State has a zero waste goal

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

Zero waste by 2020

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

Waste Management, Office of Sustainability, Purchasing, University Corporation

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

Campus Water Resources Management Plan

To help steward a greater respect, reverence, and conservation-oriented relationship with water, the University initiated a Water Resources Management Plan entitled "Respecting Water" in 2009. This plan is based on a holistic vision of integrating water use, reuse, and groundwater infiltration on campus. The objective is to demonstrate to the campus community best practices for domestic, institutional, and regional water conservation. The plan includes improved facility processes, hands-on learning through volunteer



projects, an annual water conservation conference, the establishment of an institutional water working group to share and report on best practices, and an informational website and outreach program.

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

---

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

Facilities, Grounds

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

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

---

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

---

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

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

---

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

---

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

SF State has committed to divestment from tar sands and coal.

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

The campus is in the process of divesting.

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

University Advancement

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

---

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

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

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**The institution's definition of sustainability:**

Actions that meet the needs of the present without compromising the ability of future generations to meet their own needs.

**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:**

One of the 5 categories in the strategic plan is "Resiliency," which has a strong focus on sustainability. Resilience is the ability to recover and adapt quickly to difficulty or challenges and transform adversity into opportunity. It is a quality enhanced by intentional planning premised on the socio-cultural, environmental and economic systems of sustainability, and it is magnified by the ability to anticipate challenges that lie ahead. As the pace and unpredictability of change accelerate in the 21st century, resilience is increasingly indispensable. In this climate, a quality higher education that promotes radical and nimble thinking fosters resilience in people and families. We also recognize that we play a central role in the resilience of our community and the world, not only as the result of the contributions that our graduates make, but through our scholarship, activism and community-engaged work. As we confront such problems as environmental sustainability and climate change in our classrooms and labs, we recognize our responsibility to help forge resilience in the communities we serve.

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

<http://planning.sfsu.edu/>

# 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.

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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.

|                                      |
|--------------------------------------|
| <b>Credit</b>                        |
| Diversity and Equity Coordination    |
| Assessing Diversity and Equity       |
| Support for Underrepresented Groups  |
| Support for Future Faculty Diversity |
| Affordability and Access             |

# Diversity and Equity Coordination

## 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

---

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

# Assessing Diversity and Equity

## 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

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

# Support for Underrepresented Groups

## 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.

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



## Support for Future Faculty Diversity

### 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.

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

# Affordability and Access

## 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

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

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

|                                 |
|---------------------------------|
| <b>Credit</b>                   |
| Employee Compensation           |
| Assessing Employee Satisfaction |
| Wellness Program                |
| Workplace Health and Safety     |

# Employee Compensation

## 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.

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

# 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.

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

# Wellness Program

## 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

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

# 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.

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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.

|                                      |
|--------------------------------------|
| <b>Credit</b>                        |
| Committee on Investor Responsibility |
| Sustainable Investment               |
| Investment Disclosure                |



# Committee on Investor Responsibility

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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## Submission Note:

We don't have a subcommittee specifically aimed at socially responsible investing. This is a credit that we could possibly achieve with a small change from the Foundation Board.

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

## Responsible Party

**Nick Kordesch**

Sustainability Coordinator

Office of Sustainability

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## 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

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

# Investment Disclosure

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## Responsible Party

**Nick Kordesch**  
Sustainability Coordinator  
Office of Sustainability

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## 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.

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

# 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.

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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.

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



## 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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