



Southern Connecticut 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

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Other energy intensive space: Dining space is included. Connecticut Hall and Adanti Student Center first floor.

Endowment: as of 6/30/14

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

Endowment size:

13,700,000 US/Canadian \$

Total campus area:

28 Acres

IECC climate region:

Mixed-Humid

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

2,826,649 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

63,400 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

75,569 Square Feet

Floor area of residential space:

STARS Reporting Tool | AASHE

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	15

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

SCSU purchases 15% class 1 renewable electricity through its contract with United Illuminating. It is a blend of class 1 renewable electricity purchased off site.

SCSU has two 50 KW solar P/V rooftop installations which provide a very small percentage of our electricity onsite.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---

Fuel oil	---
Geothermal	---
Natural gas	100
Other (please specify and explain below)	---

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

SCSU powers its central energy plant with gas to heat the campus. The boilers are capable of running on heating oil or gas, but SCSU used gas exclusively for the 2012-13 and 2013-14 fiscal years.

Academics and Demographics

Criteria

n/a

Submission Note:

These statistics are found in the SCSU Common Data Set:

http://www.southernct.edu/offices/management/CDS2013-2014_SCSU.pdf

and the SCSU Factbook:

<http://ares.southernct.edu/departments/research/index.html>

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

51

Full-time equivalent enrollment:

8,833

Full-time equivalent of employees:

1,237

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

8,133

Total number of graduate students:

2,692

Number of degree-seeking students:

10,804

Number of non-credit students:

0

Number of employees:

1,237

Number of residential students:

2,567

Number of residential employees:

9

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	801	318
Number of sustainability courses offered	32	10
Number of courses offered that include sustainability	19	8

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

10

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

48

Number of years covered by the data:

One

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

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

- GEO 100 People, Places, Environments
- GEO 105 Food Systems
- GEO 200 Physical Geography
- GEO 302 World Climates
- GEO 303 Principles of Sustainability
- GEO 305 Environmental, Economic, Geography
- GEO 357 Coastal and Marine Geography
- GEO 400 Geography of Wine
- GEO 403 Applied Sustainability
- GEO 405 Environmental Justice
- GEO 460 GIS for the Environmental and Spatial Sciences
- GEO 461 Advanced GIS for the Spatial and Biophysical Sciences
- GEO 490 Seminar in Geographic Thought

Study Abroad Experience To South Africa: Land Use Conflicts and Sustainable Development Initiatives in South Africa's Western Cape Province

Study Abroad Experience to Iceland: Environment and Economy

Science Education and Environmental Studies:

ENV 100 - Environmental Studies I

ENV 101 - Intro to Critical Thinking: Global Environmental Issues

ENV 200 - Environmental Studies II

ENV 350 - Environmental Systems Inquiry

ENV 400 - Social Science Perspectives on the Environment (W course)

ENV 491 - Seminar in Environmental Studies (W course)

ENV 401 - Pollution Prevention and Controls

ENV 298 - Special Topics in Environmental Studies

MAR 140 - The World Ocean

MAR 150 - Coastal Marine Studies

MAR 250 - Introduction to Coastal and Marine Pollution

MAR 340 - Coastal Environments and Processes

MAR 460 - Field and Laboratory Techniques in Marine Studies

MAR 491 - Seminar in Marine and Environmental Studies (W course)

MAR 398 - Special Topics in Marine Studies

MAR 499 - Research in Marine Studies

ESC 106 - General Oceanography (non-science majors)

ESC 220 - Principles of Oceanography (science majors)

ESC 421 - Marine Geology

BIO 430 - Marine Biology

LIT 303 - The Literature of the Sea

EVE 531 - Group Dynamics and Environmental Problem Solving

EVE 532 - Ecosystems and Environmental Concerns

EVE 533 - Economics of Environmental Concerns

EVE 534 - Readings and Research in Environmental Concerns

EVE 535 - Environmental Teaching Methods

EVE 536 - Environmental Education Workshop - A Field Course

EVE 537 - Analytical Techniques and Instrumentation

EVE 538 - Aesthetics and Art in the Environment

EVE 539 - Political and Legal Aspects of Environmental Concerns

EVE 540 - Environmental Design

EVE 545 - Curriculum Materials in Environmental Teaching

EVE 546 - Environmental Education Curriculum Writing Workshop

EVE 550 - Environment and Belief: An Interplay of Systems

EVE 551 - Environmental Action Research: A Field Study (4 credits)

EVE 599 - Energy Use and Global Climate Change

EVE 599 - Field Studies in Environmental Education

EVE 600 - Directed Independent Study in Environmental Education

HON 260 - The Idea of Nature: Pollinators as a Case Study in Sustainability and Systems Thinking

PCH 359 - Public Health: Environmental Health (3 cr.)

PCH 446 - Public Health: Environmental Hazards (3 cr.)

ANT 206 - Cultural Ecology

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

<https://www.southernct.edu/academics/course-catalog.html>

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

Interviewing faculty and examining course catalog and descriptions. Currently, (Spring 2014), an Existing Sustainability Course inventory is being offered to all faculty. The inventory will be complete by May 2, 2014. Results will help us update our information regarding sustainability course offerings, and identify next steps and needs for faculty support and development.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Figures for conferred degrees include totals from 2006-13.

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

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

57

Total number of graduates from degree programs:

17,062

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

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

M.S. Environmental Education

B.S. Geography

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

The following is quoted from the Department of Science Education and Environmental Studies "Program Goals and Learning Outcomes" for the M.S. degree in Environmental Education:

Program Goal 1:

To provide opportunities for students to learn scientific, economic, and political principles as they pertain to environmental education.

Program Goal 4:

Encourage students to progress from a level of Awareness, to Knowledge and finally to Action –following recommendations from the International Tblisi Declaration)

Learning Outcome 1:

Integrate information and concepts from a variety of disciplines including the sciences, economics, politics, and behavioral studies as they relate to current environmental issues. Course(s) EVE 532, 533, 539, 559, 550, 552

B.S. Geography:

Globalization:

Students should develop an understanding of and awareness for at least one world region, the challenges that confront it, and its role in the global context. They should appreciate and apply a regional approach in order to situate a region within the context of a complex world. The student will be expected to construct and represent an understanding of world regions based on the range of scale from the self to the earth.

Human-Environment Interactions

Students should be able to assess human/societal phenomena and current events in terms of their interaction with-and impacts on-the environment/natural systems, especially considering current debates concerning sustainability. Students should be able to place these concepts in a multi-scalar framework.

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

<https://www.southernct.edu/academics/schools/arts/departments/geography/programs/majoringgeography.html>

Undergraduate Program

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

Additional links

<http://catalog.southernct.edu/undergraduate/departments/science-education-and-environmental-studies.html>

"---" 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):

Interdisciplinary Studies, B.S.

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

SCSU students who combine three minors in Environmental Studies, Marine Studies, and the Applied Sustainability concentration in Geography earn the equivalent of a sustainability focused degree from SCSU.

To create a BS-IDS degree students have two options:

To earn this degree, students must satisfy the requirements of:

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

-Three existing concentrations, OR

-Two existing concentrations and an approved self-designed 18-credit interdisciplinary concentration.

See notes below for additional information and links about the environmental, marine, and geography minors

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

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/interdisciplinary-studies-bs.html>

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

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

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

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

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

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

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

For more specific information about the three concentrations that comprise the sustainability focused Interdisciplinary Studies BS degree, see the following:

1.) Environmental Studies:

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-environmental-studies>

.html

2.) Marine Studies

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-marine-studies.html>

3. Applied Sustainability- Geography

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-geography.html>

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):

Applied Sustainability concentration in the Geography major

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

The Applied Sustainability concentration in the Geography major is in the last stage of approval with the ConnSCU Board of Regents. The concentration will be offered in the Fall 2014 semester. All courses that will be included in the concentration have already been approved at all levels.

The concentration will introduce principles and practices in Sustainability as they apply to the Geography major, and courses to choose from include

GEO 100 People, Places, Environments

GEO 105 Food Systems

GEO 200 Physical Geography

GEO 302 World Climates

GEO 303 Principles of Sustainability

GEO 305 Environmental, Economic, Geography

GEO 357 Coastal and Marine Geography

GEO 400 Geography of Wine

GEO 403 Applied Sustainability

GEO 405 Environmental Justice

GEO 460 GIS for the Environmental and Spatial Sciences

GEO 461 Advanced GIS for the Spatial and Biophysical Sciences

GEO 490 Seminar in Geographic Thought

Study Abroad Experience To South Africa: Land Use Conflicts and Sustainable Development Initiatives in South Africa's Western Cape Province

Study Abroad Experience to Iceland: Environment and Economy

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

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/geography-bs-applied-sustainability.html>

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

Environmental Studies minor to accompany any undergraduate major

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

The Department of Science Education and Environmental Studies offers two undergraduate minor programs and a certification program for secondary science (7-12). The Environmental Studies minor includes preparation in a wide range of environmental topics from land use, climate and atmospheric sciences, social perspectives and environmental technologies. These programs may be taken to supplement an academic major program or as part of an Interdisciplinary Studies undergraduate degree.

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

<http://southernct.edu/academics/schools/arts/departments/sciedu/programs/index.html>

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

Marine Studies minor to accompany any undergraduate major

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

The Marine Studies minor is a hands-on based program that examines environmental issues of the oceans and coastal zone with a focus on Long Island Sound. The marine studies minor is well suited for science and non-science majors interested in learning more about the Connecticut coastline, Long Island Sound, coastal and marine processes and environmental issues. Courses provide students an opportunity to learn science and its application to environmental problems using a "hands on" approach at field sites including marshes, estuaries, beaches, rocky intertidal zones, urban harbors, and regional aquaria. Students are encouraged to become involved in research projects, internships, and independent studies in their areas of interest. -

See more at:

<http://catalog.southernct.edu/undergraduate/departments/science-education-and-environmental-studies.html#sthash.uxE2HHIL.dpuf>

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

<http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-marine-studies.html>

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

Graduate Program

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

In 2013, The School of Graduate Studies approved the designation of "S" courses in all program offerings. Pending the results of a graduate program prioritization process to address enrollment issues, the Center for Educational Literacy and Sustainability Education will plan and implement formation of "S" courses in graduate programs as part of a process to integrate an optional Sustainability Certificate to accompany Masters Degree programs. Since the program is still in planning stages, it is included in the Notes section rather than in a listed certificate program above.

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

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

Yes

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

Environmental Education, M.S.

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

The Master of Science in Environmental Education is useful preparation for educators and others whose interest and/or responsibilities involve improving the environment. It is open to graduate students regardless of their undergraduate academic majors. An emphasis on practicality and application of theory reflects a focus on bringing about environmental change through educational processes.

In 2013, the Environmental Education program of study was realigned to include Sustainability as a category of required courses. Multiple courses in the program integrate Sustainability principles and practices, including Economics of Environmental Concerns, Environmental Design, Environment and Belief: an Interplay of Systems, Energy Use and Global Climate Change, Political and Legal Aspects of the Environment, and Aesthetics and Art in the Environment.

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

http://southernct.edu/academics/schools/arts/departments/sciedu/programs/graduate/MS_EVE.html

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

Submission Note:

Geography Study Abroad offerings:

<http://www.southernct.edu/academics/schools/arts/departments/geography/programs/studyabroad.htm>

1

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

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

Yes

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

1.) Sustainable Spring Break, Mar. 13-21, 2015 at Heirloom Blooms Sustainable Farm in San Marcos, Texas. 1 credit course, Geography 190: "Exploring Geography"

Course description: Students spend spring break living and working at Heirloom Blooms, located in Texas hill country. Throughout the week students work with SCSU Geography professor Dr. Elyse Zavar, Heirloom Blooms Director Lenny Archer, and other Heirloom
[STARS Reporting Tool](#) | [AASHE](#)

Blooms staff on habitat restoration and land stewardship sites, community sponsored agriculture, environmental education programs for local schools, heirloom seed planting and care, off-grid water and energy installation projects, and more.

2.) Study Abroad: Geography- Iceland: Economy and Environment

The focus of the Summer Study Abroad program to Iceland is to engage students to study firsthand—through applied field science—the interrelationships between the economy and the environment. Iceland is a unique setting for such an endeavor in that it is one of the world's leaders in innovative energy practices and policies all while also being primarily a resource based economy. The program incorporates the practice of geographical fieldwork in group-based and individual research projects. During the program, students will enroll in the following two courses, which are both electives in the geography major/minor at SCSU. One of the courses is offered as a writing intensive (w) course—enabling students to fulfill a 'w' requirement linked to an international field experience.

3.) Winter Study Abroad (2011, 2013, 2015, 2017)

Sustainable Development in South Africa's Western Cape Province: The focus of the program to is to engage students firsthand in the study and analysis of current land use issues and sustainable development practices in South Africa's Western Cape Province. Students will be exposed to sustainable development initiatives in a variety of environments from the semi-arid Little Karoo Desert to the metropolis of Cape Town. The substantial variety of environments in a rather small geographic area makes the proposed program ideal for a short-term study abroad program. During the study abroad experience, students will enroll in:

GEO 298—Special Topics

Examination of developments, issues, and/or creative work in the field of geography. Prerequisite: sophomore, junior, or senior status. [3 credits]

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

<http://www.southernct.edu/asb/sustainability.html>

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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.

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

Campus as a Living Laboratory

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.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

SCSU recognizes the need for more formal and thorough quantification of Sustainability research throughout the university, and is addressing this need in the Spring of 2015 with a survey to identify university-wide existing Sustainability courses and research. Information included above is accurate, but we acknowledge there may be additional research we have not included.

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

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

6

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

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

3

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

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

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

Dr. Rosalyn Amenta, Department of Womens Studies

Dr. Scott Graves, Science Education and Environmental Studies

Dr. Vincent Breslin, Science Education and Environmental Studies

Dr. C. Patrick Heidkamp, Geography

Dr. Ezgi Akpinar-Ferrand, Geography

Dr. Elyse Zavar, Geography

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

The Sustainability Coordinator interviewed faculty members in the Geography and Environmental Studies Departments.

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

In 2013 The Werth Center for Coastal and Marine Studies was awarded the largest donation of any kind (\$3 million), that the university has ever received. The donation endows the Center, and funds extensions of current research including impacts of heavy metal contamination on Long Island Sound oyster populations and industry, and coastal beach erosion for the purpose of developing coastal resilience plans. The Center prioritizes student engagement in research activities, and a percentage of the funding will extend student opportunities to conduct research.

Geography Department Sustainability Research topics:

Dr. Ezgi Akpinar-Ferrand (Physical Geography, Geomorphology, Water Resources, Remote Sensing, Sustainable Development)

Dr. Elyse Zavar (Physical Geography, Principles of Sustainability, Applied Sustainability)

Dr. C. Patrick Heidkamp (Environmental Economic Geography, Sustainable Communities, Food Systems)

In the Spring 2014 semester, Dr. Heidkamp was on sabbatical in Iceland to conduct research on the development of sustainable communities in Iceland based on interrelationships between economy and environment.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The Werth Center for Coastal and Marine Studies has endowed funding for student fellowships to conduct research in sustainability.

The Department of Environmental and Marine Studies is in the late planning stage for developing an endowed research scholarship called the Osprey Endowed Scholarship Fund for students conducting research related to the Werth Center for Coastal and Marine Studies, and the Center for Environmental Literacy and Sustainability Education.

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

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

No

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

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

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

No

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

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

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

Yes

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

The library appoints designated staff to meet the research needs of all departments, including those with research interests themed around sustainability. Annual requests for research materials, updated online offerings and subscriptions to a wide body of leading peer reviewed research journals are a few of the ways the library supports sustainability research.

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

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.

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

Student Educators Program

Criteria

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

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

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

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

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

"---" 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?:

Number of degree-seeking students enrolled at the institution:

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

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:

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

Student Orientation

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

100

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

Sustainability is included prominently in New Student Orientation, with plans for this role to expand in 2013. Starting in 2012, all students at New Student Orientation received a complementary durable water bottle, with a one-page insert describing a variety of sustainability initiatives and opportunities on campus throughout the year.

In 2014, New Student Orientation also features an introduction to the Sustainable Living Learning Community in Hickerson Hall (one of our residence halls), and the Environmental Learning Community (academic) in the First Year Experience Program. In the Incoming Freshmen Survey distributed to students before attending New Student Orientation, all incoming freshmen are given the option to choose living in a Sustainable Living Learning Community with other first year students.

Additionally, the Office of Sustainability offers information about campus sustainability opportunities at SCSU at the Student Resource Fair during New Student Orientation.

The Office of Sustainability also hosts a table at the Student Services Information Fair during "Accepted Student Day" each April.

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

<http://www.southernct.edu/residencelife/on-campus-housing/living-learning-communities/>

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

The SCSU Geo Club helps spread sustainability awareness, and holds a Geography Awareness Week annually. In the 2013-14 academic year, the Geo Club formally added a Sustainability Committee to their charter.

The Geo Club's mission is to focus on geography "so that humankind may better understand the world and their role in it." The club meets on Mondays throughout the year, and invites numerous guest speakers to campus. They organize hikes and beach clean-ups, as well as fundraisers like the "old family recipe bake sale." Geo Club members help manage the campus community garden.

Service Club: Organizes multiple community outreach initiatives throughout the year, including The Big Event and the Day of Service, which are the two biggest SCSU community outreach events of the year.

The website URL where information about student groups is available:

<http://www.southernct.edu/officeofstudentlife/clubsandorganizations/>

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:

SCSU's campus community garden was established in the spring of 2010 and includes community plots open to students, faculty, and staff, as well as a larger section managed by the Sustainability Office and students. Produce is grown according to organic standards but is not certified organic. A large percentage of the harvest is donated to local soup kitchens. The fenced area of the garden measures 30'x 60' and in spring, 2012, the university installed an adjacent greenhouse.

In 2013-14 the Office of Sustainability piloted a compost collection project managed by students called "Compost Happens." Students are collecting and tracking compostable materials from twelve offices and departments and composting them in a rotating bin sited at the campus community garden. The goal of the program is university-wide awareness and education, and to create nutrient rich soil for the garden.

Students in the Environmental Learning Community in SCSU's First Year Experience program participate in planting, maintaining, and expanding the garden during the academic year. The garden is available to all academic departments to support curricula. Participants in SCSU's two largest annual community service drives help in the garden as volunteers.

Since 2013, participants in the Hamden Transition Academy, a partnership between SCSU and Hamden, CT public schools have been centrally involved in planting and maintaining the garden throughout the summer and fall seasons. The Hamden Transition Academy is a work-transition program for older special education students. Hamden Transition Academy will continue to help in the garden in 2014.

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

http://southernct.edu/campus_sustainability

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

The SCSU Swap Shop is managed by an undergraduate intern in the Office of Sustainability. The Swap Shop is a resource for university offices and departments to donate or collect office supplies like ink, paper, pens, folders, and much more. The intern who oversees the

Swap Shop monitors incoming and outgoing inventory, and a monthly open house. During the first six months of operation, the Swap Shop saved the university over \$12,000, and had an ending inventory of over \$26,000.

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

http://www.southernct.edu/student-life/campus-life/sustainability/recycling/swap_shop/index.htm

1

A brief description of the sustainable investment or finance initiatives:

In Spring, 2013, Facilities Operations established a green revolving fund for energy and resource efficiency, with seed money from utility rebates associated with five lighting efficiency projects in parking garages and gymnasiums replacing high bay metal and sodium halide with LED, T-5, and induction lighting. This initiative is not student governed. The first project funded by the revolving loan was recommissioning the student center in 2014. A yearlong audit and analysis of building operations and settings created a projected \$90,000 in annual energy savings. Engleman Hall is the second building to be audited in this process, 2015.

As of Spring 2015, several student proposals for the revolving fund will be considered for implementation. One project quantifies the sustainability of installing Excelerator hand dryers in bathrooms as a replacement for paper towel dispensers. Though the university has installed several hand dryers already, this student proposal will help accelerate the process.

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

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

Feb 25, 2015: Free campus screening of "Plastic Paradise: The Great Pacific Garbage Patch." In conjunction with Recyclemania and Campus Conservation Nationals, organized by students.

3rd Annual Earth Day Youth Summit: hosted at SCSU April 21, 2015. Students from local campuses and high schools will share presentations about their engagement efforts and connect with a variety of guest organizations and local businesses

On April 11-12, 2014, SCSU hosted its 20th annual national Womens Studies conference. This year's conference title is "Ecology, Spirituality, Sustainability: Feminist and Indigenous Interventions," and featured Majora Carter and Dr. Hyun Kyung Chung as keynote speakers. The conference included two days of workshops, presentations, and breakout sessions, as well as a student poster session.

From Spring, 2012 through the present, the SCSU Office of Residence Life has offered a Sustainability Series in residence hall common areas on a rotating basis. The series includes movies, guest speakers, presentations and projects for students that promote sustainability awareness of many types. The goal is to increase awareness in the student community in an informal setting on a variety of topics. Activities related to Recyclemania and Campus Conservation Nationals are included in this series, and much more.

http://www.southernct.edu/grad/news/reslifegoesgreen_469/

During Spring, 2012, SCSU's Center for Environmental Literacy and Sustainability Education hosted Majora Carter as a guest speaker in Lyman Center for the Performing Arts.

The Department of Womens Studies hosted a screening of "Journey of the Universe" on April 11, 2012, with a presentation and discussion led by Mary Evelyn Tucker, one of the film's creators.

The Geography department hosts a lecture series annually for National Geography week with Sustainability focused and related guest speakers

The Center for Marine Studies hosts an annual spring Long Island Sound guest lecture series with topics related to current Long Island Sound marine environmental issues, research, and solutions.

http://www.southernct.edu/events/longislandsoundse_8968/

The Biology Department offers an annual spring lecture series featuring guest speakers on diverse topics, many of which are directly related to sustainability topics and themes.

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

http://www.southernct.edu/lymancenter/events/eco-entrepreneurmaj_8700/

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

A favorite annual guest speaker, Bun Lai, owns Miya's Sushi in New Haven, and is considered one of the nation's most sustainable chefs. Each year, Bun Lai visits SCSU for an evening of sushi-making demonstrations, and a presentation for students about sustainability, the world's oceans, and producing food sustainably from Long Island Sound. The event is reserved entirely for students.

Music Professor Mark Kuss continues his association with "Music for Life International" as a board member and is now involved in a series of 15 international concerts to commemorate the Year for the Children of Syria. Music for Life is an organization whose mission is to create transformative action for global and local social good through music and for music. It takes its name from the legendary MUSIC FOR LIFE concerts organized by Leonard Bernstein in the late 1980s at Carnegie Hall and was created to conceive and present musical concerts and related events to promote the awareness of significant international humanitarian crises and other public interest issues in the United States and throughout the world.

Art Professor Mia Brownell had a painting exposition in January, 2014 at the J. Cacciola Gallery in New York. The show is titled "Delightful, Delicious, Disgusting." Brownell was available to SCSU students at the gallery on Jan. 24 from 2-4 p.m. Her still lifes emulate the masters while introducing a crosscurrent of contemporary themes including the complexities of the industrialized food complex as well as the fundamental schemes of the natural universe. In this new series of work, Brownell adds to her vocabulary the connection of pollination and the industrialized food complex. She brings attention to the recent astronomical loss of honeybees in the United States, Canada, and Europe. The work focuses on primal questions about food – from how it is grown to how it functions as a signifier in society with a particular focus on pollination.

<https://www.southernct.edu/news/brownell.html>

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

http://www.southernct.edu/news/kuss_music_for_life.html

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

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

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

SCSU offers an Environmental Learning Community to first year students as part of its First Year Experience. Students indicate an interest in the learning community in a survey during New Student Orientation. The learning community includes two first semester courses in Inquiry and Critical Thinking, and groups of twenty-two students attend both of these classes together. ELC Inquiry and Critical Thinking courses are taught by faculty from multiple departments, including Environmental Studies, Geography, English, Mathematics, Public Health, Philosophy, and Political Science.

The website URL where information about the theme is available:

<http://www.southernct.edu/about/sustainability/whatisoutherndoing/curriculumandresearch.html>

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

The Office of Residence Life is currently piloting a Green Room Certification program to launch for the entire university in the Fall 2014 semester. Students will earn a T-shirt and a decal for their dorm door if they pledge certain environmentally friendly actions, like turning off lights, washing clothes in cold water, and walking or riding a bicycle instead of driving.

SCSU offers a Sustainability Living Learning Community, a residence hall themed community for first and second year students. For more information, see the link below.

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

<http://www.southernct.edu/student-life/campus-life/residencelife/general-information/LLC.html>

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability currently employs three sustainability interns year round: In 2014, The office also oversaw a graphic design intern, who is received credit in an upper level Public Health course in return for her efforts.

Students in the Werth Center for Coastal and Marine Studies have employment opportunities in departmental lab research, and as interns at Outer Island, a wildlife refuge in Long Island Sound.

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

<https://www.southernct.edu/research/research-centers/ccms/>

A brief description of graduation pledges through which students pledge to consider social and environmental

responsibility in future job and other decisions:

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

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

SCSU participates annually in Recyclemania and the Campus Conservation Nationals. Students are encouraged to participate in friendly competitions between residence halls to conserve electricity, reduce waste, and recycle. Prizes include sweatshirts and sweatpants for residents of the winning residence halls.

CCN:

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

<http://www.southernct.edu/student-life/campus-life/sustainability/recycling/recyclemania.html>

Outreach Materials and Publications

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The SCSU website has a series of pages dedicated to the Office of Sustainability where information about the institution's sustainability efforts are consolidated.

The website URL for the central sustainability website:

<http://southernct.edu/about/sustainability/index.html>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The SCSU Office of Sustainability has a Facebook page that focuses on campus sustainability events, initiatives, and weekly updates.

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

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

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

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

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

School of Business LEED Gold plaque

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

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

Chartwells is committed to fostering and promoting sustainable business principles to the Southern Connecticut State University community. They engage in activities that minimize their impact on the environment by practicing the 3Rs, with a primary focus on reduction. Their programs include the necessary information to encourage informed choices on both the foods we consume, and the ways we interact with the natural environment. Signage can be found on the SCSU website as well as in the dining halls.

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

<http://www.dineoncampus.com/scsu/show.cfm?cmd=sustainability>

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Transportation web site contains information about shuttle schedule to train station, zip cars, UPass, bike storage, EV recharging stations

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

<http://www.southernct.edu/student-life/safety/transportation.html>

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

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

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

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

<http://www.southernct.edu/student-life/campus-life/residencelife/general-information/living-learning.html>

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

Many sustainability topics are covered regularly in the student news paper, Southern News. Topics include the campus community garden, recycling and composting on campus, energy efficiency, and guest speakers

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:

[STARS Reporting Tool | AASHE](#)

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

SCSU Sustainability is featured in the campus Viewbook, Southern Life, and the Alumni Magazine. Southern Life has a "Green Box" dedicated to disseminating information about recent sustainability efforts on campus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Additional information about CCN is available at
www.competetoreduce.org

Other events that qualify for this credit include:

1. Annual participation in Recyclemania
2. The Big Event and The Day of Service, our two annual community outreach events of which certain efforts are always tied to Sustainability.

"---" 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):

Campus Conservation Nationals, Recyclemania

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

CCN: A friendly annual competition between our nine residence halls in March- April to conserve electricity. SCSU contributed to the national collective effort to conserve a gigawatt hour of electricity. 2012 was the first year that SCSU participated, and we placed fourth in the nation for the percentage reduction in electricity use during the three week competition period. More than 100 campuses in the U.S. participated, and Lucid Technology sponsored and supported the event.

Recyclemania: SCSU participates in Recyclemania every year, with outreach events including a recycling Green Team at athletic events, a competition between residence halls, public awareness campaigns across campus, contests, trivia contests, etc.

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

CCN 2012:

The leading SCSU Residence Hall reduced energy use during the competition by more than 28% below the benchmarking period, and all of the top four dorms reduced electrical consumption by over 20%.

CCN 2013 and 2014: Our competition results are also strong, with eight of the nine dorms showing conservation rates ranging from 7 to 22% below the benchmark. The top three residence halls conservation rates were 22%, 20%, and 17% respectively.

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

<http://buildingdashboard.net/southernct>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

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*.

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

Employee Orientation

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).

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

Staff Professional Development

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.

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

Community Partnerships

Responsible Party

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

C.Transformative

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

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

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

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

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

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

Yes

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

A portion of the produce from our campus community garden is donated each year to St. Ann's Soup Kitchen, the Branford Community Dining Room, and other soup kitchens in the New Haven area.

The Office of Sustainability works with the Hamden Transition Academy to teach workplace skills in our community garden to older students in the special education program in Hamden Public Schools.

The Office of Sustainability works with SCSU freshmen in the Environmental Living Learning Community, the Urban Resource Initiative at Yale, and the City of New Haven to plant trees along New Haven's roadsides as part of the TreeCity 10K. TreeCity 10K is a citywide effort to plant 10,000 trees in New Haven, and to train and employ New Haven youth with urban landscaping skills.

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

Yes

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

Sustainability Coordinator Suzanne Huminski is a member of the Steering Committee for the nationally recognized CT Green Leaf Schools program, formed to guide and recognize CT k-12 schools for planning, instituting, and achieving sustainable practices. The program feeds the national Green Ribbon Schools program. Other committee members are from EPA, CT Board of Education, Project Learning Tree, Eastern CT State University, the Institute for Sustainable Energy, Central CT State University. The CT Departments of Public Health, Administrative Services, Energy and Environmental Protection, and Education collaborated to support the program. In the pilot year, 2012-13, four k12 public schools in CT were awarded Green Leaf recognition. In the second year, 61 schools are participating in the program. Funded by a TQP grant, SCSU is partnering with Eastern CT State University, participating schools and other partners to develop informational and support resources online, summer 2014 workshops, and to facilitate a collaborative and cooperative network amongst participating schools.

The steering committee meets quarterly. The Green Leaf Schools program is a self auditing process for schools built around sustainability education, health and wellness of students and staff, and reduction of schools' environmental footprints. The audit is designed for schools to identify their existing assets and challenges in becoming more sustainable, as well as to plan short and long range goals and strategies for reaching them.

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The SCSU Office of Sustainability has been involved with the AASHE conference through poster presentations for 3 years.

On April 25, SCSU gave three 30 minute presentations at the 2014 Campus Sustainability Conference, attended by representatives from many of CT's public and private universities and community colleges.

1. "Keeping it Fun: Sustainability in the First Year Experience program at SCSU" Suzanne Huminski, Sustainability Coordinator and Adjunct, Environmental Studies
2. The SCSU Office Supplies Swap Shop: Heather Stearns, Recycling Coordinator and Michelle Ritchie, Intern
3. "Compost Happens: A Student Coordinated Pilot Project at SCSU" by Michelle Ritchie, Intern

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:

CLASU: CT League for the Advancement of Sustainable Universities

AASHE: SCSU is a Charter Signatory of the ACUPCC

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

SCSU's Office of Sustainability prioritizes collaboration with other campuses involved with Sustainability. SCSU works with the Urban Resources Initiative, part of the Yale School of Forestry, several times per year to work together on native tree plantings in the city of

New Haven.

We collaborate with Eastern CT State University on the CT Green Ribbon Schools Program, which is nationally recognized for preparing CT's k12 schools for Federal Green Ribbon Schools.

We are also collaborating with Common Ground High School in New Haven, CT on numerous projects throughout the academic year to foster youth environmental leadership in New Haven.

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

SCSU's two largest Community service events are the Day of Service in September, and The Big Event in April. Many hundreds of SCSU students participate in these community service events each semester, all around the city of New Haven. SCSU is very proud of its service record, and these two annual campus events are some of the largest events sponsored by the university. Other annual events include Adopt-a-Family Food Drive, Friends of Rudolph, and an Alternative Spring Break.

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

Number of students engaged in community service:

Total number of students :

10,825

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

Yes

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

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

Yes

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

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

No

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

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

<https://www.southernct.edu/student-life/activities/officeofstudentlife/service/>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

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.

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Suzanne Huminski
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_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

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

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

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

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

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

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

Submission Note:

Additional energy intensive space: Dining space: Connecticut Hall and Adanti Student Center 1st floor

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

Yes

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

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

Clean Air-Cool Planet's Campus Carbon Calculator. To complete the inventory, SCSU Sustainability staff compiled and analyzed data from Purchased heating fuels, transportation fuels for the campus fleet, and purchased electricity billing data that has been verified as complete by the SCSU Comptroller and audited by the State of CT.

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

Yes

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

The Comptroller verified that the data we used was complete and audited by the state.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	7,282.43 Metric Tons of CO2 Equivalent	7,123 Metric Tons of CO2 Equivalent
Scope 1 GHG emissions from other sources	747.82 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from purchased electricity	8,936.82 Metric Tons of CO2 Equivalent	19,653 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

Figures needed to determine total carbon offsets::

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

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

SCSU does not purchase carbon offsets, but instead invests in on-campus energy efficiency and on site renewable generation. SCSU purchases 15% green power as part of electricity procurement contract.

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

SCSU does not sequester carbon or use a reporting protocol.

A brief description of the composting and carbon storage program:

SCSU has a student managed volunteer composting program called "Compost Happens." 10 offices and departments on campus divert food scraps they generate into a bin, and student volunteers collect from all the bins 3 times per week. Compost materials are delivered to rotating drums at the Campus Community Garden. In 2014-15, students have created over 600 lbs. of high quality compost for the garden.

In the 2015 spring semester, SCSU students will construct and manage 3 additional worm bins and track results to compare with the rotating drums.

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

SCSU purchases 15% class 1 renewable energy as part of its electricity procurement contract. The contract is in place until the university changes it.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,589	2,728
Number of residential employees	9	9
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,684	9,173
Full-time equivalent of employees	1,237	959
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	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

SCSU adopted FY 2008 as our baseline year after pledging carbon neutrality by signing the ACUPCC.

Gross floor area of building space, performance year:

2,826,649 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	63,400 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	75,569 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	11,111 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

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:

2015:

1. LEED gold or silver (pending) Science Building, new construction: Final stages of construction, open summer, 2015
2. Engleman Hall (academic building) comprehensive energy performance monitoring, analysis, and recommissioning in partnership with Seldera, Inc. and United Illuminating. Funded with SCSU green revolving fund. Monitoring process underway, with recommissioning scheduled for fall, 2015, based on findings.
3. In an effort to improve energy efficiency and provide optimal comfort and productivity for workers, SCSU is purchasing 20 radiant heater units to replace space heaters that faculty and staff keep under their desks. Acknowledging that certain buildings on campus with aging heating systems do not provide consistent room temperatures from room to room, SCSU is purchasing the radiant heat units, which use ~1/7 the power of an average space heater.

2014:

- 1) Adanti Student Center (129,607 sq. ft): Year-long energy performance monitoring, analysis, and recommissioning, in partnership with Seldera, Inc and United Illuminating. \$90,000 projected operating savings annually. Project funding source: SCSU Green revolving fund
2. Replacement chiller for Lyman Center for the Performing Arts
3. LED installations in Neff Hall (dormitory) shared spaces, Schwartz Hall (dormitory rooms) North Campus Mid-Rise (dormitory) rooms and public spaces
- 4) Wintergreen Garage (new construction) LED hi-bay lighting, 3 Electric vehicle recharging stations
- 5) "Power of Change Award" for energy performance category: SCSU School of Business, based on first year of energy performance after construction completion (Leed Gold certified).

2013:

1. Energy management system upgrade to "Energy Reports" software from Automated Logic. This upgrade allows for extended building performance analysis and comparisons.
- 2.) Lighting retrofits for West Campus Garage, Fitch Street Garage, Pelz gymnasium, Moore Field House Gymnasium, and the Campus Energy Center: Metal and sodium halide, T12 fluorescent changed to LED, Induction, and T-5 fluorescent. Total annual projected utility savings: \$123,000

2013: Deconstruction of Seabury Hall, the oldest and least efficient building on campus

July, 2012: Opening of LEED Gold certified School of Business, a total renovation of the former student center

Summer, 2012: Jennings Hall (laboratory building) HVAC and electrical systems upgrade
-Earl Hall (Fine Arts building) electrical systems and controls upgrades

Ongoing:

1. Continuous effort to optimize use of Direct Digital Control Building Automation System
Public Awareness of university carbon reduction efforts to encourage participation
2. Annually: Increased campus community awareness of energy and resource conservation through participation in Recyclemania, Campus Conservation Nationals, Student proposals for improved energy and resource efficiency for SCSU revolving loan fund, and Green Room Certification program for students in the 9 residential dorms.

Outdoor Air Quality

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Information reported on stationary source emissions was provided by the Director of Environmental Health and Safety, and is verified as complete by the University Comptroller.

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

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

Yes

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

CT law prohibits idling vehicles for more than three minutes.

All construction and renovation projects at SCSU include site management of particulates, and all construction and renovation that exceeds \$5 million must be certified LEED silver minimum.

SCSU removed all cigarette receptacles from outdoor areas and doorways in 2013. Additionally, following a federal initiative, SCSU is on track to be smoke-free by the end of the Spring 2015 semester.

SCSU offers numerous incentives and alternatives to encourage a reduction in the number of vehicles on campus:

- hourly shuttle service to Union Station and downtown New Haven
- Zipcar
- Free UPass for SCSU students to ride on CT Transit buses anywhere in CT
- NuRide alternative transportation incentives
- 2 Electric vehicle charging stations in Wintergreen Garage
- Bicycle racks and bike lockers, showers and locker rooms for bikers

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

Yes

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

The Campus Energy Center is SCSU's only significant stationary source of emissions. The university carefully monitors stack emissions according to all CT air emissions regulations.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>2.56 Tons</i>
Sulfur oxides (SOx)	<i>0.12 Tons</i>
Carbon monoxide (CO)	<i>0.79 Tons</i>
Particulate matter (PM)	<i>0.22 Tons</i>
Ozone (O3)	---
Lead (Pb)	<i>0.00 Tons</i>
Hazardous air pollutants (HAPs)	<i>0.13 Tons</i>
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

SCSU regularly services and tunes all boilers, and resets temperature of HTHW. SCSU fuels its its boilers in the campus energy center, which provides heat for nearly the entire campus, using natural gas.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Suzanne Huminski
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.

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

Building Design and Construction

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

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.

Submission Note:

The SCSU School of Business LEED gold certification was approved 2/6/13. Of the 62 credits SCSU submitted, 60 are reported awarded. The School of Business was awarded the "Power of Change" Top Honor Award in Energy Performance category for State owned building, 2014, CT DEEP.

Construction of a new science building (110,920 ft sq) is currently in final stages and is projected to open in Summer, 2015. The LEED certification is currently in late stages of submission and review, and is projected to be in the upper range of silver, or gold. The building features an underground 40,000 gallon cistern for rainwater capture from the roof, which will provide water for landscaping purposes. The building also features passive solar thermal collection (extensive south facing windows and a central wall throughout the building to absorb and redistribute solar thermal energy), extensive sensors and efficient lighting and HVAC features, a white roof, and indirect day lighting capture.

The West Campus Residence Hall was LEED Silver certified in 2004, and was the first building owned by the State of Connecticut to earn any type of LEED certification.

SCSU prioritizes energy efficiency and conservation in its scheduled renovations and retrofits on an ongoing basis. Infrastructure projects like roof replacements include reinforcements to support future p/v or green roofs, or are light colored to mitigate heat island effect. High efficiency lighting is part of the ongoing schedule in the operating budget. While many of these projects are small in comparison to entire building renovations or new construction, collectively they make a significant difference in our campus environmental footprint and are an important part of our Climate Action Plan.

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

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

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

Note: SCSU Science Building: Gross square footage not included in figure below. Final stages of construction as of 2/2015. LEED certification is still in final stages of submission and review. The building will qualify for the upper end of Silver and is close to Gold certification. Gross square footage: 110,920.

SCSU School of Business- gold certification, 2013

"Power of Change" Top Honor Award in Energy Performance category for State owned building, 2014, CT DEEP.

2004 LEED silver certification: West Campus Dormitory

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

132,761 Square Feet

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 Square Feet
3rd Highest Level (e.g. LEED Silver)	0 Square Feet
2nd Highest Level (e.g. LEED Gold)	21,841 Square Feet
Highest Achievable Level (e.g. LEED Platinum)	0 Square Feet

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

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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

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

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

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

construction and major renovations:

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

110,920 *Square Feet*

A copy of the guidelines or policies :

[16a-00--0038--kK.doc](#)

The date the guidelines or policies were adopted:

Jan. 1, 2007

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

State of CT statute requiring minimum LEED Silver certification or better for new construction or renovation of state owned buildings totaling or exceeding \$5 million. The SCSU Science Building will be LEED Certified in 2015, but the certification process is not yet complete.

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

SCSU complies with or exceeds standards in the Connecticut state statute for green building design and construction. Meeting or exceeding these standards is an integral part of our Climate Action plan for meeting Presidents Climate Commitment goals. CT State owned buildings must meet LEED silver or better for new construction or renovation exceeding \$5 million. SCSU meets and exceeds this regulation through the LEED certification process. The campus architect is a LEED professional, and the campus engineer and Sustainability Coordinator are both GPRO certified.

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

http://search.cga.state.ct.us/dtsearch_pub_statutes.html

Indoor Air Quality

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

0 Square Feet

Gross floor area of building space:

2,544,488 Square Feet

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

SCSU currently bases indoor air quality practices reactively rather than proactively because of costs associated with testing. Campus community members register concerns or complaints in the Office of Facilities and Operations, with the Environmental Health and Safety Coordinator.

SCSU uses low VOC emitting paints, adhesives, and finishes in all buildings. SCSU utilizes third party certified 100% green cleaning in all buildings, and the Direct Digital Control building automation system enables monitoring of adequate ventilation. Walkoff mats in building entry ways minimize dust and dirt in buildings.

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Suzanne Huminski
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).

Submission Note:

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

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

5

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

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

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

No

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

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

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

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

SCSU's food services are currently managed and operated by Chartwells, a division of Compass Group International. Chartwells has a well developed sustainable food and beverage purchasing program that includes purchasing only seafood recommended by the Monterey Bay Aquarium, certified Humane/ Cage Free eggs, Pura Vida coffee, antibiotic-restricted poultry, dairy products free of rGBH/rBST, compostable disposables, and in season, a buy local program for fruits, vegetables, dairy, and other foods produced at local farms (within 150 miles).

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

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

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

available:

<http://compass-usa.com/Pages/Sustainability.aspx>

Low Impact Dining

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

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

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

Yes

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

Yes

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

Yes

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

There are diverse vegan dining options offered at every meal in Connecticut Hall, the central campus dining facility. Choices include a salad bar, veggie burgers, additional protein based offerings, vegetable pizzas, snacks, and more. There are vegan options offered at every meal.

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

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

<http://compass-usa.com/Pages/Home.aspx>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Suzanne Huminski
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.

Submission Note:

SCSU uses fiscal year 2008 as the benchmarking year for building energy consumption, because SCSU signed the President's Climate Commitment in 2007. The figures include campus totals for electricity use, heating oil and natural gas.

The figures are for building energy consumption only, and do not include MMBTU for the campus fleet (gasoline and diesel).

Added square footage includes Wintergreen garage. New Science building is not included because construction is in final stages and the university has not yet assumed control for energy costs associated with operating the building.

Information about Residence Life efficiency initiatives provided by Robert DeMezzo, Director of Residence Life.

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

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

	Performance Year	Baseline Year
Total building energy consumption	228,508.66 <i>MMBtu</i>	364,264 <i>MMBtu</i>

Purchased electricity and steam:

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

Grid-purchased electricity	91,699.60 <i>MMBtu</i>	75,458 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,826,649 <i>Gross Square Feet</i>	2,535,501 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	63,440 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,837
Cooling degree days	885

Source-site ratios::

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

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

	Start Date	End Date

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

SCSU tracks building energy consumption to identify opportunities for energy performance improvement, and to track efficiency progress. The university set the baseline for FY 2008 when we adopted the Presidents Climate Commitment.

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

SCSU utilizes the DDC energy control system to regulate temperature based on occupancy hours in most campus buildings. Temperatures in unoccupied buildings at night are set back to 55 degrees in cold months, and we optimize cooling setbacks at night in warmer months. The university is currently conducting building by building comprehensive energy performance analyses to identify opportunities to optimize energy performance.

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

In 2012-13, SCSU replaced high pressure Sodium and metal halide lighting systems in the West Campus garage, Fitch St. garage, Pelz Gymnasium, and Moore Field House with LEDs. These new lighting installations save the university \$123,000 annually in energy costs, and utility rebates, totaling ~\$100,000 from these projects, are being used as seed money for a Green Revolving Fund in Facilities. Total project costs for the university for these 5 lighting projects was \$156,000, and will pay for themselves in ~ 19 months.

The newly constructed Wintergreen garage has LED lighting

Schwartz Hall, Brownell Hall, and North Campus Midrise (all residence halls) have newly installed LED lighting to replace outdated T12 fluorescents. In 2014, SCSU will continue to install LED lighting on a rotating basis.

2014-15: All 1500 lamps in the residence halls have been equipped with CFL bulbs

LED lighting has been installed in all hallway and room fixtures in Schwartz Hall and North Campus Midrise.

LED lighting has been installed in all Brownell room common areas.

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

SCSU has combinations of motion, infrared, and daylight sensors in many buildings. Buildings like Buley Library and the Adanti Student Center have large multi-story windows, and daylight sensors on lighting. Most classrooms on campus have motion/ infrared sensors, and the university is in the process of piloting/ installing infrared/ sound sensors in some residence hall bathrooms.

The School of Business utilizes CO2 sensors to detect occupancy, as well as humidity and temperature sensors to regulate building HVAC systems and lighting.

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

2015: The SCSU Science Building, currently in final stages of construction, features passive solar heating. The ~110,000 sq. ft. building has extensive south facing windows and a central wall throughout the building that passively gathers and redistributes solar heat.

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

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

2015: A feasibility study for cogeneration of heat and electricity is currently under review by CT Dept of Construction Services, which, pending results from DCS, will be followed by investment grade studies.

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

2015: Engleman Hall recommissioning study and 1 year energy performance audit in partnership with United Illuminating and Seldera, Inc. Energy performance audit currently underway.

2014:

1 year energy performance audit and recommissioning of HVAC, lighting and electrical systems in the Adanti Student Center: Jan -June 2014 operational savings totaled \$56,000 weather normalized. Because of the success of this project, the university has expanded Seldera's audits to 13 other buildings on campus. These recommissioning efforts are being funded by the Green Revolving Fund in Facilities, with seed money provided by rebates from lighting projects in campus garages, gyms, and the Energy Center.

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

SCSU utilizes a direct digital control energy management system to track energy use and improve performance in all campus buildings. The system has been in place since 2007, and SCSU continually improves its energy management technology as new methods of management becomes available. In 2013, SCSU upgraded energy monitoring software to "Energy Reports," produced by Automated Logic.

In addition, SCSU participates annually and placed fourth nationally in Campus Conservation Nationals in 2012. Tracking and displaying energy use and conservation through the DDC system and Lucid Technology's Building Dashboard was a central reason for our success.

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

SCSU has had an appliance replacement policy in place since 2007 to purchase Energy Star certified products exclusively.

In 2013-14, SCSU replaced two large and outdated cooling towers and chillers: one in the Lyman Center of Performing Arts, and one in Schwartz Hall, which contains office and student housing space.

Low flow showerheads have now been installed in all 6 first/second year residence halls.

- All refrigerators and dishwashers are replaced using energy star rated units.
- Residence Life has worked with our laundry contractor to install only front loading, energy star rated units in the residence halls.
-
- 2015: The Office of Residence Life just completed an RFP process for 911 energy star rated small refrigerator/microwave combination units which are Energy Star/CRE Free.

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

The SCSU School of Business has a white roof to reduce urban heat island effect. SCSU students in the Environmental learning community have participated for three years in a street side tree planting initiative that will help reduce urban heat island effect in coming years as the planted trees grow larger and shade paved areas. In addition, SCSU students in fall, 2013 planted 100 trees in a riparian area of campus to reduce and slow storm water runoff leading to New Haven waterways and wastewater treatment plants.

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

SCSU has installed Energy Misers on all vending machines going back to 2007. Additionally, lighting in some vending machines has been disabled.

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

2015: Low-Flow showerheads have been installed in 6 of the 9 residence halls on campus.

Facilities Operations purchased 20 radiant heating units to replace space heaters that faculty and staff keep under their desks. The radiant heaters use a small fraction of the electricity that space heaters use. Facilities Operations will implement a swap program to phase out the space heaters.

SCSU is piloting LED retrofit fixtures in several classrooms and hallways to determine community preference (glare, CRI, brightness, etc.)

Motion sensors have been installed in all common area kitchen units and most study spaces in Residence halls, as well as the Farnham Programming space.

In spring, 2014, Residence Life staff developed and piloted the "Green Room Certification" program. Qualifying students received a t-shirt and a "GRC" emblem on their doors based on the results of an online survey and pledge to adopt at least 10 "green" behaviors, ranging from energy conservation in dorm rooms to water and resource efficiency, green transportation, and eating habits.

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

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	15.80 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	12,470.40 <i>MMBtu</i>

Total energy consumption, performance year:

1,979,643.30 *MMBtu*

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

The reported total for the performance year reflects a partial year's worth of power generated during the fiscal year 2012. Our first P/V installation (50 KW) became operational in October, 2011, and reporting extends to June 30, 2012.

SCSU purchased and owns a second rooftop P/V solar installation, also 50 KW. The second installation is on the roof of the School of Business, and became active July, 2012.

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

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

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

SCSU was awarded 200 RECs by Sterling Planet, Inc. as a prize for placing fourth in Campus Conservation Nationals, 2012. The contract time frame ended 12/31/2012.

We also have a contract with our utility company to purchase 15% of our electricity from renewable energy sources as part of the Connecticut Clean Energy Fund.

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

<http://www.solrenview.com/SolrenView/mainFr.php?siteId=943>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

Submission Note:

Total acreage posted:

<http://www.southernct.edu/about/facts.html>

Landscaping acreage estimates and information provided by William Cohane, Assistant Director of Facilities Operations.

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

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

	Area
Total campus area	171 Acres
Footprint of the institution's buildings	5 Acres
Area of undeveloped land, excluding any protected areas	5 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	40 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

In accordance with a long term landscaping service contract, SCSU's IPM plan is in place for high visibility areas of campus that total an estimated 40 acres on campus. The IPM plan features organic slow release fertilizers for shrub and flower beds, irrigation practices that encourage deep and healthy root growth and soil health, planting and regular inventory of native trees and shrubs, and inventory of pests to target and minimize use of chemical intervention.

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

The acreage maintained by the SCSU grounds keeping staff totals ~130 acres. According to William Cohane, Assistant Director of Facilities Operations, SCSU applies no chemical fertilizers, pesticides, or herbicides. The grounds staff uses mowers that reapply grass clippings to turf areas during mowing, except in certain wet areas that leave clumps of grass after mowing. Collected clippings and brush are recycled as mulch at a facility adjacent to campus.

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

In 2013, SCSU removed knotweed from an area adjacent to parking lot 10 according to standards set by CT Department of Energy and Environmental Protection. Because knotweed is so aggressive, they recommended herbicidal spray.

In Fall 2014, SCSU students aided in efforts to remove invasive species on campus adjacent to the Beaver Pond Park. The effort is in partnership with the Urban Resource Initiative, and is part of the Day of Service. SCSU and other partners including US Fish and Wildlife Service, and CT Audubon established a native habitat for birds and pollinators as part of a wildlife corridor across the city of New Haven. In 2014, the city of New Haven was recognized nationally as an Urban Wildlife Refuge, and many city partners including k12 schools, neighborhood alliances and citizens organizations are participating.

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

Grass trimmings are "grass-cycled" (spread on the grounds as they are mowed), except for select high visibility locations on campus. Trimmings that are collected are hauled to a compost area at the Hamden landfill for composting, adjacent to campus (approx. 1/2 mi). Brush is collected in a central location on campus for an off-site mulch facility.

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

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

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

New construction is sited to preserve existing open space and reduce impermeable surfaces on campus. The new Science Building is sited on a former asphalt parking lot. The campus is adjacent to protected wetlands, and SCSU created no-mow buffer zones to reduce erosion and sheet flow.

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

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

The SCSU campus is adjacent to a wetland park and designated wildlife refuge, the Beaver Pond Park. We created a 5 acre no mow zone behind our ball fields to minimize and mitigate any impact the campus has on this area.

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:

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The SCSU campus is adjacent to wetlands that are part of a wildlife refuge and the Beaver Pond Park. SCSU also owns Outer Island in the Thimble Islands, Branford CT. The Island is part of the Stuart B. McKinney Wildlife Refuge, a corridor of refuges along the CT shoreline that protects the Atlantic flyway, an important East coast migration route for many bird species.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

No

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

We follow guidelines set forth by CT DEEP and Fish and Wildlife.

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

SCSU's is adjacent to wetlands and Beaver Pond. The pond is located at a lower elevation than much of SCSU's campus, and

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

In areas close to the wetlands, SCSU utilizes Integrated Pest Management techniques rather than chemical insecticides and herbicides. SCSU shreds grass clippings while mowing to refertilize soil.

In the Fall of 2014, SCSU will partner with Yale's Urban Resource Initiative and US Fish and Wildlife to plant native species, mostly shrubs, and to remove invasive species near wetland property, to provide food and habitat for birds and pollinators. Along with additional partners in New Haven, we will help create a corridor of native habitat across the city.

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

Responsible Party

Suzanne Huminski
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.

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

Cleaning Products Purchasing

Responsible Party

Suzanne Huminski
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

Submission Note:

http://www.biznet.ct.gov/SCP_Documents/Results/9462/010_0263.pdf

is an additional URL that describes the policy for disinfectants, disinfecting cleaners, sanitizers and antimicrobial products sanitizers.

SCSU utilizes recommendations by the Dept of Public Health for cleaning and indoor air quality. We use long walkoff mats to minimize tracking dirt and dust into buildings. We also use low impact floor cleaning equipment rather than chemical cleaners and finishes.

The green cleaning total expenditures are for 2013.

"---" 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:

[EPP_Cleaning_Policy_072011\(2\).pdf](#)

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

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

SCSU has a commitment to purchasing 100% of cleaning products with a green seal or eco logo certification. We also eliminated the use of aerosol containers and products that contain bleach.

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

Yes

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

154,744.13 US/Canadian \$

Total expenditures on cleaning and janitorial products:

154,744.13 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

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

[EPP_Cleaning_Policy_072011-1.pdf](#)
STARS Reporting Tool | AASHE

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:

http://www.biznet.ct.gov/SCP_Documents/Results/6556/009_0049.pdf

Office Paper Purchasing

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

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.

Submission Note:

The policy regarding office paper purchasing is noted in the SCSU Climate Action Plan. Click on the URL above. Scroll to the bottom of the page and click on the bold face "Climate Action Plan." The policy is noted on page 40.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

SCSU has an institutional policy to buy office paper with at least 30% post-consumer recycled content. It is part of our university office supply contract with Staples.

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

Unless an office or department specifies that they need a different project, SCSU purchases the 30%.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	94,872.36 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

94,872.36 US/Canadian \$

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

https://www.southernct.edu/campus_sustainability/whatisoutherndoing/thepresidentsclimatecommitment/

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

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Michelle Ritchie

Intern

Office of Sustainability

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.

Submission Note:

SCSU purchased a solar-powered plug-in electric vehicle for mail delivery and a natural gas mower in 2013.

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

Total number of vehicles in the institution's fleet :

68

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Since FY 2012, SCSU has reduced its fleet from 80 to 68 vehicles to help offset emissions. SCSU also has a solar-powered mail delivery vehicle that may plug-in for electricity and a natural gas mower. A 100 percent electric van is being purchased.

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

Student Commute Modal Split

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

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.

Submission Note:

SCSU does not track commuter behavior at this time.

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

Total percentage of students that use more sustainable commuting options:

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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

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

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

Employee Commute Modal Split

Responsible Party

Suzanne Huminski
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.

Submission Note:

SCSU is not tracking commuter behavior at this time. We have actively engaged the community and offer multiple alternatives to single occupant vehicle commuting, but we do not yet track usership.

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

Total percentage of the institution's employees that use more sustainable commuting options:

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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---

Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

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

Support for Sustainable Transportation

Responsible Party

Suzanne Huminski
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

"---" 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:

SCSU has indoor secure locker space for bicycles available in its new Wintergreen garage. Locker and shower facilities are located in numerous locations on campus including the field house, student center, School of Business, and Facilities building.

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:

SCSU provides bicycle racks and storage near many of its buildings, but not all of them. Long-term bicycle storage is available to all members of the campus community, but is not within 330 ft. of all residence halls. However, many residential buildings do have bike racks including North Midrise, West Campus, Hickerson Hall and Farnham Hall.

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:

SCSU has met on numerous occasions with stakeholder groups in the city of New Haven about developing a bike sharing program. At this time, we do not have an operational system, but we will continue to work for one.

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):

SCSU operates a free campus shuttle to various popular locations in the New Haven area for students. There is a free shuttle on the hour to Union Station for students, faculty, and staff to commute by train. There is also shuttle service to Hamden Plaza, Milford Mall, and downtown New Haven.

SCSU also offers free UPasses to students, which allows them to ride on CTtransit buses anywhere in the state for no charge.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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:

SCSU participates in NuRide, a carpool/ vanpool matching/ incentive program. SCSU Nu-Ride members may find out on line about other commuters from their town, and set up carpools through the site. Faculty and student members are separate from each other. Based on a point system for utilizing alternative, shared, or mass transit transportation, Nuride offers incentives like coupons or discounts in local communities. The Nuride web site also tracks avoided emissions and national participation.

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:

SCSU has had two Zipcars available on campus since fall 2011. If additional cars are needed, they are delivered right away to campus from a nearby location in New Haven.

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:

SCSU has three electric vehicle recharging stations located in the Wintergreen Garage.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

<http://www.southernct.edu/student-life/safety/transportation.html/>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

SCSU is actively exploring the possibility of composting campus food waste generated at Connecticut Hall. Construction of an anaerobic digester in Bristol, CT makes this a strong possibility. Construction is slated for completion in early 2015.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	643 Tons	0 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	14 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	1,687 <i>Tons</i>	1,968 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,636	2,728
Number of residential employees	9	9
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,063	9,173
Full-time equivalent of employees	965	959
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	July 1, 2011	June 30, 2012
Baseline Year	July 1, 2008	June 30, 2009

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

Prior to FY 2009, SCSU did not have the ability to accurately track waste tonnage accurately. Prior to 2011, when we instituted single stream recycling, we lacked means to accurately track all of our recycling tonnage. Our recycling efforts have been a priority for years before our ability to accurately track results. SCSU prioritized expanding recycling efforts in 2007 after signing the ACUPCC, and developing a permanent P/T position of Recycling Coordinator in Facilities Operations. In the future, our benchmark year will be 2012 since that is the first year we have comprehensive results. We included the 2009 fiscal year as a benchmark even though the data is incomplete for the sake of submitting an entry.

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

SCSU's contracted hauler provides tonnage totals for waste and recycling. Smaller service providers, such providers for donated materials and ewaste collection, battery, cell phone, and fluorescent lighting tubes and ballasts are provided separately.

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

SCSU construction contracts include recycling of construction and demolition materials as a line item of all bid specs.

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

The SCSU Swap Shop is a program offered by the Office of Sustainability for different departments to donate or exchange office supplies. The program is managed by an undergraduate intern, and includes on line inventory listing, tracked financial savings, monthly open houses, and drop-in "shopping."

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

For 2015: Residence Life will administer an online/paperless room selection process

SCSU utilizes the on line learning portal "Blackboard 9" so that course materials can be offered digitally rather than in print.

SCSU has an ongoing effort in administrative offices and departments to digitize contracts with vendors and service providers rather than to print them.

Employee pay stub information is posted online rather than sent through the mail in print form

Employee Health insurance information is accessible on line, with very limited print information sent in print through the mail.

Many university official forms and contracts can be completed and submitted on line as a default, rather than on paper.

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

Since 2010, SCSU has maintained a \$.05 per sheet in all campus computer labs as a way to limit student printing. Within the first three months of instituting this fee and a default setting for double-sided printing, paper use in labs fell 72%.

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

SCSU works with Goodwill Industries to collect students unwanted materials during the move-out period each spring. In 2012, Goodwill collected 1.67 tons at SCSU.

Also in 2013, recycling of construction and demolition materials became a line item in all construction related bid specs. This also gives us the ability to track our recycling and recovery tonnage. In 2013, the demolition of Seabury Hall, the oldest and least efficient building on campus, raised our overall tonnage percentage of recycled materials from 28% to 62% for the year.

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

In 2013, SCSU began partnering with Park City Green, a non-profit organization that is recycling 85% of the mattress materials that we provide them from our Residence Halls.

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

In 2013 Connecticut Hall (our dining hall) began providing used fry oil to Newport Biodiesel to turn into biofuel at their refinery.

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

Fall 2014: SCSU installed 6 refillable water stations in high use areas on campus. Refillable stations are now the default option for renovation and replacement.

In early 2008 SCSU switched to trayless dining in Connecticut Hall, the central dining hall on campus, which resulted in a 30% reduction in consumer waste there.

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):

The Office of Sustainability and Residence Life provided first year students with a reusable mug on move-in day. Coupons and offers from area businesses were included inside the mug, for students who bring their mug to those businesses.

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):

SCSU uses ceramic dishes and metal cutlery for reusable service ware, wash and reuse.

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:

The Office of Sustainability and Residence Life provided first year students with a reusable mug on move-in day. Coupons and offers from area businesses were included inside the mug, for students who bring their mug to those businesses.

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

Consolidation of the # of food stations during catered events. This ensures well-stocked food stations, without excessive waste.

Smaller trays of food for catered events to minimize leftover waste that because of health code cannot be re-offered to the public.

Integration of foods prepared for an event but not set out in public, or located behind glass into other meals.

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

Waste Diversion

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Information for this credit provided by Heather Stearns, SCSU Recycling Coordinator

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

Materials diverted from the solid waste landfill or incinerator:

1,215.64 Tons

Materials disposed in a solid waste landfill or incinerator :

1,535.79 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:

The following is a summary of the materials we recycled in FY 2014:

- Single stream recyclable consumer waste (bottles, cans, paper, cardboard, plastics #1 through #7) 254.68 tons
- Construction and demolition materials (on campus construction/building projects) 122.32 tons
- Wood and brush 92.65 tons
- E-waste (electronics, computers, copiers, camcorders, VCR's, monitors, TV's, etc) 22.61 tons
- Donations (including Goodwill donations and surplus donations i.e. computers, laptops, furniture, vehicles, copiers, ink, etc) 39 tons

We achieve this rate of waste diversion through extensive policies at the Facilities level with staff members, as well as multiple initiatives aimed at students and faculty throughout the year including annual participation in Recyclemania, increased numbers of containers to deposit recyclable materials across campus, and awareness campaigns throughout the year.

We also prioritize waste reduction rather than simply recycling in awareness programs and campus initiatives. Recently, we also included plastic bag recycling in residence halls to test the feasibility of extending the program across the entire campus.

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

The SCSU Campus Community Garden donates a large majority of its yield (vegetables, fruits and herbs) to local non-profit soup kitchens. During 2014, over 120 pounds of fresh produce was donated.

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:

In 2013-14, SCSU began piloting a small, student-run composting effort. Students from various departments, mainly Geography Club members, have been collecting compostable food scraps from eleven offices and departments on campus (who volunteered to participate) and are composting the materials in aerated rotating bins near the campus community garden. The compost is then used in the community garden in the spring and summer. This resulted in the best yield the garden has ever had, and the pilot program is still running due to its great success.

In April, 2014, the Office of Sustainability, Chartwells Catering, and the SCSU Womens Studies program completed a Composting feasibility pilot project during the Womens Studies annual conference "Ecology, Spirituality, Sustainability." We are using the feasibility study to complete a benefit cost analysis, and to evaluate the best way to encourage attendee participation in composting, effective signage, staff practices, and logistics during university catered events.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Electronics, cell phones, oil, solvents, soil and construction and demolition materials.

SCSU now offers a program for students with demonstrated need to offer at no cost a refurbished computer. The desktops and laptops the students receive are recovered from faculty and staff after they receive new computers on a 3-year rotating basis, and refurbished by IT. The program is called The SMART Initiative, and is a collaboration of the SCSU Foundation, the Student Government Association, and Information Technology. For more information:

<http://www.southernct.edu/student-life/activities/officeofstudentlife/smartinitiative.html>

Construction and Demolition Waste Diversion

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

210.47 Tons

Construction and demolition materials landfilled or incinerated :

55.32 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

SCSU carefully tracks the materials that are recycled and requires contractors to recycle all materials possible in construction and demolition as part of its bid specifications.

The tonnage above includes but is not limited to concrete, metal, wood, masonry, sheet rock and soil during FY 2013/2014.

Hazardous Waste Management

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.

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

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

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.

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

Rainwater Management

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

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

As part of LEED construction for new buildings on campus above \$5 million, SCSU adopts storm water reduction as deemed feasible in design. All new construction on campus is sited on existing building sites or parking lots.

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:

SCSU has a stormwater management plan as part of its Facilities Master Plan. New Haven has combined storm water and sewer pipes, and the university has extensive efforts to minimize wastewater and reduce pressure on treatment plants. Lo flow shower heads, toilets and handwashing faucets are installed throughout campus.

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

The new Science building, scheduled to open in summer 2015, features a 40,000 gallon under ground cistern to collect and harvest rainwater from the roof and use for irrigation on campus.

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

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

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

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

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

A brief description of any rain gardens on campus:

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

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

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

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

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*.

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.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

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

Yes

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

The Sustainable Climate Committee was established in 2007 when then-President Cheryl Norton signed the ACUPCC. The committee is co-chaired by Executive Vice President of Finance and Administration James Blake, and Associate Vice President of Facilities and Capital Budget Robert Sheeley. The committee includes faculty, staff, and students, and helps oversee sustainable initiatives and planning on campus.

2015 Committee highlights include:

New Sustainability Committee working groups:

-Student Engagement: coordinated waste minimization program and special screening of Plastic Paradise. Student organized and implemented. Recyclemania, CCN, and other campus engagement opportunities, student participation in People's Climate March, September, 2014. Sustainable Spring Break 2015 offering: Heirloom Blooms Farm, San Marcos TX.

-Purchasing: Fall 2014 draft of sustainable purchasing practices for food service contract, currently in bidding process

-(con) Public Affairs/ Visibility: Ongoing coordination of PR materials and promotions, visibility, and press releases, "Green Box" featuring sustainability efforts on campus, Southern Life quarterly publication

-2014:

Residence Life sustainability subcommittee that meets weekly and organizes many of the activities detailed throughout this survey

January, 2013: Establishing the first Office of Sustainability in the CT State University system

SCSU Sustainability campus-wide Town Meeting (spring, 2012)

Establishing the SCSU campus community garden

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:

SCSU's Sustainability Committee was formed in 2007 to plan and manage participation in the Presidents Climate Commitment, of which we are a charter signatory. The committee is comprised of students, faculty, staff, and administration from many different departments, and oversees major Sustainability initiatives in all areas of campus operations and academics, and campus life.

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

James Blake, Co-Chair, Executive Vice President of Budget and Finance (ret. 2/15)

Robert Sheeley, Co-Chair, Associate Vice President of Capital Budget and Facilities

Dr. Susan Cusato, Professor, Science Education and Environmental Studies

Dr. Patrick Heidkamp, Chair, Department of Geography

Dr. Elyse Zavar, Associate Professor, Geography

Heather Stearns, Recycling Coordinator, Office of Sustainability

Suzanne Huminski, Sustainability Coordinator, Office of Sustainability

Michelle Ritchie/ Sustainability Intern (undergraduate)

Jacob Gant, Sustainability Intern (undergraduate)

Megan Hoffecker, Academic Advisement, First Year Experience

Robert DeMezzo, Director, Residence Life

Marvin Wilson, Assistant Director, Residence Life

Sean Watson, Hickerson Hall Director

Peter Leung, Academic Advisement

Betsy Beacom, Public Affairs

Barbara Kagan, Public Affairs

Judy Sizensky Searles, Facilities

Larry Gal, University bookstore, Barnes and Noble

Robert Carpentier, Information Technology

Juan Dominguez, Chartwells, Inc. Compass Group International (campus food management)

Kimberly Wallace, Purchasing

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

<http://southernct.edu/sustainability>

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

employee?:

Yes

A brief description of each sustainability office:

Officially opened in December, 2012, the SCSU Office of Sustainability has a permanent home in the Facilities building, and is staffed by the Recycling Coordinator, Sustainability Coordinator, and three undergraduate interns. The SCSU Office of Sustainability is the first sustainability office to be established in the CSCU system in CT.

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://southernct.edu/campus_sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Suzanne Huminski, Sustainability Coordinator Heather Stearns, Waste Reduction and Recycling Coordinator

A brief description of each sustainability officer position:

The Sustainability Coordinator is a permanent part-time 25 hr./wk position developing, centralizing, and coordinating campus sustainability initiatives and projects for all members of the campus community.

The Sustainability Coordinator also manages tracking and reporting greenhouse gas emissions for compliance with the Presidents Climate Commitment and coordinates Public Relations for campus sustainability with the Department of Public Affairs.

The Sustainability Coordinator manages university sustainability outreach in the greater New Haven area, as well as university participation in regional and national campus sustainability efforts.

The Waste Reduction and Recycling Coordinator develops and manages all aspects of recycling and waste reduction initiatives on campus, including single stream recycling, construction and demolition materials recycling, composting, and resource efficiency and conservation.

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

<https://www.southernct.edu/about/sustainability/contactus.html>

Sustainability Planning

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Other

No

No

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

SCSU School of Graduate Studies has approved the formation of "S" courses across the curriculum and an advanced certificate in Sustainability. (2013-15)

The School of Arts and Sciences approved an undergraduate concentration in Sustainability in the Department of Geography, offered first in Fall 2014.

The SCSU School of Business is currently integrating Sustainability into its curriculum as part of its AACSB accreditation.

The Office of Sustainability is administered a survey to identify existing courses that are sustainability-themed or related (Spring, 2014).

Realignment of Graduate Plan of Study in M.S. Environmental Education program to include Sustainability as a category of required courses (completed 2013).

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

The S-course offerings in the School of Graduate Studies may be offered Fall, 2015, with a goal of offering a Certificate in May or September, 2015. The program is dependent upon results of a graduate program prioritization process to address enrollment issues.

The Geography concentration in Sustainability was offered for the first time in Fall, 2014.

The realignment of the Environmental Education Masters program to include Sustainability as a category of required courses was completed Fall, 2013.

The School of Business accreditation process is ongoing in 2013-14.

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

Department of Science Education and Environmental Studies, Dr. Susan Cusato, Chair

Werth Center for Coastal and Marine Studies, Dr. Vincent Breslin, Director

Center for Environmental Literacy and Sustainability Education, Dr. Susan Cusato, Director

SCSU School of Business, Dr. Ellen Durnin, Dean

Office of Sustainability, Suzanne Huminski, Sustainability Coordinator

Department of Geography, Dr. Patrick Heidkamp, Chair

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

The Werth Center for Coastal and Marine Studies was awarded the largest gift in university history (\$3 million) in 2013. The gift endows the center, and funds expanded research opportunities for students and faculty. Faculty associated with the Center currently research heavy metal contamination in locations across Long Island Sound, as well as impacts on local oyster populations and industry.

Research efforts also include studies of coastal beach erosion at multiple beaches on Long Island Sound for the purpose of aiding in the development of coastal resilience planning in response to climate change. expanding this research in 2015 to include the city of

Bridgeport is currently in the planning stage.

The Department of Environmental and Marine Studies is developing an endowed scholarship for undergraduate and graduate research with preference for research in the Werth Center for Coastal and Marine Studies. Projected to be available in Summer 2015.

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

We have not developed measurable objectives for advancing sustainability research at this time.

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

Environmental and Marine Studies
Geography
School of Business

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

In 2014-15 the Office of Sustainability will continue to work with the Office of Residence Life to continue established programs like Recyclemania, Campus Conservation Nationals, the Sustainability Series, guest speakers, and more, as well as introduce new programs

Green Room Certification (Spring 2014)

Integrating Sustainability programs with Social Justice programming in Residence Life (2014)

Increase participation in existing alternative transportation programs and introduce new ones

Continue and grow student-organized composting project (2014-15): Applied Sustainability undergraduate course developed and implemented "Compost Monster" program to collect food scrap in student center food court to compost in worm bins. Spring 2015.

Continue to increase participation and management by students in sustainability efforts

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

Campus engagement planning includes efforts by the Sustainability Committee subcommittee for visibility. Strategies include increased signage, inclusion of Sustainability in the View Book, development of digital posters by a student intern about campus sustainability efforts, tabling events, and increased social media announcements to expand participation in existing programming. The above efforts have been taking place consistently throughout the 2013-15 academic years.

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

Office of Residence Life
Geography Club
Office of Sustainability
Office of Public Affairs

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

SCSU offered a spring 2014 Womens Studies conference titled "Spirituality, Ecology, Sustainability,"

In March, 2014, SCSU will attend the first meeting of CLASU, the CT League for the Advancement of Sustainable Universities. Organized by United Illuminating, SCSU, and the University of New Haven, this effort is part of UI's Business Sustainability Challenge to engage municipalities, businesses, industry, and campuses to collaborate and unify sustainability efforts. The Office of Sustainability has identified this forum as an important capacity building opportunity to extend efforts more effectively off campus, to communicate more clearly with other CT campuses, and to identify efforts that can be scaled efficiently and effectively together.

SCSU will increase the percentage of produce we grow in the community garden to donate area soup kitchens. We collected over 200 lbs of produce and donated it to area soup kitchens in the 2014 growing season.

SCSU installed a sign at the Community Garden to better inform the community of its location and existence.

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

We weigh foods donated to soup kitchens to track totals (summer '14 and annually)

We track recycling and energy conservation during Recyclemania and Campus Conservation Nationals

We track and promote refillable station usage at the 6 stations on campus

We track attendance and participation at campus engagement events, community service projects, etc.

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

Office of Sustainability

Womens Studies

Residence Life

Public Affairs

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

As part of the Facilities Master Plan, SCSU will continue to prioritize energy efficiency and green building as described in other sections of this survey to reduce carbon and other emissions associated with energy use.

Scheduled roof replacements include consideration of cool roof or reflective surfaces to reduce urban heat island effect. Utility rebates and cost influence this type of decision.

CT law bans vehicle idling for more than three minutes.

SCSU has pledged carbon neutrality by 2050 at the latest, and some of the strategies listed below reflect that commitment.

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

Current LEED silver (minimum) certification for construction of Science Building

Ongoing improved energy and water efficiency according to best practices: continued installation of LED and other high efficiency lighting, high efficiency HVAC to replace older systems according to capital construction schedule, low flow sinks and toilets installed with scheduled bathroom renovations, low VOC paints, finishes, adhesives, and more.

Inclusion of Sustainability in Campus Master Planning process: currently underway

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

Staff and administration in Facilities and Operations,
Office of Finance and Administration
Environmental and Marine Studies faculty

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

See above

2012-15 efforts include extensive installation of LED, induction, and T5 fluorescent lighting in garages and gymnasiums to replace least efficient lighting, recommissioning the Adanti Student Center, 100% green cleaning, and ongoing training to ensure that systems operate optimally.

2013 Installation of "Energy Reports" software extends monitoring and management capability with our Automated Building Management system and will better facilitate building scheduling, setbacks, and multiple sensor automation of lighting and HVAC.

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

These efforts are underway on multiple levels, and are planned and implemented according to SCSU's Strategic Plan for Facilities, described in other sections of this survey

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

Facilities Operations and Capital Budget
Office of Finance and Administration

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

Sustainability language is included in the upcoming RFP for a Dining and Food Service contract.

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

Composting as soon as commercial composting is available close to campus (2 anaerobic digesting facilities currently in construction within 50 mi. of campus)

Donation of unused food to Food Recovery Network or equivalent

Single stream recycling mandated

Best practices in inventory management

Local producers and distributors as default provider when available (on order of preference: in state, in region, domestic production)

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

Office of Sustainability
Purchasing
Office of Finance and Administration
[STARS Reporting Tool](#) | [AASHE](#)

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

See above

A feasibility study of installation of co-generation of heat and electricity is currently in review at the Department of Construction Services. Pending approval, the university will proceed with more in depth planning. SCSU prioritizes energy efficiency as a means to reduce overall load and increase feasibility of renewable energy installations in the future. Building and renovation features increasing feasibility of efficiency and renewable energy whenever possible. SCSU works closely with United Illuminating and the Conn SCU Board of Regents to develop energy planning.

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

Described in OPI

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

Office of Facilities Operations
Office of Finance and Administration
Office of Sustainability
Board of Regents, CSCU system, CT

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

IPM plan included in OP grounds report.

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

Compliance with IPM plan

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

Facilities Operations

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

Working Group on the University Sustainability Committee. Currently developing Green Purchasing Guidelines for SCSU, 2015. Sustainability guidelines are included in the Food Service RFP for 2015.

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

2015-16 availability of SCSU Green purchasing guidelines

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

Office of Sustainability
Purchasing
Finance and Administration

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

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

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

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

SCSU will continue to further develop participation in existing programs through increased signage and # of recycling receptacles.

SCSU will begin composting food waste from the dining hall when commercial composting, currently under construction in CT, is available close enough to campus to be environmentally beneficial. (2016)

SCSU will continue to recycle additional materials as it becomes feasible, to add to our current efforts. We already recycle:

mattresses

fry oil

batteries

cell phones

electronic waste

single stream materials

concrete

carpet

metal

lighting materials (fluorescent tubes and ballasts)

sheet rock

cardboard

move-in and move-out donations

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

See above

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

Recycling Coordinator, Office of Sustainability
Facilities Operations
Residence Life

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

A way of living that meets 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:

The SCSU Climate Action Plan was developed 2 years after signing the ACUPCC, and has been updated in accordance with ACUPCC guidelines.

A ten-year university strategic plan is currently under review and will be completed by the end of 2015. Sustainability will be included in the strategic plan for Facilities, Campus Planning, the Landscape Master Plan, and for Academic Excellence.

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

<https://www.southernct.edu/about/sustainability/>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

This office is responsible for diversity and equity compliance initiatives and programs at Southern Connecticut State University. We provide support and advice to all university offices on recruitment and retention issues, sexual harassment prevention training, diversity, discrimination and harassment, the Americans with Disabilities Act, and Title IX.

Southern CT State University does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record. The following person has been designated to handle inquiries regarding the non-discrimination policies: Pamela M. Lassiter, J.D., SCSU, 501 Crescent Street, BU 207, New Haven, CT 06515, (203) 392-5899,

Pamela.Lassiter@southernct.edu

The term "diversity" is recognized as a core value in the university's strategic plan. The university community also adopted a definition for diversity.

The university values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute.

Southern Connecticut State University is responsible for maintaining a work environment free from harassment and discrimination. The university is further responsible for preventing and addressing complaints of conduct that rise to the level of unlawful harassment/discrimination based on state and federal laws. This includes, but is not limited to, harassing or discriminating behaviors based on race, color, religious creed, sex, national origin, age disability, and sexual orientation.

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.southernct.edu/offices/diversity/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Diversity and Equity Office offers training to employees and residential advisers in several categories, such as sexual harassment prevention, diversity in the workplace, and the Americans with Disabilities Act (ADA).

The website URL where information about the cultural competence trainings is available:

<http://www.southernct.edu/offices/diversity/staff/training/index.html>

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

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.

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.

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

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.

Credit
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.

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.

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

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.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Suzanne Huminski
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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.

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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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.
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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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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