

# California State University, Channel Islands

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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

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

# Student Sustainability Educators Program

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## Responsible Party

**Amy Spandrio**

Coordinator of Student Communication, Division of Student Affairs  
Vice President's Office

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## Criteria

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

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

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

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

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## Submission Note:

While student interest in sustainability-related issues is growing, CSU Channel Islands (CI) does not have any such program in place at this time; however, this may be something that CI pursues in the future.

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

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

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

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**Program name (1st program) :**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Amy Spandrio**

Coordinator of Student Communication, Division of Student Affairs  
Vice President's Office

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

## Submission Note:

CSU Channel Islands (CI) does not have this type of campaign in place nor is it being actively pursued at this time. Sustainability goals of CI are conveyed to students in a more informal fashion, such as during orientation and in on-campus housing on an irregular basis. A more formal campaign may be considered in the future, however it is not currently being planned.

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

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

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

No

**The name of the campaign(s) :**

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

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

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Damien Pena**  
Interim Dean of Students  
Student Affairs

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## Criteria

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

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

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

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

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

Yes

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

Freshman Island View Orientation is a required two-day, overnight program. All incoming freshman students must attend both days of the orientation and stay overnight in our on-campus housing. Parents and guests are invited to attend the concurrent family orientation while their student attends Island View Orientation. Beginning in the summer of 2007, two Island View Orientation administrative processes were migrated to an online format to decrease use of paper as well as materials used for printing and mailing. The hard copy registration form was replaced by an online registration system. An online Pre-Orientation Homework replaced a hard copy mailing of nine documents containing information necessary for students to prepare for orientation. Beginning summer 2008, reusable plastic water bottles for each participant were distributed at check-in in lieu of disposable water bottles at each meal. The water bottles were branded with the New Student Center phone number which provided additional marketing of the Center to incoming students. In the summer of 2009, in an effort to promote sustainability and meet the need of the technology-savvy net-generation, Island View Orientation provided students and guests with a flash drive bracelet containing documents normally printed in hard copy and placed in a folder. Since 2009, flash drives have not been distributed to students, but rather than providing hard copies for each Orientation attendee, hard copies were distributed only to those who wanted the information at the University Marketplace. Approximately 28,000 pages of paper, 1600 envelopes, and 3,400 water bottles are saved each summer by using these sustainability practices. Campus representatives present to incoming students and guests each year to discuss methods for leading a more sustainable life as well as informing them of the ways CSU Channel Islands seeks to serve as a green campus. In addition, The Advising Center adopted strategies to decrease both paper usage and materials used for printing and mailing while assisting students during Orientation.

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

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

# Sustainability Outreach and Publications

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

## Submission Note:

Currently, CSU Channel Islands does not have building signage that highlights green building features. We are currently in the planning stages of installing dashboards that would primarily publicize energy usage on campus, but would also highlight green building features in the future.

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

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

Yes

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

California State University Channel Islands has a sustainability portion of the school web site. The web site includes the mission statement and committee goals of the CI Advisory Committee on Sustainability. The main page of the site includes tips on how to save

electricity, water, and other important resources. Under the tab Campus Sustainability Best Practices, there is a list of the institution's best sustainability efforts. Categories such as transportation, water, waste, and energy are included in the sustainability best practices. The web site also includes information about STARS along with details about each of the four categories, subcategories, and individual credits.

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

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

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

No

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

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

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

Yes

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

The Environmental Science and Resource Management (ESRM) Interface Newsletter and the Biology program's Bioscope Newsletter publish student research on sustainability.

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

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

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

No

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

Currently, CSU Channel Islands does not have building signage that highlights green building features. We are currently in the planning stages of installing dashboards that would primarily publicize energy usage on campus, but would also highlight green building features in the future.

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

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

No

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

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

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

Yes

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

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

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

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

No

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

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

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

Yes

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

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

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

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

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

No

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

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

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

Yes

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

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

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

<http://asi.csuci.edu/about-us.htm>

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

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

Yes

**A brief description of this material :**

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

CI uses Facebook (

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

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

A Sustainable Seafood Survey is conducted every fall semester at California State University Channel Islands in Dr. Sean Anderson's Environmental Science and Resource Management course entitled Coastal and Marine Resource Management. Students in this course survey local (Santa Barbara, Ventura, Los Angeles Counties) supermarkets and restaurants for available seafood products sold. Students are then required to report where and how each seafood item is caught (wild or farmed), processed, fishery location, and list a price.

Students also survey the fish mongers and waiters or waitresses on questions that include: how many people ask about sustainable seafood; are you familiar with MSC, Dolphin Safe, etc; how many customers ask where their seafood comes from? These results are added to an ever-growing database which began in 2007 and now spans 15,000 items/entries. It allows for the examination of trends in sustainable seafood options and the community's awareness of the issues involved. Work is currently underway to expand these assessment efforts across California and the Western U.S.

**The website URL for this material :**

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

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

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**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Linda O'Hirok**

Lecturer

Environmental Science and Resource Management

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

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

Yes

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

In Spring 2009, the Green Generation Club officially became a sanctioned student club at CSU Channel Islands. Dedicated to raising environmental awareness on campus and throughout the community, the Green Generation Club works to establish CI as a positive environmental example through the promotion of education and awareness, while at the same time, advocating for sustainable development and initiating campus environmental programs. Visit the Green Generation Club's Facebook page at

[http://www.facebook.com/groups/281966908508534/?bookmark\\_t=group](http://www.facebook.com/groups/281966908508534/?bookmark_t=group)

[/#!/group.php?gid=88915908885&ref=ts](#) .

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

Long Grade Creek wetland restoration project

Organic Community garden development

Campus recycling

### List other student groups that address sustainability :

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

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

## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

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## Submission Note:

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

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

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

Yes

## A brief description of the garden :

"Monarch Meadows" is a rehabilitation garden operated by Turning Point Foundation at California State University Channel Islands. It offers a place of serenity and healing for mental health clients. Participants spend three mornings a week in the garden learning to plan and make decisions, improve communication and work skills, and increase their powers of observation. CI students are also encouraged to visit the garden. The Environmental Science and Resource Management course, Land Use Planning and Open Space Management, visits this garden every semester when the course is offered. Students learn about native vegetation, the benefits of planting drought tolerant species, and sustainable irrigation practices.

An organic student run garden is under development by the Green Generation Club.

A research garden focused on drought tolerant agriculture is also in development.

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

<http://www.turningpointfoundation.org/programs/special.html>

# Model Room in a Residence Hall

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## Responsible Party

**Cindy Derrico**

Director of Housing and Residential Education  
Housing and Residential Education

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### Submission Note:

We are presently over 100% occupied and do not have space to dedicate to this kind of public display project. When we are able to re-open our show room, we do intend to incorporate these features with signs explaining the sustainable features.

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

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

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

No

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

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

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# Themed Housing

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

As a campus, we have not yet developed theme floors, but it is slated to be a part of our strategic planning for implementation in the next five years.

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

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

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

No

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

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

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

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

<http://www.facebook.com/CSUCIBike>

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

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

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

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

Yes

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

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

CI also operates the California Institute for Social Business which supports the development of sustainable social business enterprises.

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

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

# Sustainability Events

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## Responsible Party

**Donald Rodriguez**

Associate Professor

Environmental Science and Resource Management

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

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

Yes

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

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

**Poe Symposium:** The Poe Symposium is held each year at CSUCI. The 6th Poe Symposium was held on Friday April 16th 2010, and was themed 'Climate Change.' There were six distinguished speakers. The event was well attended by students, faculty, and the community. There were over 200 registered guests, and twice as many people as this attended throughout the day. The 8th Poe Symposium was held on April 20, 2012 and was themed "Agriculture in the Golden State". This event included examination of sustainable agricultural practices.

**Celebration of Excellence:** The Celebration of Excellence is held each year at CSUCI. The 3rd Annual Celebration of Excellence was held on Friday, May 8, 2009. The theme this year was Environmental Sustainability at CSUCI. Posters and presentations including topics such as Climate Change and the Arctic National Wildlife Refuge in Alaska, EcoChallenges, Making a Difference: CSUCI Rideshare, Strategic Initiative on Environmental Sustainability, and Sustainable Design Features. The 4th Annual Celebration of Excellence, entitled STEM @ CI, was held on Wednesday, May 5, 2010 in the John Spoor Broome Library. STEM= Science, Technology, Engineering and Mathematics. Faculty and student posters and presentations including topics such as Research in the Biology Program, Restoring and Monitoring Woodland Habitat in Post-Katrina New Orleans, and Mexico Ramsar Preservation Program.

**Business & Technology Partnership Holiday Mixer:** This annual event featured student, faculty, and staff demonstrations on how the campus is furthering its sustainability efforts. The presentation entitled, 'The Future of Sustainable Agriculture' was presented on December 3, 2009 by keynote speaker Casey Houweling, President and Owner of Houweling Nurseries Ltd., the third largest greenhouse production operator in North America.

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

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

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

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

# Outdoors Program

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## Responsible Party

**Josh Wade**

Coordinator of Lifetime Leisure Programs  
Campus Recreation

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

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

Yes

**A brief description of the program :**

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

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

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

## Themed Semester or Year

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### Responsible Party

**Debra Hoffmann**

Information Literacy Coordinator

Library Services

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

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

Yes

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

In the academic year of 2005-2006, the book chosen for the Campus Reading Celebration was *The Open Space of Democracy* by Terry Tempest Williams. In *The Open Space*, Terry Tempest Williams presents a sharp-edged perspective on the ethics and politics of place, spiritual democracy, the environment, and the responsibilities of citizen engagement. In academic year 2009-2010, *Creating a World without Poverty: Social Business and the future of Capitalism* by Dr. Muhammad Yunus was chosen. *Creating a World Without Poverty* describes how Yunus launches social businesses in partnership with some of the world's most visionary business leaders. In both cases, many courses had themes based on these books, and the authors spoke on campus to students, faculty, staff, and guests.

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

*The Open Space of Democracy* by Terry Tempest Williams; *Creating a World Without Poverty: Social Business and the Future of Capitalism* by Dr. Muhammad Yunus

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

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

# Curriculum

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

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

# Sustainability Course Identification

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

### Part 1

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

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

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

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

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

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

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

Yes

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

Sustainability focuses on dynamic relationships among the environment, economy, and society. Sustainability encompasses how environmental and ecological issues are intertwined with economic, social, and health wellness, and how human society's actions interconnect with these issues. Being sustainable requires addressing these issues so as to meet the needs of the present without compromising the ability of future generations to meet their own needs.

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

Yes

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

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

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

Yes

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

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

# Sustainability-Focused Courses

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution offers sustainability-focused academic courses.

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

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

## The number of sustainability-focused courses offered :

43

## The total number of courses offered :

546

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

ANTH 104 Introduction to Bioanthropology  
ANTH 345 Human Evolution and Diversity  
ANTH332 Human Ecology  
BIOL 313 Conservation Biology  
BIOL 335 The Biosphere  
BIOL 342 The Zoo  
BIOL 345 Science and Public Policy  
BIOL 493 Service Learning at the Zoo  
BUS 342 The Zoo  
BUS 493 Service Learning at the Zoo  
CHEM 101 Chemistry and the Environment  
CHEM 301 Environmental Chemistry: Atmosphere and Climate  
CHEM 302 Environmental Chemistry: Soil and Water  
CHS 292 Chicana/o Studies Service Learning and Civic Engagement  
CHS 343 Health Issues in the Latina/o Community  
CHS 401 Latina/o Workers in a Global Economy  
[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

CHS 499 Independent Research  
ECON 342 The Zoo  
ECON 493 Service Learning at the Zoo  
EDUC 342 The Zoo  
EDUC 493 Service Learning at the Zoo  
ENGL 337 Literature of the Environment  
ENGL 338 Science and Conscience  
ENGL 342 Environmental History  
ESRM 100 Introduction to Environmental Science and Resource Management  
ESRM 105 Environmental Issues in Geography  
ESRM 200 Principles of Resource Management, Conservation, and Stewardship  
ESRM 313 Conservation Biology  
ESRM 332 Human Ecology  
ESRM 350 Ecological Restoration Design and Construction  
ESRM 352 Theory and Practice of Ecological Restoration  
ESRM 462 Coastal and Marine Resource Management  
ESRM 463 Water Resources Management  
ESRM 464 Land Use Planning and Open Space Management  
ESRM 499 Capstone  
HIST 342 Environmental History  
PHYS 170 Foundations in Physical Science  
PHYS 338 Science and Conscience  
POLS 345 Science and Public Policy  
SOC 440 Population Studies

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

[http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-focused-courses  
.htm](http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-focused-courses.htm)

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

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

# Sustainability-Related Courses

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution offers sustainability-related academic courses.

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

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

## The number of sustainability-related courses offered :

119

## The total number of courses offered :

546

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

ANTH 102 Cultural Anthropology  
ANTH 310 Civilizations of Ancient Landscape: World Archaeology  
ANTH 444 Values and Valuables  
ANTH 332 Human Ecology  
ART 100 Understanding Fine Arts Processes  
ART 101 What is Art?  
ART 331 Art, Society, and Mass Media  
ART 435 Postmodern Visual Culture  
ART 451 Diversity in the Visual Arts  
ART 489 Arts Seminar  
ART 490 Special Topics in Art  
ART 499 Arts Capstone Project  
BIOL 100 Exploring the Living World  
BIOL 200 Principles of Organismal and Population Biology  
BIOL 203 Quantitative Methods for Biology  
BIOL 213 Sex, Germs and Diseases  
[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

BIOL 215 Animal Diversity  
BIOL 301 Microbiology  
BIOL 302 Genetics  
BIOL 303 Evolutionary Biology  
BIOL 304 Comparative Animal Physiology  
BIOL 310 Vertebrate Biology  
BIOL 311 Plant Biology and Ecology  
BIOL 312 Marine Biology  
BIOL 316 Invertebrate Zoology  
BIOL 317 Parasitology  
BIOL 318 Medical Mycology  
BIOL 326 Scientific and Professional Ethics  
BIOL 332 Cancer and Society  
BIOL 333 Emerging Public Health Issues  
BIOL 334 Natural History of Ventura County  
BIOL 402 Toxicology  
BIOL 406 Evolutionary Biogeography  
BIOL 407 Behavioral Ecology  
BIOL 421 Virology  
BIOL 422 Molecular Plant Physiology  
BIOL 432 Principles of Epidemiology and Environmental Health  
BIOL 433 Ecology and the Environment  
BIOL 450 Ichthyology  
BIOL 451 Ornithology  
BIOL 492 Internship  
BIOL 494 Independent Research  
BIOL 497 Directed Study  
BIOL 499 Senior Capstone in Biology  
BUS 336 Social Entrepreneurship  
CHEM 344 Energy and Society  
CHEM 494 Independent Research  
CHS 100 Chicana/os in Contemporary Society  
CHS 350 Chicana/o History and Culture  
COMM 331 Art, Society, and Mass Media  
COMM 443 Environmental Communication  
COMM 450 Environmental Conflict Resolution  
COMM 490 Special Topics  
COMM 492 Internship  
COMM 494 Independent Study  
COMM 499 Capstone  
ECON 362 Environmental Economics  
ECON 448 Globalization and Development  
EDSS 542 Teaching Science in High Schools  
EDSS 532 Teaching Science in Middle Schools  
ENGL 105 Composition and Rhetoric II  
ENGL 107 Advanced Composition and Rhetoric  
ENGL 342 Environmental History  
ENGL 465 Creative Writing Project

ENGL 490 Special Topics  
ENGL 494 Independent Study/Senior Research  
ESRM 329 Environmental Law and Policy  
ESRM 332 Human Ecology  
ESRM 340 Politics and the Environment  
ESRM 341 The National Park  
ESRM 351 Field Methods: Monitoring and Assessment  
ESRM 410 Environmental Impact Assessment  
ESRM 440 Population Studies  
ESRM 443 Environmental Communication  
ESRM 450 Environmental Conflict Resolution  
ESRM 482 Issues in Environmental Planning and Resource Management  
ESRM 491 Capstone Preparation  
ESRM 492 Service Learning / Internship  
ESRM 493 Service Learning at the Zoo  
ESRM 494 Independent Research  
ESRM 499 Capstone  
GEOL 121 Physical Geology  
GEOL 122 Historical Geology  
GEOL 300 Foundations of Earth Science  
GEOL 310 California Geology  
GEOL 321 Environmental Geology  
GEOL 322 Sedimentology, Stratigraphy, Groundwater Hydrology  
HIST 332 Narratives of Southern California  
HIST 336 Oceans of World History  
HIST 339 Business in China: Heritage and Change  
HIST 349 History of Business and Economics in North America  
HIST 350 Chicana/o History and Culture  
HIST 369 California History and Culture  
HIST 374 United States Since 1945  
HIST 380 History of the Pacific Islands  
HIST 393 Contemporary China  
HIST 395 Modern Japan  
HIST 470 People and Everyday Life in Early America  
HIST 492 Internship/ Service Learning  
HIST 342 Environmental History  
MATH 494 Independent Research  
MGT 326 Scientific and Professional Ethics  
PHYS 103 How Things Work  
PHYS 344 Energy and Society  
PHYS 490 Topics in Physics  
PHYS 492 Internship  
PHYS 497 Directed Studies  
POLS 450 Environmental Conflict Resolution  
SOC 201 Social Problems  
SOC 330 Political Sociology  
SOC 336 Social Entrepreneurship  
SOC 352 Social Movements

SOC 372 Urban Sociology  
SOC 425 Contemporary Immigration Issues  
SOC 448 Globalization and Development  
SOC 448 Globalization and Development  
UNIV 391 United States Travel Study Experience  
UNIV 392 International Experience  
UNIV 498 Faculty-Student Collaborative Research

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

[http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-related-courses  
.htm](http://www.csuci.edu/sustainability/stars/education-and-research/sustainability-related-courses.htm)

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

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

# Sustainability Courses by Department

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

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

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

16

## The total number of departments that offer courses :

24

## A list of departments that offer sustainability courses :

Anthropology (ANTH, SOC)  
Art (ART)  
Biology (GEOL)  
Business (BUS, MGT)  
Chemistry (CHEM)  
Chicana/o Studies (CHS)  
Communication (COMM)  
Economics (ECON)  
Education (EDUC, EDSS)  
English (ENGL)  
Environmental Science and Resource Management (ESRM)  
History (HIST)  
Math (MATH)  
Physics (PHYS)  
Political Science (POLS)  
University (UNIV)

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

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

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

[Sustainability Courses\\_Foc and Rel\\_List.doc](#)

# Sustainability Learning Outcomes

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

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

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

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

512

## Total number of graduates :

784

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

BS in Biology

- Biology
- Cell & Molecular
- Ecology
- Medical Imaging

BA in Biology

- Biology
- Ecology
- Pre-Professional
- Subject Matter

MS in Biotech & Bioinformatics

Master of Business Administration

BS in Business

BA in Chemistry

BS in Chemistry

- Biochemistry
- Chemistry

BA in Communication

BA in Economics

BS in Environmental Science and Resource Management

- Environmental Science
- Resource Management

BA in Political Science

BA in Sociology

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

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

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

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

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

Environmental Science and Resource Management Learning Outcomes:

- \* Identify the scientific, social scientific and humanistic aspects of environmental issues
- \* Identify, locate, evaluate, synthesize and present current research and information on environmental issues
- \* Define environmental problems from the perspectives of both environmental science and resource management
- \* Evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management
- \* Use the methodologies of the natural and social sciences to formulate testable hypotheses concerning environmental problems and issues.
- \* Collect, organize, analyze, interpret and present quantitative and qualitative data.
- \* Make use of current, technological tools in the collection, organization, analysis and interpretation of data.

# Undergraduate Program in Sustainability

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## Responsible Party

**Donald Rodriguez**

Associate Professor

Environmental Science and Resource Management

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## Criteria

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

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

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

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## Submission Note:

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

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

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

Yes

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

Environmental Science and Resource Management

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

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

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

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

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

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

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

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# Graduate Program in Sustainability

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

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

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

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## Submission Note:

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

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

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

No

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

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

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

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

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

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

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

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# Sustainability Immersive Experience

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

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

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

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

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

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

Yes

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

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

To learn more about these four Sustainability Immersive Experiences:

ESRM 492 Trip to New Orleans: Sean Anderson,

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

.

University 392 Mexican Mangroves and Wildlife: Donald Rodriguez, [Donald.Rodriguez@csuci.edu](mailto:Donald.Rodriguez@csuci.edu); and Bradley Monsma,

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

.

University 392 Technology in Japan: Simone Aloisio,

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

.

Biology/Political Science 345 Climate Change and the Arctic National Wildlife Refuge: Amy Denton, [Amy.Denton@csuci.edu](mailto:Amy.Denton@csuci.edu); and Scott Frisch,

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

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**The website URL where information about the immersive experience is available :**

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

# Sustainability Literacy Assessment

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## Responsible Party

**Donald Rodriguez**

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

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

Yes

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

No

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

[CSUCI Sustainability Literacy Assessment.doc](#)

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

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

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

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

The survey contains four parts that evaluated students based on demographic information, knowledge of environmental sustainability, sustainable behavior and environmental sustainability on campus. The survey was administered online to reduce waste via the CI web [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

portal.

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

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

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

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

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

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

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

# Incentives for Developing Sustainability Courses

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## Responsible Party

**Ed Nuhfer**

Director of Faculty Development  
Office of Faculty Development

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## Criteria

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

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

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

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## Submission Note:

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

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

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

Yes

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

Incentives for Developing Sustainability Courses

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

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

(1) Travel Support for development of an interdisciplinary campus symposium.

(2) Annual winter writing retreat.

(3) Guest lectures involve conveying the kinds of student learning needed to do successful interdisciplinary high-level evaluative thinking that is required for understanding and applying concepts of sustainability.

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

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

Additional information is available at

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

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

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

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

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

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

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

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## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

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## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

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

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

Yes

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

Sustainability research constitutes investigations that explore these relationships as well as inquiries focused on topics within natural resources that inform current and future status and use may be considered as lying within the realm of sustainability research.

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

Yes

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

A faculty research survey was created in the fall of 2010 through the Office of the Dean of Faculty. The survey was sent to all faculty members who were asked to provide the following information: first and last name, academic department, research project name, research project description, and a website associated with each research project. These responses were then organized and made publicly available online.

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

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

Yes

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

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

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

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

27

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

83

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

Alarcon, Ruben (Biology)  
Aloisio, Simone (Chemistry)  
Anderson, Sean (Environmental Science and Resource Management)  
Blodgett, Michael (History)  
Buschmann, Rainer (History)  
Cartwright, Rachel (Biology)  
Chapman, Angela (Biology)  
Clarke, Tracylee (Communication)  
Cogan, Christopher (Environmental Science and Resource Management)  
Contreras, Cathy (Education)  
Delaney-Rivera, Colleen (Anthropology)  
Downey, Dennis (Sociology)  
Francois, Marie (History)  
Frisch, Scott (Political Science)  
Furmanski, Matt (Art)  
Grier, Jeanne (Education)  
Grove, Andrea (Political Science)  
Hampton, Philip (Chemistry)  
Hughes, Thomas (Political Science)

Leonard, Kathryn (Mathematics)  
Mihalopolous, Catie (Art)  
Monsma, Bradley (English)  
Norris, Steven (Biology)  
Nuhfer, Ed (Faculty Development)  
Rieger, Ron (Computer Science)  
Rodriguez, Donald (Environmental Science and Resource Management)  
Wakelee, Dan (Political Science)

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

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

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

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

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

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

# Departments Engaged in Sustainability Research

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## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

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## Criteria

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

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

---

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

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

24

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

14

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

Anthropology

Art

Biology

Chemistry

Communication

Computer Science

Education

English

Environmental Science and Resource Management

Geology

History

Mathematics

Political Science

Sociology

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

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

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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

[Department Research\\_ER Credit 17.xls](#)

# Sustainability Research Incentives

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## Responsible Party

**Sadiq Shah**

Associate Vice President for Research and Sponsored Programs  
Research and Sponsored Programs

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## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

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

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

Yes

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

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

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

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

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

Yes

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

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

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

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

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

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

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

# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Renny Christopher**

Associate Provost

Academic Affairs

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## Criteria

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

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### Submission Note:

-Interdisciplinary research is addressed in the university's RTP policy, SP 08-12, and in the following Program Personnel Standards  
-Departments that apply to "D" = Business & Economics, Chemistry, Computer Science, English, Library, Math & Physics, Political Science, Sociology & Anthropology

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

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

## Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

## A brief description or a copy of the institution's policy regarding interdisciplinary research :

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

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

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

-D. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

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

- o 1. A scholarship of discovery - pursuing knowledge, covering all aspects of research and disciplinary discovery;
- o 2. A scholarship of integration - bringing knowledge and discovery into larger patterns and contexts and working in and across

disciplines;

- o 3. A scholarship of teaching and learning - investigating and assessing teaching methods and practices and their impact on student learning outcomes;
- o 4. A scholarship of engagement - using research and knowledge to engage in problems that affect individuals, institutions, and society.

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

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

# Operations

## Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Raudel Banuelos**

Associate Director of Building and Grounds  
Facility Services

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## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

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

1020177 Square Feet

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

1020177 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

Campus Sustainability Data Collector | AASHE | Sierra Magazine

0 Square Feet

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

<http://www.calstate.edu/eo/EO-987.html>

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

[EO-9871.pdf](#)

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

August 2, 2006

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

California State University Channel Islands (CI) follows the CSU Office of the Chancellor's Executive Order Number 987, which encourages campuses to continue to adopt an integrated design approach that includes sustainable materials and practices. It also requires new goals for energy conservation, and the purchase and generation of renewable power. CI also follows the 2010 California Green Building Standards Code (CAL Green), requiring all new buildings reduce water consumption, employ building commissioning to increase building system efficiencies, divert construction waste from landfills, and install low pollutant emitting finish materials. CAL Green's mandatory measures establish a minimum for green construction practices, and incorporate environmentally responsible buildings into the everyday fabric of California cities without significantly driving up construction costs in a slow economy.

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

---

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

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# Building Design and Construction

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

---

## Criteria

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

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

and/or

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

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

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

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

389783 *Square Feet*

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

389783 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

<http://www.calstate.edu/EO/EO-987.html>

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

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

August 2, 2006

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

The University has developed Design Guidelines that are provided to planning & design consultants, and contractors at the start of a capital project which describes sustainable strategies either required or suggested to be incorporated into the completed project. Additionally, sustainable design charettes are required to during the planning or design phase of the project to identify specific strategies to meet the stated guidelines included in the CSU Policy and Design Guidelines. Throughout the design and construction documentation phases, University staff and campus engineering consultants review the progress of the design to ensure that the project is compliant with the Policy and Guidelines, as well as what was approved during the sustainability charette. During the construction phase and at completion of the project, the campus' commissioning agent is reviewing the progress of the project to ensure continued compliance with these, and to enable the project to be occupied with all of the building systems fully commissioned and operating at the stated efficiencies.

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

---

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

---

## Responsible Party

**Dave Chakraborty**

Associate Vice President  
Operations, Planning, and Construction

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## Criteria

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

---

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

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

758620 Square Feet

## **Total occupied building space :**

758620 Square Feet

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

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

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

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

CI, as well, takes complaints very seriously. Complaints are logged into our work order system, CMMS, for proper tracking and resolution. Actions would include meeting with the complainant, identifying possible causes and steps that may include verifications of air flows, a recheck on control sensors, and physical checks on all equipment. Adjustments or actions are made as needed at that time and verified for mitigation of the issue.

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

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

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# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

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

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

### Part 1

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

### Part 2

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

---

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

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

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

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

Yes

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

No

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

Yes

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

No

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

No

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

No

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

No

**If yes, please specify :**

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

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

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

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

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

---

## Submission Note:

CSU Channel Islands has recently taken initiative in developing a Greenhouse Gas Emission Inventory in December 2010. Unfortunately, CI will not have results for this credit until the inventory is complete.

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

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

---

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

---

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

---

## On-campus residents, 2005 :

---

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

---

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

---

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

---

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

---

**Carbon offsets purchased, performance year :**

---

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

---

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

---

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

---

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

---

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

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# Air Travel Emissions

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## Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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### Submission Note:

CSU Channel Islands does not have a policy or program in place to reduce emissions from air travel. This is something the institution should consider in the future.

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

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

No

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

---

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

---

# Local Offsets Program

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**Responsible Party**

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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

**Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :**

No

**A brief description of the program :**

---

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

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# Dining Services

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

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

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

---

## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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## Criteria

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

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

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

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

---

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

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

20

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

All coffee purchased is certified by Rainforest Alliance

90% of fish purchased meets Monterey Bay Aquarium Seafood Watch standards

60% of produce is purchased within 250 miles of campus

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

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**Responsible Party**

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

---

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

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

:

Yes

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

California State University Channel Islands has jumped onto the bandwagon and excluded all trays from the Islands Café, located off of University Dr. in hopes of eliminating food waste and useless energy usage.

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

---

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

---

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

---

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

---

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

---

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

---

## Vegan Dining

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### Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

Yes

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

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

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

---

# Trans-Fats

---

## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

Yes

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

California State University Channel Islands (CI) does not use or purchase any frying oils that includes trans-fats and seeks to avoid foods that consist of it in dining operations.

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

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## Guidelines for Franchisees

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**Responsible Party**

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

**Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :**

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**A brief description of the guidelines for franchisees :**

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

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# Pre-Consumer Food Waste Composting

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**Responsible Party**

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

No

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

California State University Channel Islands does not have a pre-consumer food waste composting program.

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

---

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

---

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

---

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

---

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

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# PostConsumer Food Waste Composting

---

## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

No

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

California State University Channel Islands does not have a post-consumer food waste composting program.

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

---

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

---

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

---

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

---

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

---

# Food Donation

---

## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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### Submission Note:

California State University Channel Islands does not donate leftover or surplus food. Careful planning is applied each day in all dining services. As a result, CI does not have enough food to donate.

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

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

No

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

---

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

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## Recycled Content Napkins

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**Responsible Party**

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

Yes

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

California State University Channel Islands does use recycled content napkins in its dining operations.

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

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# Reusable Container Discounts

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## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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### Submission Note:

CSU Channel Islands, at the moment, does not have reusable mugs; however, will plan on having them in the near future.

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

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

No

**A brief description of the reusable mug program :**

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

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

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

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# Reusable To-Go Containers

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## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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### Submission Note:

California State University Channel Islands does not provide reusable containers for to-go foods; however, biodegradable containers are being used.

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

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

No

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

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

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# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Dave Chakraborty**

Director of Construction and Operations  
Operations, Planning and Construction

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## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## Total building energy consumption, 2005 :

112837.10 MMBtu

## Building space, 2005 :

560733 Gross Square Feet

## Total building energy consumption, performance year :

147354.30 MMBtu

## Building space, performance year :

901743 Gross Square Feet

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

7/1/2009 through 6/30/2010

## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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## Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

---

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

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

0 MMBtu

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

0 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

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

0 MMBtu

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

767700 MMBtu

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

95578.24 MMBtu

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

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

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

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

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

### DESCRIPTION OF THE CO-GENERATION FACILITY

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

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

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

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

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

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# Timers for Temperature Control

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## Responsible Party

**Dave Chakraborty**

Associate Vice President  
Operations, Planning, and Construction

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

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

Yes

## A brief description of the technology used :

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

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

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

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

<http://www.automatedlogic.com/home/>

# Lighting Sensors

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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

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**Responsible Party**

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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

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

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

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# Vending Machine Sensors

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## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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

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

Yes

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

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

### **The percentage of vending machines with sensors :**

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

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# Energy Management System

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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

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

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

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

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

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



# Energy Metering

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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

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

Yes

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

California State University Channel Islands (CI) has a vast number of energy meters that are going in various locations. Most of the buildings that are either new or being renovated as part of the Infrastructure Improvement Project are being provided with Shark 200-S electric meters for electricity. The campus will soon be migrating from steam use in Buildings to hot water use; therefore, there will not be a need to meter steam on a building by building basis. However, there is a central steam meter that measures steam flow delivered to the whole campus. Each renovated building will have hot water flow meter and chilled water flow meter. These meters are typically turbine type flow meters (old way) or full bore magnetic flow meters (recent trend). All metered data are intended to be gathered in a central server through either the ALC energy management system (for Chilled water and Hot water) or Campus Ethernet network (for electric meters). CI has currently ongoing software and database work that is designed to show hourly, daily, weekly, monthly and yearly usage numbers and comparisons.

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

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

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# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

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## Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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## Criteria

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

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

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

## The size of the campus grounds :

125 Acres

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

125 Acres

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

Integrated Pest Management, is a service provided by a purchase order established with a vendor (ORKIN). Contractors are responsible for familiarity with California State University (CSU) General Provisions for Commodity and Service Acquisitions.

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

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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**Responsible Party**

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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

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**Responsible Party**

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :**

No

**A brief description of the institution's Tree Campus USA program :**

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

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# Snow and Ice Removal

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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

**Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :**

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**A brief description of the snow and ice removal program, policy, or practice :**

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

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# Landscape Waste Composting

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## Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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

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

Yes

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

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

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

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

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

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# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Indy Valencia**

IT Consultant

Division of Academic & Information Technology

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

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

Yes

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

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

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

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

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

Yes

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

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

Snapshot | Page 107

46821.93 *US/Canadian \$*

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

0 *US/Canadian \$*

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

273341.82 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

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

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

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

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

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**Total expenditures on cleaning products :**

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

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## Responsible Party

**Valerie Patscheck**

Manager

Procurement & Support SVCS

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

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

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

Yes

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

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

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

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

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

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

Yes

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

0 *US/Canadian \$*

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

544889 *US/Canadian \$*

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

0 *US/Canadian \$*

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

0 *US/Canadian \$*

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

0 *US/Canadian \$*

**Total expenditures on office paper :**

634926 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**Valerie Patscheck**

Manager

Procurement & Support SVCS

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## Criteria

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

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

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

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

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

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

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## Historically Underutilized Businesses

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**Responsible Party**

**Valerie Patscheck**

Manager

Procurement & Support SVCS

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

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

Yes

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

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

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

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

## Local Businesses

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**Responsible Party**

**Valerie Patscheck**

Manager

Procurement & Support SVCS

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

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :**

Yes

**A brief description of the program :**

Whenever possible, California State University Channel Islands (CI) tries to award business to local businesses in Camarillo or the surrounding area to support our local economy and provide expedient service to the campus as well.

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

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# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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**Criteria**

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

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

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

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

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

0

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

0

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

0

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

74

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

0

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

0

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

0

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

0

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

112

# Student Commute Modal Split

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## Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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## Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

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

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**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

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**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

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**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation :**

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**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

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**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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# Employee Commute Modal Split

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## Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

32

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

68

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

23

**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

6

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

3

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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# Bicycle Sharing

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**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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**Submission Note:**

California State University Channel Islands does not have a bicycle-sharing program; however, is considering adopting one in the future.

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

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

No

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :**

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

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# Facilities for Bicyclists

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## Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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### Submission Note:

CSU Channel Islands does not have an indoor secure bike storage.

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

**Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :**

No

**A brief description of the facilities :**

California State University provides bike racks at exterior locations across the campus for temporary and long term storage, and has shower/locker facilities centrally located in the campus recreation facility (Arroyo Hall).

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

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# Bicycle and Pedestrian Plan

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**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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**Submission Note:**

California State University Channel Islands does not have a bicycle plan in place.

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

**Has the institution developed a bicycle plan? :**

No

**A brief description of the plan :**

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

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# Mass Transit Programs

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## Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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

### **Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :**

Yes

### **A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :**

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

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

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## Condensed Work Week

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### Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :**

Yes

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

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

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

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# Telecommuting

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**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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

**Does the institution offer a telecommute program for employees? :**

Yes

**A brief description of the program :**

California State University Channel Islands offers a tele-commuting program for employees.

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

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## Carpool/Vanpool Matching

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### Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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

### Does the institution participate in a carpool/vanpool matching program? :

Yes

### A brief description of the program :

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

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

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## Cash-out of Parking

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### Responsible Party

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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### Submission Note:

California State University Channel Islands does not cash out parking spaces to those who do not drive to work due to there is no assigned parking.

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

**Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?**

:

No

**A brief description of the program :**

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

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## Carpool Discount

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**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services  
Transportation and Parking

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

**Does the institution offer reduced parking fees for car and van poolers? :**

Yes

**A brief description of the program :**

California State University Channel Islands (CI) offers their students, faculty, and staff an opportunity to receive a discount when one carpools.

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

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## Local Housing

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**Responsible Party**

**Deanne Ellison**

Manager, Events and Customer Services

Transportation and Parking

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

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

Yes

**A brief description of the incentives or programs :**

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

**The website URL where information about the incentives or programs is available :**

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# Prohibiting Idling

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## Responsible Party

**Bill Kupfer**

Director Environment, Safety, Risk Management  
Human Resources

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

## Has the institution adopted a policy prohibiting idling? :

Yes

## A brief description of the policy :

Off Road Diesel Vehicles  
Prohibition on Extended Idling

### 1. Introduction

The State of California Air Resource Board has developed regulations to reduce diesel particulate matter and criteria pollutant emissions from off-road diesel fueled vehicles. These regulations impact the University in several ways, one of which is a prohibition on unnecessary vehicle idling.

The regulation applies to all self propelled off-road diesel vehicles over 25 horsepower owned by the University. These include diesel mowers, tractors, back hoes, street sweepers and other “off road” equipment.

### 2. Definitions

Off Road Vehicle – Off-road vehicles are self propelled vehicles that can not be registered and driven safely on-road or were not designed to be driven on-road and are not an implement of husbandry or a recreational off-highway vehicle.

### 3. Authority/References

California Code of Regulations; Title 13, Section 2449, General Requirements for In-Use Off-Road Diesel-Fueled Fleets

### 4. Prohibition on Extended Idling of Off Road Diesel Vehicles

No vehicle or engine subject to this regulation may idle for more than five consecutive minutes. The idling limits took effect on June 15, 2008 when the off road diesel regulation became effective under California law.

The five minute idling limit does not apply to:

- Idling when queuing
- Idling to verify that the vehicle is in safe operating condition
- Idling for testing, servicing, repairing or diagnostic purposes
- Idling necessary to accomplish work for which the vehicle was designed (e.g. operating a crane or holding a load)

- Idling to bring the machine system to operating temperature as specified by the manufacturer
- Idling necessary to ensure safe operation of the vehicle

Generally, idling over five minutes is allowed to accomplish necessary functions (for example, concrete agitation, holding a load) or to ensure health and safety of operators or others in the work area (for example, providing air conditioning or heat to ensure health and safety of the vehicle operator).

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

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## Car Sharing

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### Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

California State University Channel Islands does not have a car sharing program, but will participate in ZipCar in the Fall of 2011.

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

### Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

### A brief description of the program :

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

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

<http://www.csuci.edu/parking/zipcar.htm>

# Waste

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

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

### Weight of materials recycled, 2005 baseline year :

226 Tons

### Weight of materials composted, 2005 baseline year :

785 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

251.85 Tons

### Weight of materials recycled, performance year :

579 Tons

### Weight of materials composted, performance year :

170 Tons

### Weight of materials disposed as garbage, performance year :

789 Tons

### List the start and end dates of the waste reduction performance year :

7/1/2009 through 6/31/2010

### On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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

1746

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

862

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

731

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

5207

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

1739

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

7/1/2009 through 6/31/2010

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

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**A brief description of the plan of action to achieve waste reduction goals :**

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**The website URL where information about the institution's waste reduction initiatives is available :**

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# Waste Diversion

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## Responsible Party

**Jim Walsh**

Manager of Construction  
Planning, Design, Construction

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

749 Tons

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

789 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

---

# Construction and Demolition Waste Diversion

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## Responsible Party

**Jim Walsh**

Manager of Construction  
Planning, Design, Construction

---

## 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

## Amount of construction and demolition materials recycled, donated, or otherwise recovered :

635.03 Tons

## Amount of construction and demolition materials landfilled or incinerated :

0 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

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

# Electronic Waste Recycling Program

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## Responsible Party

**Raudel Banuelos**

Assistant Director

Operations, Planning & Construction

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## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

No

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

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

**A brief description of the electronic waste recycling program for institution-generated materials :**

Possible Ways of E-Waste Disposal by the Property Coordinator

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

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

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

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

**A brief description of the electronic waste recycling program for student-generated materials :**

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**The website URL where information about the e-waste recycling program is available :**

[http://www.csuci.edu/accounting/Guidelines\\_and\\_Procedures\\_.htm](http://www.csuci.edu/accounting/Guidelines_and_Procedures_.htm)

# Hazardous Waste Management

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## Responsible Party

**Bill Kupfer**

Director Environment, Safety, Risk Management  
Human Resources

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## Criteria

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

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## Submission Note:

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

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

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

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

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

Yes

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

Hazardous waste source reduction at California State University Channel Islands (CI) is characterized by a small number of highly effective programs and procedures, appropriate for our small campus; examples follow. The Art program performs waste segregation of ceramic glaze waste from the overall clay/water/ceramics studio waste stream; this results in a dramatic reduction in hazardous waste volume. The Art program also utilizes product substitution for glazes and sandblasting to minimize waste. Art also directs all oil based paint waste to the campus solvent recycling for energy program. The campus maintenance shop for painting has nearly eliminated the generation of hazardous waste from both oil based paint wastes through solvent recycling, and water based paint waste through drying, analytical testing, and disposed as low volume non-hazardous solid waste. The Science programs have generally moved toward micro scale procedures for teaching labs. The sciences are continually evaluating options for lower hazard, lower volume or no hazard procedures for teaching; e.g., biology has moved away from toxic to non toxic tissue fixatives. Biology and chemistry also have an

informal materials exchange wherein surplus chemicals are donated rather than disposed and small quantities of unusual or one time use materials are borrowed to prevent unnecessary purchases.

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

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

**The website URL where information about hazardous materials management is available :**

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

**Responsible Party**

**Valerie Patscheck**

Manager

Procurement & Support SVCS

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

**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

Yes

**A brief description of the program :**

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

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

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## Limiting Printing

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### Responsible Party

**Missy Jarnagin**

Manager

Budget & Financial Reporting

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### Submission Note:

At the beginning of the fall semester, students receive a one-time \$15 printing/copying allowance, which was included in their student fees. Students have the option to add additional amounts throughout the year.

For labs, students do not have limits on printing, but the rooms have limited access for enrolled students only.

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

**Does the institution limit free printing for students in all computer labs and libraries? :**

No

**A brief description of how printing is limited :**

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

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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

### **Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

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

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

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

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

<http://www.csuci.edu/academics/scheuleandcatalog.htm>

# Chemical Reuse Inventory

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## Responsible Party

**Bill Kupfer**

Director Environment, Safety, Risk Management

Human Resources

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

## Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

Yes

## A brief description of the program :

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

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

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

# Move-In Waste Reduction

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## Responsible Party

**Janel Suliga**  
Assistant Director  
HRE-Housing Administrator

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

### **Does the institution have a program to reduce residence hall move-in waste? :**

Yes

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

California State University Channel Islands'(CI)incoming residents are prompted with what items they should or should not bring when moving into Housing. Students are provided with cleaning items, throughout the semester, that are available to check out in the two Village Offices: Anacapa and Santa Cruz.

Cleaning Items: Vacuum cleaners, buckets mops, brooms, dust pans, and Zip-its.

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

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# Move-Out Waste Reduction

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## Responsible Party

**Janel Suliga**  
Assistant Director  
HRE-Housing Administrator

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

### Does the institution have a program to reduce residence hall move-out waste? :

Yes

### A brief description of the program :

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

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

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# Water

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

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

## Water consumption, 2005 baseline year :

151161076 Gallons

## Water consumption, performance year :

139117528 Gallons

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

7/1/2009 through 6/31/2010

## On-campus residents, 2005 :

355

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

1746

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

862

## On-campus residents, performance year :

731

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

5207

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

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

7/1/2009 through 6/31/2010

**Indication of whether institution has a stated commitment to water use reduction goals :**

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**A brief description of the plan of action to achieve water use reduction goals :**

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

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# Stormwater Management

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

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

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

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

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**Does the institution have a living or vegetated roof? :**

No

**A brief description of the institution's living or vegetated roof :**

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**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

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

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

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

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

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

No

**A brief description of the institution's vegetated swales :**

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**Does the institution employ any other technologies or strategies for stormwater management? :**

Yes

**A brief description of other technologies or strategies for stormwater management employed :**

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

## Waterless Urinals

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### Responsible Party

**Dave Chakraborty**

Director of Construction and Operations  
Operations, Planning and Construction

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

### Does the institution use at least one waterless urinal? :

Yes

### A brief description of the technology employed :

California State University Channel Islands (CI) has 64 urinals throughout the campus. Only 4 are not waterless. Each waterless urinal conserves up to 40,000 gallons or more per year. Waterless urinals are inexpensive to purchase and install, since there is no flushing mechanism. All that is required is a drainage outlet. Maintenance is reduced to a periodic changing of the cartridge and quick cleanup. We have eliminated costs associated with stuck or broken valves from normal wear and vandalism, plus reduced pipe cleaning, since lines remain free of calcification due to no hard water running through them. Also, reduced energy costs associated with transporting water to and from urinals.

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

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# Building Water Metering

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## Responsible Party

**Dave Chakraborty**

Director of Construction and Operations  
Operations, Planning and Construction

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

### **Does the institution have building-level water consumption meters for at least one building? :**

Yes

### **A brief description of the water metering employed :**

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

### **The percentage of building space with water metering :**

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

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# Non-Potable Water Usage

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## Responsible Party

**Raudel Banuelos**

Assistant Director

Operations, Planning & Construction

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

### **Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

### **A brief description of the source of non-potable water and how it is used :**

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

### **The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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### **The percentage of building space using water from recovered, reclaimed or untreated sources :**

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### **The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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

### **Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

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

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

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

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# Weather-Informed Irrigation

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## Responsible Party

**Raudel Banuelos**

Director of Buildings and Grounds  
Operations, Planning, and Construction

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

**A brief description of how weather data or sensors are used :**

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

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

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# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

CI Sustainability Task Force

The committee will develop, propose and recommend campus policies and procedures on sustainability. The committee will identify and prioritize practices and programs to further the University's sustainability efforts. The committee will lead and integrate the best methods of environmental stewardship into campus operations. It will also advance the institution's engagement in sustainability at a local, state, and global level. The committee will be charged with developing recommendations for campus sustainability with the goal of sustainable leadership in:

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

## Members of the committee, including affiliations :

Simone Aloisio, Chemistry Faculty  
Christopher Cogan, Environmental Science and Resource Management Faculty  
John H. Gormley, Operations, Planning & Construction  
Dave Nirenberg, University Glen Corporation (Food Service)  
Anna Pavin, Human Resources  
Amy Spandrio, Student Affairs

MacKenzie Garcia, Student Government Representative  
Rebecca Cano, Student Government Representative  
Janel Suliga, Housing and Residential Education  
Dan Wakelee, Academic Affairs  
Cindy Wyels, Math Faculty  
Nitika Parmar, Biology Faculty  
John Griffin, Management Faculty  
Dave Chakraborty, Operations, Planning & Construction

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

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

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

No

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

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**The number of people employed in the sustainability office :**

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

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

No

**Sustainability coordinator's name :**

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**Sustainability coordinator's position title :**

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**A brief description of the sustainability coordinator's position :**

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**The website URL where information about the sustainability coordinator is available :**

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted :

2008

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

California State University Channel Islands' Strategic Plan 2008-2013 identifies four strategic initiatives: Student Access, Retention, and Success; Responding to the STEM (Science Technology Engineering & Mathematics) Crisis; Environmental Sustainability; and Athletics. Sustainability focuses on dynamic relationships among the environment, economy, and society. Sustainability encompasses how environmental and ecological issues are intertwined with economic, social, and health wellness, and how human society's actions interconnect with these issues. Being sustainable requires addressing these issues so as to meet the needs of the present without compromising the ability of future generations to meet their own needs.

## Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

Sustainability focuses on dynamic relationships among the environment, economy, and society. Sustainability encompasses how environmental and ecological issues are intertwined with economic, social, and health wellness, and how human society's actions interconnect with these issues. Being sustainable requires addressing these issues so as to meet the needs of the present without compromising the ability of future generations to meet their own needs.

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

Sustainability focuses on dynamic relationships among the environment, economy, and society. Sustainability encompasses how environmental and ecological issues are intertwined with economic, social, and health wellness, and how human society's actions interconnect with these issues. Being sustainable requires addressing these issues so as to meet the needs of the present without compromising the ability of future generations to meet their own needs.

**The website URL where information about the strategic plan is available :**

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# Physical Campus Plan

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

As individuals and communities, we have a responsibility to future generations to reduce our impact to the environment. One way to fulfill this responsibility is by embracing sustainable practices in our day-to-day lives. CI has made a strong commitment to sustainability and to creating a green campus. Through the implementation of CSU.PER along with conscientious student, faculty and staff participation, future campus growth and improvements will provide great opportunities for incorporating green practices into campus planning, implementation, maintenance and operational processes.

Sustainable practices to consider include:

- Preserve and retrofit of existing buildings to support current and future uses
- Maximize natural daylight
- Incorporate operable windows to minimize dependence on conditioned air
- Incorporate systems and products with recycled/recyclable content
- Update building systems to maximize energy efficiency
- Update building fixtures to reduce water usage
- Provide recycling bins throughout campus to encourage campus participation
- Preserve mature trees, vegetation, and green space
- Incorporate native vegetation to reduce water usage and utilize reclaimed water for irrigation
- Research alternative energy sources including wind turbines and solar panels
- Incorporate bioswales into surface parking lot design to support drainage and runoff

**The year the physical campus plan was developed or adopted :**

2007

**The website URL where the physical campus plan is available :**

<http://www.csuci.edu/sustainability/stars/coordination-planning/campus-plan.htm>

# Sustainability Plan

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## Responsible Party

**Dan Wakelee**

Assistant Provost

Academic Affairs

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

The STARS Assessment, the CSU Sustainability Summit, and the Channel Islands Sustainability Task Force documents were all used in the development of the ideas presented in the Plan. Multiple stakeholders, including students, faculty, staff, and administrators have been consulted in the development of these strategies and metrics.

## A brief description of the plan's measurable goals :

Currently, there are no measurable goals; there is only a plan to develop measurable goals at a later date.

## A brief description of how progress in meeting the plan's goals is measured :

Progress in meeting the plan's goals will be measured by success factors developed for each of the following areas related to sustainability:

- Academic programs
- Co-curricular activities
- Climate Action Plan
- Community outreach, public engagement, and education
- Research and innovation
- Web-based campus sustainability dashboard that tracks water and energy use, carbon footprint, and other metrics of general interest

**The website URL where more information about the sustainability plan is available :**

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**The year the plan was developed or last updated :**

2011

# Climate Action Plan

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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### Submission Note:

CI is in the process of completing a greenhouse gas (GHG) emissions inventory, which is the first step to completing a GHG Emissions Reduction Plan and related Climate Plan. We have also completed a Sustainability Plan (see PAE Credit 4: Sustainability Plan) which identifies this as a goal. Over the coming several months, completion of these efforts is planned by the University's Sustainability Task Force and will include involvement from all campus constituencies.

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

**Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :**

No

**A brief summary of the climate plan's long-term goals :**

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**A brief summary of the climate plan's short-term goals :**

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**Year the climate plan was formally adopted or approved :**

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**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :**

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**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :**

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**The reduction level (percentage) institution has committed to :**

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**The baseline year the institution used in its GHG emissions commitment :**

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**The baseline emissions level institution used in its GHG emissions commitment :**

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**The target year the institution specified in its GHG emissions commitment :**

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**The website URL where information about the climate plan is available :**

<http://www.csuci.edu/sustainability/stars/coordination-planning/climate-plan.htm>

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Renny Christopher**

Associate Provost

Academic Affairs

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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## Submission Note:

[http://www.csuci.edu/sustainability/stars/diversity-affordability/diversity-equity-coordination  
.htm](http://www.csuci.edu/sustainability/stars/diversity-affordability/diversity-equity-coordination.htm)

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

President's Commission on Human Relations, Diversity and Equity

Mission:

To support the University's mission through promoting a campus climate that embraces all forms of multiculturalism and diversity inclusion to ensure a working, living and learning environment that is free of all forms of discrimination. The campus climate should move beyond the passivity of tolerance to the activity of welcoming.

CI Values:

- Diversity as a source of renewal and vitality
- Principles of equity and social justice
- Dignity and respect for all people

## Members of the committee, including job titles and affiliations :

Renny Christopher, Associate Vice President for Faculty Affairs, serving as interim Chair

Tracie Matthews, Director of Financial Aid

Damien Pena, Director, Access, Orientation and Transition

Julia Balen, Associate Professor of English

Catherine Burriss, Assistant Professor of Performing Arts

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

Dennis Downey, Associate Professor of Sociology  
Leah Alvarado, Coordinator of EOP  
Rosario Cuevas, Faculty Support Assistant  
Yovani Lopez, Resident Director, Anacapa Village  
Korri Faria, Student  
Brian Hernandez, Student  
Thomas Ramirez, Student  
Amanda Vannoy, Student  
John Reid, Director of Public Safety and Chief of Police  
Tracylee Clarke, Assistant Professor of Communication  
Colleen Delaney-Rivera, Assistant Professor of Anthropology  
Nelle Moffett, Director of Institutional Research  
Valeri Cirino-Paez, Disabilities Counselor  
Cindy Derrico, Director, Housing and Residential Education

**The website URL where information about the diversity and equity committee is available :**

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

**Does the institution have a diversity and equity office? :**

No

**A brief description of the diversity office :**

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**The number of people employed in the diversity office :**

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**The website URL where information about the diversity and equity office is available :**

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**Does the institution have a diversity and equity coordinator? :**

No

**Diversity coordinator's name :**

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**Diversity coordinator's position title :**

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**A brief description of the diversity coordinator's position :**

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**The website URL where information about the diversity and equity coordinator is available :**

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# Measuring Campus Diversity Culture

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## Responsible Party

**Renny Christopher**

Associate Provost

Academic Affairs

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

## **Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

Yes

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

The 2009-2010 Diverse Learning Environments Survey from CIRP (Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA) was administered to CI undergraduate students in spring, 2010.

## **Year the assessment was last administered :**

2010

## **A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :**

The Survey Data was supplied to the campus by CIRP in early fall, 2010. The Institutional Research Office is working with the President's Commission on Human Relations, Diversity and Equity to analyze the results and look for areas of strength and areas of potential improvement indicated by the survey data. The Commission will report the results to the President, along with any recommendations indicated by the analysis, in the spring 2011 semester.

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

<http://www.csuci.edu/sustainability/stars/diversity-affordability/diversity-culture.htm>

# Support Programs for Underrepresented Groups

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## Responsible Party

**Damien Pena**  
Interim Dean of Students  
Student Affairs

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

## A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

CSU Channel Islands offers a multitude of programs for underrepresented students.

Hispanic students are encouraged to join Adelante Mujer, El Club de Espanol, and M.E.Ch.A. These programs encourage students to appreciate and embrace their Latina/o heritage.

Educational Opportunity Program (EOP) provides college access to students whose educational and economic circumstances have limited their college opportunities.

Lesbian, Gay, Bisexual and Transgender (LGBT) students can participate in Spectrum (safe place for these individuals to express their gender identity), Coming Out Week, Coming Out Stars which are all programs designed for LGBT students to feel accepted into the CI community.

Kilusan Filipino embraces the Filipino culture through education.

USAWA is dedicated to encouraging the growth of all CI students by educating from an African American platform.

The event entitled Now & Then draws on the campus and local community to provide a forum for underrepresented groups to engage in discussion related to cultural experiences.

Wheel Reality recognizes true abilities and achievements of students with disabilities or impairments.

Native American Heritage Celebration

Dr. Martin Luther King Celebration

Women's Recognition Luncheon honors women who foster the growth and development of our community through leadership, service and dedication.

Sexual Assault Awareness Week encourages those who have been sexually assaulted to speak out.

Asian Pacific Islander Celebration

Self Preparation for Educational Excellence and Determination is a Disability Resource Program that assists students with transitioning into academic preparation and success by on-going counseling throughout the fall semester.

CSU Channel Islands is a Hispanic-Serving Institution. Hispanic-Serving Institutions (HSIs) are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment. "Total Enrollment" includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution, or both (i.e., headcount of for-credit students). Member enrollment statistics are self reported by the institution for the fall semester of the year prior to the membership year. For example, year 2009 members provide fall 2008 enrollment statistics.

The Center for International Affairs has put together a comprehensive workshop on cross-cultural communication designed to help develop intercultural competency by developing cross-cultural basic skills and exploring how culture affects daily interactions.

Workforce Recruitment Program: Disability Resource Programs Collaborates with the Department of Treasury, Washington D.C. to provide CI students with disabilities the opportunity to interview for nation-wide internship opportunities.

Multicultural, Women's and Gender Student Center

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

We don't have any formal programs as described in place for faculty.

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

We don't have any formal programs as described in place for staff.

**The website URL where more information about the programs in each of the three categories is available :**

<http://www.csuci.edu/sustainability/stars/diversity-affordability/support-programs.htm>

# Support Programs for Future Faculty

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

## Submission Note:

California Pre-Doctoral Program:

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

Chancellor's Doctoral Incentive Program:

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

California Forums for Diversity in Graduate Education:

<http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/>

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

1. The California Pre-Doctoral Program is designed to increase the diversity of the pool of potential university faculty by supporting the doctoral aspirations of individuals who are current upper division or graduate students in the CSU, economically and educationally disadvantaged, U.S. citizens or permanent residents, and leaders of tomorrow.

2. The Chancellor's Doctoral Incentive Program offers financial support, mentoring, and professional development in support of pursuit of a doctoral degree. Must be enrolled full-time in a doctoral program in the U.S to apply. Loan forgiveness at 20% per year for full-time

teaching beyond the doctorate is available.

3. The California Forums for Diversity in Graduate Education, planned by a consortium of public and private colleges and universities from throughout California, have been designed particularly to meet the needs of advanced undergraduates and master's candidates who belong to groups that are currently underrepresented in doctoral-level programs. The groups include low-income and first-generation college students and especially African Americans, American Indians, Chicanos/Latinos, Filipinos, Pacific Islanders, Asian American women, and Asian American men in the arts, humanities, and social and behavioral sciences. CI has had the honor of hosting the 20th Annual California Forum for Diversity in Graduate Education on Saturday, April 17, 2010. The Forum brings together approximately 1,000 pre-selected, high-achieving undergraduate and master's students. The students will have an opportunity to explore graduate opportunities and resources by participating in numerous workshops conducted throughout the day. Students will also attend a graduate school recruitment fair where they will have an opportunity to interact with program recruiters from across the United States.

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

<http://www.csuci.edu/sustainability/stars/diversity-affordability/support-future-faculty.htm>

# Affordability and Access Programs

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## Responsible Party

**Damien Pena**  
Interim Dean of Students  
Student Affairs

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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## Submission Note:

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

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

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Yes

**A brief description of the institution's participation in federal TRIO programs :**

CI's first federal TRIO program, Educational Talent Search Program (ETS), has increased retention and graduation rates of 600 first-generation, low-income middle and secondary school students in the local community, prompting more of these students to enroll in post secondary education. CI's Student Support Services (SSS) program provides its program participants with a wide array of resources and services like time and stress management, study skills, goal setting, and access to academic and career counseling, to name a few.

**A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students? :**

The goal of CI’s Student Support Services (SSS) program is to increase retention and graduation rates of low-income, first-generation college students by providing academic, financial and guidance assistance. It serves to ease the transition from high school to a successful post-secondary school experience. CI meets the stringent program requirements which mandate that 56% of its students meet the eligibility criteria for TRIO programs.

**A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

College for a Day: Imagine, Believe, Achieve provides staff and faculty the opportunity to serve 3-8 grade migrant students and their families through a five-hour program held once an academic year. Training is provided for staff participants, and faculty meet to discuss and create the curriculum for the parent component. While this is not a program directed at preparing staff and faculty to work with low-income students, through participation staff and faculty are exposed to and provide services to K-8 grade students from low-income backgrounds.

**A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education :**

University Outreach has made a commitment to motivating and informing K-8 grade students about the steps to get in to college since 2004. We are committed to serving our local service area and can provide data by area and numbers served over the last two and a half years. That being said, we believe all of the programs that we currently provide prepare K-8 students from low-income backgrounds for higher education – be it through a simple campus visit, or a 5-hour intentional program facilitated by CI student volunteers. Please see the list below:

1. Pathway to College Campus Visit Program – field trip to CI
2. Self-Guided Campus Tour – field trip to CI
3. CI Rep Visit Program – classroom visit
4. COMM-Unity 101 School Site Visit Program – classroom visit
5. College for a Day: Imagine, Believe, Achieve - event
6. Super Sunday – event

A comprehensive outline of each of these programs is provided on the University Outreach website at

[www.csuci.edu/universityoutreach](http://www.csuci.edu/universityoutreach)

**A brief description of the institution's scholarships for low-income students :**

The CSU/Edison Scholars Program has been established by a partner between five California State University campuses and Edison International. The purpose of this scholarship is to increase the number of low income and first generation transfer students earning degrees in technical fields. These funds will provide scholarships to community college students who transfer to one of five CSU institutions. Information is available at

<http://www.csuci.edu/financialaid/scholarships.htm>

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience :**

While we do not provide an educational program for parents of low-income college students, we do provide a program for parents of K-12 grade students to inform them of how to support their student through their current education while instilling a message about the importance of postsecondary education. This program is called Parent Institute for Quality Education, PIQE, and each calendar year CI serves 5 local schools. PIQE is a nonprofit organization contracted through the Chancellor's Office. Information is available at

[www.piqe.org](http://www.piqe.org)

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

Currently, we do not have an established practice for recruiting schools to participate in our various events. We operate on a first-come, first-served basis with the exception of College for a Day: Imagine, Believe, Achieve which is a Ventura County-wide application process and Super Sunday, which the Chancellor's Office dictates which churches we attend in our services area. Most of the schools we serve annually have the majority of their students on free or reduced cost lunch programs.

**A brief description of the institution's other admissions policies and programs :**

Requirements for admission to CSU Channel Islands (CI) are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations.

[http://www.csuci.edu/academics/catalog/2010-2011/Sec-3\\_Admission-Procedures-and-Policies.pdf](http://www.csuci.edu/academics/catalog/2010-2011/Sec-3_Admission-Procedures-and-Policies.pdf)

-- From the 2010-2011 CSU Channel Islands catalog.

**A brief description of the institution's other financial aid policies or programs :**

Financial Aid programs available at CI include: Federal Pell Grant, ACG, SMART, Supplemental Educational Opportunity Grant, TEACH Grant, Federal Stafford Loan, Federal PLUS Loan, State University Grant, Cal Grant and Institutional Scholarships. Information regarding Financial Aid programs can be found at

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

**A brief description of the institution's other policies and programs not covered above :**

Information on CI Administrative Policies is available at

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

**The website URL where information about programs in each of the areas listed above is available :**

[http://www.csuci.edu/sustainability/stars/diversity-affordability/affordability-access-programs  
.htm](http://www.csuci.edu/sustainability/stars/diversity-affordability/affordability-access-programs.htm)

# Gender Neutral Housing

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## Responsible Party

**Cindy Derrico**

Director of Housing and Residential Education  
Housing and Residential Education

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

Yes

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

The housing facilities at CSU Channel Islands offers students options for both privacy and communal living, and as a result, we have the ideal setting to accommodate the special needs of transgendered and transitioning students. For lower division students, this means that they can request to either live with other students in a shared bedroom in a two bedroom suite, or completely private accommodations in our suite style living area. For upper division students, this means that a student can live in an apartment with other students, and still have a private bedroom.

Our Residential Education staff has also, as a matter of practice, provided advising and roommate support to both the individual transgendered or transitioning student, as well as with the roommates of this student to encourage a supportive and educational living experience.

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

<http://www.csuci.edu/sustainability/stars/diversity-affordability/gender-neutral-housing.htm>

# Employee Training Opportunities

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

<http://www.csuci.edu/sustainability/stars/diversity-affordability/employee-training.htm>

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

### Does the institution make cultural competence trainings and activities available to all employees? :

Yes

### A brief description of the cultural competence trainings and activities :

California State University Channel Islands offers three forms of employee training opportunities. Several divisions on campus offer either mandatory or specialized training including The Source: CSU Systemwide Resources for Professional Development, Library Software Training, and Environment and Safety Training.

-Systemwide Professional Development provides options for CSU employees to expand their job-related learning beyond campus offerings. Thousands of e-Learning courses, bargain registration fees, certification prep for IT professionals, and webcasts providing specialized content are available to all CSU employees and their families.

-The Office of Media Development at CSU Channel Islands is the epicenter of digital creation and support for all employees. Through the Office of Media Development, employees can check out digital equipment, receive software support, library software training, request for media duplication, and learn how to make a decent poster through available online guides.

-Environment and safety training at CSU Channel Islands: Laws and regulations mandate many types of training regarding hazardous materials use, pollution prevention and occupational safety. The type of information employees are required to know varies depending on their position. Employee supervisors or the office of Environment, Safety and Risk Management can tell employees what types of training are required. Employees can receive their required training in the classroom or, for many safety courses, on-line.

### The website URL where information about the trainings and activities are available :

<http://www.csuci.edu/hr/training.htm>

# Student Training Opportunities

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## Responsible Party

**Jennifer Chapman**

Coordinator, Multicultural Programs  
Multicultural Affairs

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

## Does the institution make cultural competence trainings and activities available to all students? :

Yes

## A brief description of the cultural competence trainings and activities :

CSU Channel Islands offers various cultural competence trainings and activities.

SAFE On Campus provides an avenue through which all members of the campus community can actively show their support of lesbian, gay, bisexual and transgendered people. SAFE On Campus members identify themselves by displaying the SAFE On Campus sign at their office. Members attend an orientation session, following which they receive the SAFE On Campus logo. By displaying the logo, members signal to students and employees that they can be “out” or reveal their sexual orientation or gender identity. In addition, members can serve as a valuable source to help locate resources on campus, or help report harassment or discrimination.

Educational Opportunity Program (EOP) is a student-centered program that provides college access to students whose educational and economic circumstances have limited their college opportunities. EOP aids in the success of students by providing a comprehensive program of active and targeted support aimed at increasing academic accomplishment and individual empowerment.

Color Me! provides networking workshops during all summer orientations that allow students to color their own t-shirt that is focused on multiculturalism and concludes with a dinner when school begins to reunite the campus community. Sponsored by Multicultural Programs.

Day of Silence at CSU Channel Islands occurs on the National Day of Silence. This program educates students about anti-LGBT name-calling, bullying and harassment in schools.

Coming Out Stars training specifically pertaining to the LGBT community that is done with student groups and in classrooms.

Multicultural and Sensitivity Training with Student Leaders (Resident Assistants, Orientation Leaders, LEAP Squad, EOP Student Mentors, Student Assistants, and other students are encouraged to participate)

## The website URL where information about the trainings and activities are available :

<http://www.csuci.edu/sustainability/stars/diversity-affordability/student-training.htm>

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

## **Total number of employees working on campus (including contractors) :**

498

## **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

498

## **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

All regular employees are paid above minimum wage. Salaries for campus employees are reviewed regularly by the respective collective bargaining units and adjustments are made as necessary to maintain appropriate compensation.

## **The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2010

**The website URL where information about the institution's compensation policies and practices is available :**

<http://www.csuci.edu/sustainability/stars/human-resources/sustainable-compensation.htm>

# Employee Satisfaction Evaluation

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## Responsible Party

**Caroline Doll**

Director, Special Projects  
Finance and Administration

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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## Submission Note:

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

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

## A brief description of the institution's methodology for evaluating employee satisfaction :

Channel Islands (CI) is a participating member in the CSU Quality Improvement Program,

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

One of the benefits of participating is access to the Systemwide Survey program administered by the Chancellor's Office (CO). The campus has participated annually since 2007. Under the program, campuses choose from a number of survey drafts that can be customized to seek responses to questions unique to the campus. Introductory messages, email addresses and a schedule are sent to the CO. The CO runs the surveys and once the surveys have been run, they compile results and generate reports for each survey run. The process is completed online and responses are anonymous. Results are reviewed by management teams and corrective actions taken as appropriate.

The surveys run for CI over the last three years are:

2007 - Accounts Payable, Human Resources (MPP), Student Housing, University Police, Dining Services

2008- University Police, Health Services, Student Housing, Mail, Student Career Services, Parking

2009- Accounting, Career Services, Facilities, Health, Housing, Accounts Payable, Parking

**The year the employee satisfaction evaluation was last administered :**

2009

**The website URL where information about the institution's employee satisfaction evaluation process is available :**

<http://calstate.edu/qi>

# Staff Professional Development in Sustainability

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## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

*"---" indicates that no data was submitted for this field*

## **Does the institution make training and professional development opportunities in sustainability available to all staff? :**

Yes

## **A brief description of the sustainability trainings and professional development opportunities available to staff :**

Information on sustainability is provided at biennial New Employee Orientations (NEO). All employees are required to attend NEO. Various presentations given throughout the year include a component on sustainability. Employees are given the opportunity to attend any of the presentations.

## **The website URL where information about staff training opportunities in sustainability are available :**

<http://www.csuci.edu/sustainability/stars/human-resources/professional-development.htm>

# Sustainability in New Employee Orientation

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## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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*"---" indicates that no data was submitted for this field*

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

Yes

**A brief description of how sustainability is included in new employee orientation :**

The Associate Director of Building & Grounds gives a lecture on sustainability during mandatory new employee orientations. Useful tips on how to conserve water, energy, and paper are discussed. Large blue (recycling) and small black cans in all faculty and staff offices have been installed, explaining that most everything should go into the large commingled recycling can and only a few things (tissues) should go into the 'trash' can. 'Please turn it off' stickers have also been installed over light switches in all offices and classrooms.

**The website URL for the information about sustainability in new employee orientation :**

<http://www.csuci.edu/sustainability/stars/human-resources/employee-orientation.htm>

# Employee Sustainability Educators Program

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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## Submission Note:

<http://www.csuci.edu/sustainability/stars/human-resources/sustainability-educators-program.htm>

"---" indicates that no data was submitted for this field

**Total number of people employed by the institution :**

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**Program name (1st program) :**

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**Number of employees served by the program (1st program) :**

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**A brief description of how the employee educators are selected (1st program) :**

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**A brief description of the formal training that the employee educators receive (1st program) :**

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**A brief description of the staff and/or other financial support the institution provides to the program (1st program) :**

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**The website URL where information about the program is available (1st program) :**

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**Program name (2nd program) :**

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**Number of employees served by the program (2nd program) :**

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**A brief description of how the employee educators are selected (2nd program) :**

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**A brief description of the formal training that the employee educators receive (2nd program) :**

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**A brief description of the financial or other support the institution provides to the program (2nd program) :**

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**The website URL where information about the program is available (2nd program) :**

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**Program name(s) (all other programs) :**

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**Number of employees served by the program(s) (all other programs) :**

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**A brief description of how the employee educators are selected (all other programs) :**

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**A brief description of the formal training that the employee educators receive (all other programs) :**

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**A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs) :**

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**The website URL where information about the program(s) is available (all other programs) :**

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**Responsible Party**

**Dan Wakelee**

Assistant Provost  
Academic Affairs

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**Submission Note:**

CSU Channel Islands currently does not have an on-site child care facility, partner with a local facility, or provide subsidies or financial support to help meet the child care needs of students, faculty and staff. The campus secured a consultant to develop a feasibility study which will be used to establish future plans in regards to child care.

<http://www.csuci.edu/sustainability/stars/human-resources/childcare.htm>

*"---" indicates that no data was submitted for this field*

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

No

**A brief description of the child care program, policy, or practice :**

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**The website URL where information about the program, policy, or practice is available :**

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# Employee Wellness Program

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## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

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### Submission Note:

<http://www.pbhi.com/default.asp>

<http://www.csuci.edu/sustainability/stars/human-resources/employee-wellness.htm>

"---" indicates that no data was submitted for this field

### **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

### **A brief description of the employee wellness program, policy, or practice :**

The Employee Assistance Program at California State University Channel Islands is provided by PacifiCare Behavior Health. This program assists CSU Channel Islands employees in the following areas:

- \* Family violence
- \* Marital or relationship counseling
- \* Helping you choose the best providers
- \* Substance abuse assessment
- \* Addictions
- \* Stress, anxiety, and depression
- \* Grief and loss
- \* Coping with change
- \* Referrals to community resources
- \* Parenting concerns
- \* Mind/Body issues

CSU Channel Islands also hosted a workshop entitled Nutrition for Health, Weight and Diabetes Control on Thursday, October 21st, 2010. The presentation was available for CI faculty and staff. Attendees were lectured on how good nutrition can improve health, enhance weight loss and control diabetes. Discussions were led by Dr. Derrick D'Costa, Family Practice provider with Kaiser Permanente in Oxnard.

2nd Annual Walk Across America: Thirteen teams made up of CSU Channel Islands employees (including student assistants) formed to take on the challenge of walking across America. Each participant received a pedometer from Human Resources to keep track of his/her weekly steps. Walk Across America's purpose is to promote health and wellness.

**The website URL where information about the program, policy, or practice is available :**

<http://www.csuci.edu/hr/worklife.htm#emp>

# Socially Responsible Retirement Plan

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## Responsible Party

**Anna Pavin**  
Associate Vice President  
Human Resources

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### Submission Note:

<http://www.csuci.edu/sustainability/stars/human-resources/retirement-plan.htm>

"---" indicates that no data was submitted for this field

### Does the institution offer a socially responsible investment option for retirement plans? :

Yes

### A brief description of the socially responsible investment option for retirement plans :

Employees are enrolled in and contribute to the appropriate retirement program as required by law. The CSU offers a supplementary tax-sheltered annuity – 403(b) plan that staff and faculty can contribute to (

<http://www.calstate.edu/HR/benefitsportal/tsa/>

).

Among the choices within the CALPERS plan administered by TIAA CREF is the Calvert Social Index Fund.

In addition, a variety of voluntary retirement savings programs are also available.

### The website URL where information about the program, policy, or practice is available :

<http://calstate.edu/hr/benefitsportal>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Joanne Coville**  
Vice President  
Finance and Administration

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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## Submission Note:

We have a small portfolio and rely on our consultant to advise us.

*"---" indicates that no data was submitted for this field*

**Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?**

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No

**The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :**

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**Members of the CIR, including affiliations :**

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**Recent examples (within the past 3 years) of CIR actions :**

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**The website URL where information about the committee is available :**

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# Shareholder Advocacy

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## Responsible Party

**Joanne Coville**  
Vice President  
Finance and Administration

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## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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### Submission Note:

We have a small portfolio and rely on our consultant to advise us.

"---" indicates that no data was submitted for this field

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

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**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

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**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

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**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

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**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

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# Positive Sustainability Investments

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## Responsible Party

**Joanne Coville**  
Vice President  
Finance and Administration

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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### Submission Note:

We have a small portfolio and rely on our consultant to advise us.

"---" indicates that no data was submitted for this field

**Total value of the investment pool :**

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**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

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**Value of holdings in businesses selected for exemplary sustainability performances :**

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**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

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**Value of holdings in community development financial institutions (CDFIs) :**

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**Value of holdings in socially responsible mutual funds with positive screens :**

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**A brief description of the companies, funds, and/or institutions referenced above :**

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**The website URL where information about the institution's sustainability investment activities is available :**

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# Student-Managed Sustainable Investment Fund

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## Responsible Party

**William Cordeiro**

Associate Vice President

Martin V. Smith School of Business and Economics

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### Submission Note:

We have a small portfolio and rely on our consultant to advise us.

*"---" indicates that no data was submitted for this field*

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

No

**A brief description of the student-managed sustainable investment fund :**

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**The website URL where information about the fund is available :**

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# Sustainable Investment Policy

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## Responsible Party

**Joanne Coville**  
Vice President  
Finance and Administration

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### Submission Note:

We have a small portfolio and rely on our consultant to advise us.

*"---" indicates that no data was submitted for this field*

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

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**A brief description of the sustainable investment policy :**

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**The website URL where information about the policy is available :**

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# Investment Disclosure

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

We have a small portfolio and rely on our consultant to advise us.

*"---" indicates that no data was submitted for this field*

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

Yes

**A brief description of the institution's investment disclosure practices :**

CSU Channel Islands makes a snapshot of its investment holdings, including the amount invested in each fund, available on the CSU Channel Islands Foundation web site at

<http://www.csuci.edu/giving/csucifoundation.htm>

**The website URL where information about investment disclosure available :**

<http://www.csuci.edu/giving/csucifoundation.htm>

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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*"---" indicates that no data was submitted for this field*

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

CSU Channel Islands has many sustainability partnerships including the National park Service, Ventura County Resource Conservation District, Business & Technology Partnership, Underwood Family Farms, and Ventura County Emergency Planning Council Member.

## The website URL where information about sustainability partnerships is available :

<https://webapps.csuci.edu/servicelearning/>

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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*"---" indicates that no data was submitted for this field*

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :**

During the summer of 2010, CSU Channel Islands prepared an information packet to share with other CSU campuses interested in understanding our "lessons learned" for the STARS Program, including organizational charts, database templates, and contact email examples used in receiving STARS information from various departments on campus. This was shared with Cal Poly Pomona for their use. Additionally, CSU Channel Islands initiated a monthly conference call with other CSU campuses. These discussions included other topics such as greenhouse gas inventory/reduction plan procedures, Innovation credit ideas, and overall STARS progress.

### **The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :**

CSU Channel Islands is a member of the Talloires Network, an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. Two goals of the Talloires Network that relate to sustainability are to foster partnerships between institutions of higher education to increase the relevance of higher education, and facilitate the creation of regional networks of universities dedicated to civic engagement and sustainability.

The following institutions (with the exception of the Chancellor's Office) are Sustainability Tracking Assessment & Rating System charter participants who are involved in the monthly sustainability conference calls with CSU Channel Islands:

Cal Poly Pomona

California State University, Chico

California State University, Fullerton

California State University, Monterey Bay

California State University Office of the Chancellor

San Diego State University

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

**A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

CSU Channel Islands has presented white papers and participated in several conferences related to campus sustainability issues, including the annual California Higher Education Sustainability Conference, a jointly organized conference by the University of California, California State University, California Community College systems and other independent/private colleges/universities in state to promote sustainable practices in higher education within the state. We have also participated at the Smart & Sustainable Campuses Conference at the University of Maryland, which has allowed us to hear what other institutions across North America are doing to promote sustainable practices and initiatives.

**The website URL where information about cross-campus collaboration is available :**

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# Sustainability in Continuing Education

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

### Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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### Submission Note:

The OSHER Lifelong Learning Institute (OLLI) at CI brings the excitement and stimulation of college learning to area seniors (50 or better!) who wish to extend their learning experiences in a university atmosphere. From its inception in September 2004, OLLI has offered a wide range of quality courses. Courses related to sustainability offered by OLLI:

- Strategies for Sustainable Living (Winter 2010)
- Watersheds and Wetlands (Fall 2010)
- Field experiences in the Social Sciences: Your Backyard, Ventura County (Spring 2010)
- Climate Change and the Oceans (Spring 2010)
- Ecology, Evolution and Diversity (Fall 2009)
- Climate Change in the 21st Century (Fall 2007)
- Rain Forests of the World (Spring 2007)

"---" indicates that no data was submitted for this field

**Does the institution offer continuing education courses that are focused on or related to sustainability? :**

Yes

**Number of sustainability continuing education courses offered :**

7

**Total number of continuing education courses offered :**

395

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

No

**A brief description of the certificate program :**

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**Year the certificate program was created :**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service Participation

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## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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### Submission Note:

600 students completed 7500 community service hours during the 2009-2010 academic year.

*"---" indicates that no data was submitted for this field*

**The number of students engaged in community service :**

600

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

3644

**The website URL where information about the institution's community service initiatives is available :**

<http://www.csuci.edu/servicelearning/index.htm>

# Community Service Hours

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## Responsible Party

**Pilar Pacheco**

Associate Director

Center for Community Engagement

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## Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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## Submission Note:

600 students completed 7500 community service hours during the 2009-2010 academic year.

"---" indicates that no data was submitted for this field

## The number of student community service hours contributed during a one-year period :

7500

## Total number of students, which may exclude part-time, continuing education and/or non-credit students :

3644

## The website URL where information about the institution's community service initiatives is available :

<http://www.csuci.edu/servicelearning/index.htm>

# Sustainability Policy Advocacy

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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### Submission Note:

CSU Channel Islands currently does not advocate for federal, state, and/or local public policies that support or advance campus sustainability.

*"---" indicates that no data was submitted for this field*

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :**

No

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :**

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**The website URL where information about the institution's advocacy efforts are available :**

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# Trademark Licensing

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

### Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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### Submission Note:

CSU Channel Islands is not currently a member of the Worker Rights Consortium. Although our university is not a member of either the Fair Labor Association or the Designated Suppliers Program, Follet, our campus bookstore service provider, is a member of both.

*"---" indicates that no data was submitted for this field*

**Is the institution a member of the Worker Rights Consortium? :**

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**Is the institution a member of the Fair Labor Association? :**

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**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

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**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :**

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# Graduation Pledge

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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### Submission Note:

CSU Channel Islands currently does not administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions.

*"---" indicates that no data was submitted for this field*

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

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**A brief description of the graduation pledge program :**

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**The website URL where information about the graduation pledge program is available :**

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# Community Service on Transcripts

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## Responsible Party

**Gina Farrar**

Interim Associate Director

Records & Registration

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*"---" indicates that no data was submitted for this field*

### **Does the institution include community service achievements on student transcripts? :**

Yes

### **A brief description of the practice :**

The Service Learning Policy (excerpt pg. 99 from the 2010-2011 CSU Channel Islands Catalog):

The following policies will be adhered to at CI for all courses designated as Service Learning Courses, Service-Learning Internships or courses with Service Learning Components (hereafter collectively referred to as “Service Learning Courses.”)

Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned. Adapted from the National Commission on Service Learning definition. Community service achievements are listed on CI student transcripts as “SERVICE LEARNING/INTERNSHIP.”

### **The website URL where information about the practice is available :**

[http://www.csuci.edu/academics/catalog/2010-2011/Sec-7\\_Policies-and-Regulations.pdf](http://www.csuci.edu/academics/catalog/2010-2011/Sec-7_Policies-and-Regulations.pdf)

# Farmers' Market

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## Responsible Party

**Anna Pavin**

Associate Vice President

Human Resources

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*"---" indicates that no data was submitted for this field*

### **Does the institution host a farmers' market for the community? :**

Yes

### **A brief description of the farmers' market :**

Underwood Family Farms is located 5 miles from the CSU Channel Islands campus in Somis, California. Underwood Family Farms offers a paid subscription to a Community Supported Agriculture (CSA) program. By becoming a member of the Underwood Family Farms CSUCI CSA program, members will receive a weekly shipment of seasonal fruits and vegetables, grown at the Underwood farm. This produce is all grown locally and is harvested one day before members are able to pick up their boxes at El Dorado Hall on the CSUCI campus. All active CSUCI CSA members receive free admission to the farm and access to the recipe blog on the Underwood Family Farms website for the length of their membership.

### **The website URL where information about the market is available :**

[http://www.underwoodfamilyfarms.com/Current\\_CSA\\_Locations.html](http://www.underwoodfamilyfarms.com/Current_CSA_Locations.html)

# 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

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## Responsible Party

**Andrea Grove**

Associate Professor

Political Science

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

*"---" indicates that no data was submitted for this field*

## A brief description of the innovative policy, practice, program, or outcome :

The California Institute for Social Business (CISB) in collaboration with Professor Muhammad Yunus was established as part of the CSU Channel Islands' commitment to prepare students for the world they will inherit upon graduation. The CISB addresses the need for students to participate in global experiences and learn new methods of alleviating serious social ills that impact our region and the world. Building on the four pillars of the University, CISB exposes students to opportunities for learning about and addressing local and far-reaching social ills through the application, study and development of Professor Yunus' notions of Social Business.

**A letter of affirmation from an individual with relevant expertise :**

[STARS\\_Innovation\\_CISB.docx](#)

**The website URL where information about the innovation is available :**

<http://socialbusiness.csuci.edu/>

### Responsible Party

**Sean Anderson**

Associate Professor

Environmental Science and Resource Management

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

*"---" indicates that no data was submitted for this field*

### **A brief description of the innovative policy, practice, program, or outcome :**

A Sustainable Seafood Survey is conducted every fall semester at California State University Channel Islands in Dr. Sean Anderson's Environmental Science and Resource Management course entitled Coastal and Marine Resource Management. Students in this course survey local (Santa Barbara, Ventura, Los Angeles Counties) supermarkets and restaurants for available seafood products sold. Students are then required to report where and how each seafood item is caught (wild or farmed), processed, fishery location, and list a price. Students also survey the fish mongers and waiters or waitresses on questions that include: how many people ask about sustainable seafood; are you familiar with MSC, Dolphin Safe, etc; how many customers ask where their seafood comes from? These results are [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

added to an ever-growing database which began in 2007 and now spans 15,000 items/entries. It allows for the examination of trends in sustainable seafood options and the community's awareness of the issues involved. Work is currently underway to expand these assessment efforts across California and the Western U.S.

**A letter of affirmation from an individual with relevant expertise :**

[STARS\\_Innovation\\_Sustainable Seafood.doc](#)

**The website URL where information about the innovation is available :**

<http://esrm.csuci.edu/videos/news/seafood/>

### Responsible Party

**John H. Gormley**

Director, Planning Design and Construction  
Operations, Planning, and Construction

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

*"---" indicates that no data was submitted for this field*

### **A brief description of the innovative policy, practice, program, or outcome :**

CI commissioned a lighting consultant (Clanton & Associates) to develop Exterior Lighting Design Guidelines that establish six sustainability goals for the lighting of the campus building exteriors and grounds:

1. Good nighttime visibility;
2. Low maintenance;
3. Energy efficiency;
4. Reduced light pollution;

5. Minimal light trespass (nuisance glare);
6. Integrated aesthetics.

To achieve these goals, the Guidelines define six strategies that have been applied to new construction, renovation and grounds projects:

- Create vertical surface brightness;
- Enhance wayfinding;
- Minimize glare;
- Maintain lighting uniformity;
- Provide appropriate light levels;
- Incorporate lighting controls.

Over the past three years, the campus has replaced most of the existing luminaires with new luminaires that use either induction or compact fluorescent light (CFL) sources that achieve the follow:

1. Provide good nighttime visibility and a sense of security without the use of high levels of light. By using light sources with a warm color and reflecting the light off of the white plaster exterior walls, an appropriate uniformity of luminance is created that enhances the feeling of security and creates a comfortable visual environment.
2. The specific luminaires and light sources all have longer life spans than traditional sources, requiring less on-going maintenance over the life of the luminaires.
3. With the careful use of light to brighten wall surfaces, energy efficient with light sources and lighting controls, the energy required to operate the exterior lights has been reduced by 75% from the old design.
4. Fully shielded luminaires for minimizing light pollution are mounted at lower heights to minimize the energy necessary to create appropriate lighting levels and minimize light pollution aimed in all directions and reflected off of the ground. 3500 lumens (similar to a 42 watt CFL or 55 watt induction) is the limit allowed in these guidelines.
5. The nuisance glare is minimized with the use of shielded luminaires and low mounting heights.
6. The specific luminaires complement the existing campus architecture during the day and are consistent across the entire campus to reinforce the California Mission style architectural style.

The project has been very successful and the campus received an award for best sustainable practices from the UC/CSU/CCC Sustainability Conference in 2008.

**A letter of affirmation from an individual with relevant expertise :**

[Letter of Affirmation 06-23-11 \(2\).pdf](#)

**The website URL where information about the innovation is available :**

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## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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"---" indicates that no data was submitted for this field

**A brief description of the innovative policy, practice, program, or outcome :**

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**A letter of affirmation from an individual with relevant expertise :**

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**The website URL where information about the innovation is available :**

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# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

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## Responsible Party

**Dan Wakelee**  
Assistant Provost  
Academic Affairs

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## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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*"---" indicates that no data was submitted for this field*

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

**Provide a brief description of the presentations, speakers or skits :**

Sustainability information is integrated into multiple presentations throughout the required two-day freshman orientation process.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

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**Provide a brief description of the presentations :**

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**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

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**Provide a brief description of the activities :**

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**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

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**Provide a brief description of the efforts :**

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**Does the institution incorporate sustainability into new student orientation in other ways? :**

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**Provide a brief description :**

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## Food Education

### Criteria

Institution provides education about eco-positive food and gardening techniques.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Food and Beverage Purchases

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## Responsible Party

**Dave Nirenberg**  
Director of Commerical Services  
University Glen Corporation

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## Criteria

Institution provides details of its food and beverage purchases.

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*"---" indicates that no data was submitted for this field*

**The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :**

15

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

25

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

none

**List items procured for dining services from on-campus organic garden(s) :**

none

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

---

**List all Fair Trade certified items purchased :**

coffee - Rain Forest Alliance

## Confinement-Free Food Purchases

### Criteria

Institution provides details of its confinement-free animal product purchases.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Vegetarian-Fed Food Purchases

## Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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"---" indicates that no data was submitted for this field

**Type of vegetarian-fed product purchased (1st product) :**

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**Percentage purchased (1st product) :**

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**Comments (1st product) :**

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**Type of vegetarian-fed product purchased (2nd product) :**

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**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

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**Type of vegetarian-fed product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

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**Type of vegetarian-fed product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

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**Type of vegetarian-fed product purchased (5th product) :**

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**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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# Hormone-Free Food Purchases

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## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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## Criteria

Institution provides details of its hormone-free animal product purchases.

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*"---" indicates that no data was submitted for this field*

### Type of hormone-free product purchased (1st product) :

beef

### Percentage purchased (1st product) :

100

### Comments (1st product) :

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### Type of hormone-free product purchased (2nd product) :

chicken

### Percentage purchased (2nd product) :

70

### Comments (2nd product) :

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### Type of hormone-free product purchased (3rd product) :

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### Percentage purchased (3rd product) :

---

### Comments (3rd product) :

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**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Dishware

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## Responsible Party

**Dave Nirenberg**

Director of Commerical Services

University Glen Corporation

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## Criteria

Institution provides details of the dishware its provides at its dining services locations.

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*"---" indicates that no data was submitted for this field*

**Does the institution offer reusable dishware at its dining services locations? :**

No

**Does the institution offer plastic dishware at its dining services locations? :**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

No

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

No

**Provide a brief description. :**

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# Energy Initiatives

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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## Criteria

Institution provides details about its energy initiatives.

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*"---" indicates that no data was submitted for this field*

**The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :**

52

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

10

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

19

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

7

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

0

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

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**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

0

**The names of all buildings that are ENERGY STAR labeled :**

---

# Energy Use by Type

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## Responsible Party

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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## Criteria

Institution reports its energy use by type.

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*"---" indicates that no data was submitted for this field*

**The percentage of total electricity use from coal. :**

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**The percentage of total electricity use from wind. :**

---

**The percentage of total electricity use from biomass. :**

---

**The percentage of total electricity use from natural gas. :**

100

**The percentage of total electricity use from solar PV. :**

---

**The percentage of total electricity use from geothermal. :**

---

**The percentage of total electricity use from nuclear. :**

---

**The percentage of total electricity use from hydro. :**

---

**The percentage of total electricity use from other. :**

---

**Provide a brief description. :**

---

**The percentage of total energy used for heating buildings from coal. :**

---

**The percentage of total energy used for heating buildings from biomass. :**

---

**The percentage of total energy used for heating buildings from electricity. :**

---

**The percentage of total energy used for heating buildings from natural gas. :**

---

**The percentage of total energy used for heating buildings from geothermal. :**

---

**The percentage of total energy used for heating buildings from fuel oil. :**

---

**The percentage of total energy used for heating buildings from other. :**

100

**Provide a brief description. :**

buildings are heated and cooled by a central plant connected to the campus cogeneration facility

**If cogeneration, please explain. :**

campus has a natural gas powered cogeneration plant that provides electrical power along with heating and cooling for campus facilities

# Procurement

## Criteria

Institution provides details about its procurement efforts.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Water Initiatives

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## Responsible Party

**Dave Chakraborty**

Associate Vice President  
Operations, Planning, and Construction

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## Criteria

Institution provides details about its water initiatives.

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### Submission Note:

99% of campus is irrigated with reclaimed water

*"---" indicates that no data was submitted for this field*

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

Yes

**The percentage of urinals on campus that are waterless :**

99

# Endowment

## Criteria

Institution provides details about its endowment.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Sustainability Staffing

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**Responsible Party**

**Dave Chakraborty**

Associate Vice President

Operations, Planning, and Construction

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**Criteria**

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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*"---" indicates that no data was submitted for this field*

**The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :**

---

**FTE staff on payroll :**

---

**FTE student intern/fellow :**

2