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California State University, San Bernardino

STARS REPORT

Date Submitted: [Preview](#)

Provisional Rating: Silver

Provisional Score: 57.28

Online Report: [California State University, San Bernardino](#)

STARS Version: 2.2

This is a preview of the final STARS Report.

The final version of the report will be available upon publication, at which time the final rating will be awarded and the data contained in the report will become publicly available on the STARS website.

Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Provisional Score 57.28

Provisional Rating: Silver

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.

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Miguel Martin

Energy and Sustainability Manager
Facilities Management

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:

[ExecLtr_3-4-2021_-_STARS_Submission.pdf](#)

Points of Distinction

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Miguel Martin

Energy and Sustainability Manager
Facilities Management

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

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

Institution type:

Master

Institutional control:

Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

California State University, San Bernardino (CSUSB) is a 441 acre campus in the City of San Bernardino California with a 168 acre campus in the city of Palm Desert California. The San Bernardino campus has 2,891,315 GSF which includes 4 housing villages within its campus boundaries. The Palm Desert campus consists of 99,209 GSF with no on-campus housing.

Both campuses primarily serve San Bernardino and Riverside counties. The San Bernardino campus is bordered by interstate 215; an auxiliary highway to Interstate 15. The Palm Desert campus is bordered by interstate 10, the southernmost US cross county highway.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	Yes	Yes
Satellite campus	Yes	Yes
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

All campus features are included within the institutional boundary.

Additional documentation to support the submission :

Operational Characteristics

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Miguel Martin

Energy and Sustainability Manager
Facilities Management

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:

41,117,991 US/Canadian \$

Total campus area:

609 Acres

Locale:

Mid-size city

IECC climate zone:

3 - Warm

Gross floor area of building space:

2,990,524 Gross Square Feet

Floor area of laboratory space:

203,288 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

34,400 Square Feet

Additional documentation to support the submission :

Data source(s) and notes about the submission:

All San Bernardino and Palm Desert campus State and Non-State facilities are included in the gross floor area.

Laboratory space includes teaching labs, research labs, and lab service.

Floor area of residential space is estimated to include ASF of residential only space in Serrano Village, plus GSF of residential buildings in Arrowhead, University, and Coyote Villages, as residential space is not typically tracked.

Floor area of other energy intensive space includes only the Student Recreation & Fitness building at roughly 80% more energy intensive than the campus average BTUs per GSF.

Academics and Demographics

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Miguel Martin

Energy and Sustainability Manager
Facilities Management

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

55

Number of students enrolled for credit:

21,124

Total number of employees:

2,171

Full-time equivalent student enrollment:

17,152

Full-time equivalent of students enrolled exclusively in distance education:

428

Full-time equivalent of employees:

1,863

Number of students resident on-site:

183

Number of employees resident on-site:

12

Number of other individuals resident on-site:

0

Weighted campus users, performance year:

13,989

Additional documentation to support the submission:

[ERSO_FB_tot_Fall_2020_vKD18W5.pdf](#)

Data source(s) and notes about the submission:

Note: Employee data do not include contractors, non-State employees, student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions, and summer sessions. Faculty may include research fellows funded by external grants.

On-site resident numbers have been impacted due to COVID-19.

Academics

Curriculum

Points Claimed 27.83

Points Available 40.00

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

Credit	Points
Academic Courses	9.02 / 14.00
Learning Outcomes	4.81 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Provisional Score

9.02 / 14.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

"" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	3,221	1,379
Number of sustainability-focused courses offered	179	75
Number of sustainability-inclusive courses offered	178	76

Percentage of courses that are sustainability course offerings:

11.04

Total number of academic departments that offer courses:

55

Number of academic departments with sustainability course offerings:

38

Percentage of academic departments with sustainability course offerings:

69.09

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Sustainability_Course_Offerings_by_Department.pdf](#)

Do the figures reported above cover one, two, or three academic years?:

Two

A brief description of the methodology used to complete the course inventory :

The course inventory is of undergraduate and graduate coursework offered through CSUSB that support principles of sustainability, including those defined by the AASHE STARS 2.2 Technical Manual standards and terms as one of the following:

Courses that Include Sustainability (CIS)
Sustainability Courses (SC1, 2, or 3)

How were courses with multiple offerings or sections counted for the figures reported above?:
Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted:

The courses were counted based on their independent class code that matched with the class offerings. Our process consisted of mimicking the search process any individual would perform to locate class offerings for sustainability.

Website URL where information about the sustainability course offerings is available:
<https://www.csusb.edu/academic-scheduling>

Additional documentation to support the submission:

Learning Outcomes

Provisional Score

4.81 / 8.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems),
OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

Yes

Which of the following best describes the sustainability learning outcomes?:

Sustainability-supportive

A list of the institution level sustainability learning outcomes:

Breadth of Knowledge: Students identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues.

Depth of Knowledge: Students demonstrate a depth of knowledge in a specific discipline or field and apply the values and ways of knowing and doing specific to that discipline or field to intellectual, ethical, social, and practical issues.

Critical Literacies: Students analyze the ways artistic, oral, quantitative, technological and written expression and information both shape and are shaped by underlying values, assumptions and contexts, so that they can critically contribute to local and global communities.

Ways of reasoning and inquiry: Students engage in diverse methods of reasoning and inquiry to define problems, identify and evaluate potential solutions, and determine a course of action.

Creativity and Innovation: Students develop and use new approaches to thinking, problem solving and expression.

Integrative Learning: Students connect disciplines and learning experiences to frame and solve unscripted problems using lenses from multiple fields, contexts, cultures and identities.

Engagement in the Campus, Local and Global Communities: Students develop dispositions and apply intellect and behaviors to respect and promote social justice and equity on campus and across local and global communities.

Diversity and Inclusion: Students understand how dynamics within global communities influence the ways in which people see the world. They develop dispositions to respectfully interact and collaborate with diverse individuals and groups and acknowledge their own perspectives and biases.

Total number of graduates from degree programs:

119,120

Number of graduates from degree programs that require an understanding of the concept of sustainability:

41,912

A brief description of how the figure above was determined:

The figures were determined by the aggregate amount of total graduates and the reported degrees conferred for the graduating class of the academic year.

A list of degree programs that require an understanding of the concept of sustainability:

Sustainable General Education Pathways
GE Pathway-Environmental Sustainability

GE Pathway-Diversity and Social Justice

GE Pathway-Big Ideas that Change the World: Exploring Ideas, Innovations, Discoveries

Environmental Health Science, BS (Program Code: ENHS)

Environmental Sciences, MS (Program Code: ENSI)

Environmental Studies, BA (Program Codes: ESSU, ESSY)

Environmental Studies, Minor

Ethnic Studies - Chicano(a)/Latino(a) Studies, Minor

Ethnic Studies, Minor

Finance, MS (self-support, offered through the College of Extended and Global Education) (Program Code: FINA)

GE Minor: World Cultures and Diversity

GE Pathway: Big Ideas that Change the World: Exploring Ideas, Innovations, Discoveries

GE Pathway: Digital Life

GE Pathway: Diversity and Social Justice

GE Pathway: Environmental Sustainability

GE Pathway: Global Connections

GE Pathway: World Cultures and Diversity

Gender and Sexuality Studies, Certificate

Gender and Sexuality Studies, Minor

Documentation supporting the figure reported above (upload):

[CSUSB_StatisticalFactbook.pdf](#)

Do the figures reported above cover one, two, or three academic years?:

Two

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

35.18

Website URL where information about the sustainability learning outcomes is available:

Additional documentation to support the submission:

Undergraduate Program

Provisional Score

3.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution offers at least one:

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

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

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

Yes

Name of the sustainability-focused undergraduate degree program:

Environmental Sustainability

A brief description of the undergraduate degree program:

The Environmental Sustainability GE minor provides holistic perspectives on environmental issues by exploring relationships between society and nature through interdisciplinary connections of natural science, social science, humanities, and business. Choose courses from this GE minor to broaden your awareness of the environment and human interactions with ecosystems, learn different viewpoints about what the concept of "sustainability" means, and meet the challenges of promoting sustainability in the local community and at a global scale.

Website URL for the undergraduate degree program:

<https://bulletin.csusb.edu/general-education-program/ge-minor-environmental-sustainability-minor/index.html>

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

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

Website URL for the undergraduate degree program (2nd program):

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

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

Website URL for the undergraduate degree program (3rd program):

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

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

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Minor in Environmental Sustainability

A brief description of the undergraduate minor or concentration:

The Environmental Sustainability GE minor provides holistic perspectives on environmental issues by exploring relationships between society and nature through interdisciplinary connections of natural science, social science, humanities, and business. Choose courses from this GE minor to broaden your awareness of the environment and human interactions with ecosystems, learn different viewpoints about what the concept of "sustainability" means, and meet the challenges of promoting sustainability in the local community and at a global scale.

Website URL for the undergraduate minor or concentration:

<https://bulletin.csusb.edu/general-education-program/ge-minor-environmental-sustainability-minor/index.html>

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

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

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

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

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

Website URL for the undergraduate minor or concentration (3rd program):

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Additional documentation to support the submission:

Graduate Program

Provisional Score

3.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution offers at least one:

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

AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

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

Yes

Name of the sustainability-focused graduate-level degree program:

Master of Science in Environmental Sciences

A brief description of the graduate-level degree program:

The Master of Science in Environmental Sciences is a multidisciplinary program. In addition to courses in chemistry and geology, there are opportunities for study in economics, geography, health sciences, management, and public administration. Students are admitted from numerous backgrounds, but generally with bachelor's degrees in some scientific field such as chemistry, biology, or environmental science. This program is designed to provide a broad background in sciences relevant to the environment, and is designed so that it can potentially be completed in two years.

Website URL for the graduate-level degree program:

<https://bulletin.csusb.edu/colleges-schools-departments/natural-sciences/chemistry-biochemistry/environmental-sciences-ms/>

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

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

Website URL for the graduate degree program (2nd program):

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

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

Website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused graduate-level degree programs:

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

Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:

Certificate in Health Equity

A brief description of the graduate minor, concentration or certificate:

This certificate is designed as an interdisciplinary certificate that provides a background in disciplines that relate to the social and behavioral determinants of health. Determinants of health are social, cultural, political, and economic factors coupled with individual factors that impact population as well as individual health outcomes. Socio-economic (upstream) factors are shaped by the distribution of money, power and resources at global, national and local levels, which are themselves influenced by policy choices (e.g. policies to promote economic development and reduce poverty; policies to promote healthier homes, neighborhoods, schools, and workplaces; housing policy; policies affecting access to health care; education policy; social policy; community empowerment; social capital; social inclusion/ exclusion; transportation policy; job training programs; food policy; health system policy and more). Individual (downstream) factors are those of behavior/lifestyle; gender; genes/family history, stress, income, education, food insecurity, access to health care, and housing.

Website URL for the graduate minor, concentration or certificate:

<https://www.csusb.edu/center-health-equity/certificate-health-equity-health-disparities>

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

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

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

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

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

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

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

Additional documentation to support the submission:

Immersive Experience

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

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

This certificate is designed as an interdisciplinary certificate that provides a background in disciplines that relate to the social and behavioral determinants of health. Determinants of health are social, cultural, political, and economic factors coupled with individual factors that impact population as well as individual health outcomes. Socio-economic (upstream) factors are shaped by the distribution of money, power and resources at global, national and local levels, which are themselves influenced by policy choices (e.g. policies to promote economic development and reduce poverty; policies to promote healthier homes, neighborhoods, schools, and workplaces; housing policy; policies affecting access to health care; education policy; social policy; community empowerment; social capital; social inclusion/ exclusion; transportation policy; job training programs; food policy; health system policy and more). Individual (downstream) factors are those of behavior/lifestyle; gender; genes/family history, stress, income, education, food insecurity, access to health care, and housing.

Website URL where information about the institution's immersive education programs is available:

<https://bulletin.csusb.edu/colleges-schools-departments/arts-letters/art/art-and-restorative-justice-certificate/>

Additional documentation to support the submission:

Sustainability Literacy Assessment

Provisional Score

0.00 / 4.00

Responsible Party

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

Incentives for Developing Courses

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :

Yes

A brief description of the incentive program(s):

Curriculum Development

Curriculum Development Guide

Curriculum is one of the major responsibilities of the faculty. It entails a knowledge of the discipline, an understanding of pedagogical practices and strategies and an organizational structure aligned with campus, system and statewide policies. At campus level, the Academic Programs Office handles the administrative functions, the Office of the Registrar handles student functions and the Faculty Senate oversees curriculum development. The Teaching Resource Center is trying to assemble all of these aspects in a coherent resource site for faculty, as well as provide the Curriculum Guide for Q2S conversion and transformation.

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

Academic Personnel

The Office of Academic Personnel provides leadership and oversight of academic policy and procedures in a manner that supports the overall academic goals, mission and strategic plan of the university.

Academic Program Calendars

Seven academic calendars are available here: current calendar, last three years and the next three years. These calendars include all important dates on campus, such as holidays, advising schedules, quarter beginning and ending dates, etc.

Academic Scheduling Calendars

This website will give you a list of important dates the academic year.

Academic Technologies and Innovation (ATI)

Used for requesting a course and Blackboard support and resources, as well as general assistance with computers, email, and smart classrooms. ATI can be reached online or by phone, (909) 537-7677, 24/7.

Class Schedule Lookup

To view current and past quarterly schedules.

Faculty Resources

The Faculty Resources section contains information regarding reimbursements, guides for Part time and Full-time faculty, and a statistical breakdown of the faculty profile by Academic Year, etc.

Institutional Research

The IR dashboards will give you information about historical and current course enrollments, majors & minors, campus metrics, high school performance indicators and more. The Statistical Factbook, updated every January for the previous Fall gives an overall demographic picture of the campus.

Online Information Security Training

To obtain access to any CSUSB online resource: Blackboard, My Coyote, Outlook 365, etc.; you must complete the security training. This online training will review the responsibility of accessing private information by addressing the Acceptable Use Policy for Electronic Communication and Federal and State laws.

Records Office

The Records website gives information about grades (and grievances), add/drop/withdrawals and intra-system enrollment (concurrent and visitor).

Registration

The Registration website gives information about add/drop/withdrawals, audits, overloads, etc. Of special interest to curriculum development is the information about the Course Numbering System (to be revised for the semester system) and Class Level.

Website URL where information about the incentives for developing sustainability course content is available:

Additional documentation to support the submission:

Campus as a Living Laboratory

Provisional Score

4.00 / 4.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

The campus promotes several events and engagements that are designed to advance the understanding of sustainability. With Sustainability Week and Sustainability month the campus promotes a variety of opportunities.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

The campus hosts and promotes a variety of events that are tailored to advancing sustainability in relation to Public Engagement. The campus adopted California Clean Air Day to promote the community involvement to advance more knowledge of sustainability.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

The campus adopted California Clean Air Day in the joint effort to promote the importance of clean air quality for the individual and the community.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

The buildings on campus are constructed to be LEED certified and advancing the knowledge and the importance of a sustainable building and environment.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

The campus has a solar farm that is located within walking distance from classrooms and easily accessible for students to view and study. Additionally, the solar farm has signage that explains the operations and the details of how the solar panels assist in producing energy and aid in sustainability.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

The campus dining partners have a wealth of programs that aid in teaching students the ways of food conservation in meal preparations, portion controls, and understanding healthy intake. Additionally, our campus dining program collaborates with our hospitality degree program and integrates with the classroom to expose students to real-world operations of sustainable food and dining.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

The campus has 17 different gardens with signage and infographics that explain to students the methods and growth process for each green space. Conservation gardens and spaces on campus are frequently featured in campus publications and classrooms.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

The public administration master program has a class that focuses on public procurement and sustainability. The students in the class are required to replicate the steps of an RFP and reach out to the campus purchasing and procurement office for assistance. The purchasing and procurement department provide a volume of resources to assist in the student's educational development for sustainable purchasing.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

The campus transportation department offers a volume of programs that teach our campus community the benefits of alternative transportation and the importance of reducing the carbon footprint.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

The campus performs a waste audit for students to participate and learn the important details of a three-way waste stream. The waste audit is performed by students as well as the assessment report of their findings.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

The campus is a water resource campus with a water conservation space and an on campus water research institute.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

The campus promotes several workshops and events that are designed to teach students how to organize events and learn the skills of coordination of operations. Our campus provides funding for students to petition via presentation and application before the campus finance committee.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

The campus provides a monumental amount of workshops, cap stone classes, and events that all utilize the infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

The campus offers routine workshops that are designed to advance the student's understanding in sustainability in relation to Investment & Finance

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

The campus offers routine workshops that are designed to advance the student's understanding in sustainability in relation to Wellbeing & Work

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Research

Points Claimed 13.92

Points Available 18.00

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

Credit	Points
Research and Scholarship	7.92 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

Research and Scholarship

Provisional Score

7.92 / 12.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:

408

Number of employees engaged in sustainability research:

40

Percentage of employees that conduct research that are engaged in sustainability research:

9.80

Total number of academic departments that include at least one employee who conducts research:

34

Number of academic departments that include at least one employee who conducts sustainability research:

17

Percentage of departments that conduct research that are engaged in sustainability research:

50

A copy of the inventory of the institution's sustainability research (upload):

[EmiliyaRasheva_FINALReport.08.2016.pdf](#)

Inventory of the institution's sustainability research:

Refer to uploaded file included with this submission.

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

Measuring sustainability is tracking how each of the three pillars of sustainable development is progressing over time. The aim of this process is to ensure that the resources inherited by future generations allow for the same (or greater) levels of wellbeing as enjoyed by current generations. Measuring sustainability utilizes various metrics, indicators, indexes, benchmarks, and assessments to describe characteristics and quantify performance - how effectively an organization or company is achieving its sustainability objectives.⁹

A
7

<http://www.thwink.org/sustain/glossary/ThreePillarsOfSustainability.htm>

8 IUCN, "The Future of Sustainability"

http://cmsdata.iucn.org/downloads/iucn_future_of_sustainability.pdf

page 2

9 Earth Institute, "The Growth of Sustainability Metrics"

http://spm.ei.columbia.edu/files/2015/06/SPM_Metrics_WhitePaper_1.pdf

5 sustainability indicator is perceived to represents "a measurable aspect of environmental, economic, or social systems that is useful for monitoring changes in system characteristics relevant to the continuation of human and environmental wellbeing."¹⁰ The effectiveness of scientifically constructed indicators depends on "trade-offs between scientific soundness and rigor, political effectiveness and democratic legitimacy."¹¹ Sustainability indicators inform decision-makers, government officials, and the public; they can be a powerful tool to foster sustainability. The process of assessing the progress toward achieving predetermined goals, including evaluating (i) "information on the efficiency with which resources are transformed into goods and services (outputs)", (ii) "the quality of those outputs ... and outcomes (the results of a program activity compared to its intended purpose)", and (iii) "the effectiveness of government operations in terms of their specific contributions to program objectives"¹² refers to performance measurement. The performance of an organization in all dimensions of sustainability and for all drivers of organizational sustainability refers to organizational sustainability performance. ¹³ Measuring the internal organizational sustainability performance provides a reliable method to determine the level of integration of sustainability into daily operations and to suggest effective ways for cultural change in the organization.

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Support for Sustainability Research

Provisional Score

4.00 / 4.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:

Yes

A brief description of the student sustainability research program:

The purpose of this award is to support graduate students who engage in research or creative activity through their thesis, projects, or dissertations.

SSI Graduate Student Culminating project Fund

The grant is a one-time award set at a maximum of \$2,000. The funding will be provided in-full upon approval of the proposal. Funds will be transferred to the faculty mentor's department class account. These funds are not designed to cover the costs associated with class projects, class assignments, or any activities that are associated with a traditional "in the classroom" course.

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

Yes

A brief description of the faculty sustainability research program:

Faculty Programs

The Teaching Resource Center provides support for faculty to improve teaching skills, including development of new learning strategies. Visit the TRC website.

Professors Across Borders provides travel support for faculty traveling to international conferences or conducting research activities in other countries. Visit the Professors Across Borders website.

The Office of Research Development is supported by the NIH EARDA program. This office will work with faculty to develop research grant proposals involving biomedical research. There are competitive funds for Pilot Research Programs each year. Visit the ORD website.

The Center for Health Disparities Research is part of the NIH "research infrastructure in minority institutions" (RIMI) program. It is designed to help minority-serving universities build innovative research programs aimed at reducing health inequalities among racial and ethnic groups and among people living below the poverty line. Visit the Center for Promotion of Health Disparities website.

The ASI Student Research and Travel Fund is supported by ASI fees paid by students. This fund provides support for undergraduate and graduate student research (up to \$1,000) and for travel funds to present papers at conferences within the student's discipline. Visit the Graduate Studies website.

The Office of Community Engagement advances community-based programs by providing faculty mini-grants for service learning courses and for community-based participatory research that directly addresses local problems. Visit the Office of Community Engagement website.

<https://www.csusb.edu/academic-research/research-support-and-resources/faculty-programs>

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

Yes

A copy of the promotion or tenure guidelines or policies:

[RPTbooklet_2020-21_Final1.pdf](#)

The promotion or tenure guidelines or policies:

Faculty Activities Reports (FARs): FARs shall be submitted by all evaluated faculty. FARs shall cover all three areas of evaluation: teaching; research, scholarly or creative contributions; and service to university and/or community. A FAR should cover the following periods of time:

- i. For all probationary faculty being considered for retention or tenure: cumulative since appointment.
- ii. For faculty applying for promotion: cumulative since the submission date of the FAR that led to the previous promotion or since initial appointment, whichever is more recent.
- iii. For all others (e.g., tenured faculty subject to periodic evaluation).

Does the institution have ongoing library support for sustainability research and learning?:

Yes

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

Sustainability as a discipline explores how human activities can be altered to meet the needs of both current and future generations to ensure long-term sustainability of the Earth's environmental systems and resources. This interdisciplinary subject blends multiple subject areas including, but not limited to, the sciences, social sciences, education, governance, and business management in an effort to explore how humans can balance environmental, social, cultural and economic needs while restoring and or maintaining the Earth's natural systems (atmosphere, hydrosphere, etc.). The primary challenge of this discipline is to meet the needs of current human populations, while ensuring that future generations have the resources they need to thrive as a society and protect the various natural resources and ecosystems that support life on Earth.

Website URL where information about the institution's support for sustainability research is available:

<https://libguides.csusb.edu/sustainability>

Additional documentation to support the submission:

Open Access to Research

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Website URL where the open access repository is available:

<https://libguides.csusb.edu/sustain>

A brief description of the open access repository:

The campus library offers open access to a repository of academic articles and scholarship, research assistance, subject guides, and useful resources compiled by CSUSB librarians. The library provides consultation on research and methods to ensure the students will find what they need for their projects.

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

Yes

A copy of the institution's open access policy:

The institution's open access policy:

CSUSB ScholarWorks is an open access institutional repository showcasing and preserving the research, scholarship, and publications of California State University, San Bernardino faculty, staff, and students. The repository is a service of the John M. Pfau Library.

Does the policy cover the entire institution? :

Yes

Does the institution provide an open access article processing charge (APC) fund for employees?:

Yes

A brief description of the open access APC fund:

The campus provides access to articles that the university has subscribed to and then provides to the campus free of charge with no additional fees. The university pays for subscriptions that are digitally available 6 months after the initial publication.

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

Yes

A brief description of the open access journal hosting services:

The University provides journal hosting and open access of publications through the library services and are available at no cost to the person researching the information.

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 13.77

Points Available 21.00

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	1.52 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.25 / 2.00

Student Educators Program

Provisional Score

0.00 / 4.00

Responsible Party

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

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

Student Orientation

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

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

100

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

All students that are coming to CSUSB participate in an orientation that includes the University Master Plans, which includes the strategic plan that covers all the sustainability driven programs and campus actions.

Website URL where information about sustainability in student orientation is available:

<https://www.csusb.edu/inside/article/503104/csusb-welcomes-incoming-students-coyote-first-step-program>

Additional documentation to support the submission:

Student Life

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

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

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

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

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

Yes

Name and a brief description of the active student groups focused on sustainability:

SAGES; Student Association of Geography and Environmental Studies: The California State University, San Bernardino, student organization for the promotion of sustainable living, policy, and practices on our campuses and in our communities. We encourage students from all academic interests to join!

Our student organizations have adjusted their event platforms to accommodate the digital platforms by hosting a volume of virtual events that engage both students and guests of membership. Our student organizations routinely

provide Movie Nights as well as informational sessions focused on presenting global issues with local action opportunities through community/nonprofit organizations.

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The Cal State San Bernardino Community Garden, which was formally planted in October, had its first harvest recently that yielded more than seven pounds of produce donated to The Obershaw DEN, the university's food pantry.

Students picked a crop of lettuce, arugula, kale and romaine that would yield an estimated 15 to 20 meals.

The garden is located in university's student housing area, next to the Serrano Village Quad.

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

Yes

A brief description of the student-run enterprises:

"We are the Student Association of Geography and Environmental Studies of California State University of San Bernardino"

The Student group promotes sustainability in their pursuit of their degrees and whiling gaining their personal and professional development.

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

Yes

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

The student financial literacy program defines it as: Financial Literacy, which can be defined as an understanding of how to earn, manage and invest money, has a critical impact on students' ability to make smart choices about which institute of higher education to attend, what to study, how to pay for college, and how to manage student loan debt after graduation. Financial Literacy is the possession of a set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources. The ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing. This information helps individuals become self-sufficient so that they can achieve financial stability. It encompasses conceptual financial knowledge, procedural financial knowledge and applied financial knowledge.

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

Achieving Equity and Social Justice in Transportation, Oct. 20, 8-10 AM

Accessible, affordable transportation is vital to everyone. Experts will discuss how we define equity in the transportation sector and then look at how policy influences the transportation access for low-income Americans. Speakers are Matt Clic from HNTB, Kome Ajise from SCAG, and the CSUSB Leonard Transportation Center (LTC) Research Challenge Students/Alumni from CSUSB, UCR, & CSUPomona). For more LTC conversations visit the online collection of Inland Empire Regional Mobility Series.

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

World Food Wednesdays,

Travel the globe with your taste buds by joining world food recipe challenges every Wednesday. Our bonds are strengthened as we celebrate diversity and appreciate the differences within our Coyote family. Follow the recipe, take a picture, then enjoy! Post pics to Instagram using the hashtag #YotieEats #ResilientCSUSB, or email

resilient@csusb.edu

to be entered into the prize drawing.

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

Yes

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

CSUSB Outdoors mission is to provide the community with a diverse range of outdoor recreational and educational opportunities. We incorporate "Leave No Trace" and cultural/historical knowledge about the areas we visit.

Participants will learn how to recreate safely in the great outdoors, develop an appreciation and understanding of our natural surroundings, experience personal growth and leadership development, learn teamwork and healthy communication skills, form new relationships and of course... have fun!

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

Yes

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

World Food Wednesdays,

Travel the globe with your taste buds by joining world food recipe challenges every Wednesday. Our bonds are strengthened as we celebrate diversity and appreciate the differences within our Coyote family. Follow the recipe, take a picture, then enjoy! Post pics to Instagram using the hashtag #YotieEats #ResilientCSUSB, or email

resilient@csusb.edu

to be entered into the prize drawing.

Does the institution have a program through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

Cook with Chef Ashley,

Sign up for the sustainable cooking class with Chef Ashley of Yotie Eats. Be sure to register in advance to get a list of ingredients so you can cook during the event. You will enjoy a delicious healthy meal at the end. Using the hashtag #ResilientCSUSB, or email

resilient@csusb.edu

to be entered into the prize drawing. Give a shout out to your group, club, or department so they will receive recognition for participation in Sustainability Month.

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

STARS Student Interns (SIs) are CSUSB students who are committed to helping the Office of Sustainability (OOS) build, operate and nurture a healthier more resilient campus community.

The SIs will play a big part in the success of this inaugural program and receive acknowledgement for their contribution. SIs will collaborate with campus stakeholders by:

- Collecting, compiling qualitative and quantitative data for various topics such as food accessibility, sustainability coursework, environmental justice, diversity, inclusion, affordability and access to education.
- Using established calculators or creating spreadsheets to analyze:
 - o Building Energy Consumption
 - o Clean and Renewable Energy On-Site Generation
 - o Waste Minimization & Diversion
 - o Water Use

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge(s):

Small Paw Pledge: Join the pack as we create healthy, resilient communities on and off campus. The Small Paws Pledge is a program to encourage the continued efforts of sustainability as the students venture into their professional arenas before and after graduation.

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

The CSUSB Sustainability office offers rotating student internships, with optional academic credit and paid opportunities funded through the Career Center: Student Communications Liaison, Student Outreach Program Coordinator, and Projects Assistant.

Additional documentation to support the submission:

Outreach Materials and Publications

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

"---" 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

Website URL for the central sustainability website:

<https://www.csusb.edu/sustainability>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

'CSUSB Sustainability Notes' are published electronically periodically (at least quarterly, and up to weekly) to the campuses' administrative listserv, and then archived to the CSUSB Facilities Services Sustainability Web site under 'Press & Publications'. These 'Notes' contain brief updates, tips, and resources for sustainable efforts under four categories: 'On Campus', 'At Home', 'Out and About', and 'In the Know'.

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

Each of the LEED buildings on campus have signage that displays the sustainability features of the building and its contributions to the campus. The campus has multiple displays of water conservation, Tree Campus USA, and three-way waste streams to promote and educate all people that visit the campus.

Does the institution provide a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

The community is invited to visit the the Water Conservation Demonstration Garden during daylight hours when the campus is open. You may simply walk through the gardens and exhibits, or you may use a self-guided tour that you can access from your cell phone by calling (909) 537-GRDN (4736) and following the prompts.

Private tours can be arranged by calling the Water Resources Institute at (909) 537-7681.

Tours of the San Bernardino campus renewable energy and resource conservation facilities are offered at least once a year and may be coordinated upon request for groups through the campus sustainability coordinator at

sustainability@csusb.edu

or 909.537.7133.

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

Yes

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

California State University, San Bernardino aspires to be a model for transforming lives and ensuring student learning and success. CSUSB is a preeminent center of intellectual and cultural activity in Inland Southern California, reflecting the dynamic diversity of the region and having the most diverse student population of any university in the Inland Empire. Using this as a foundation, the Department of Housing and Residential Education offers Living Learning Communities (LLCs) through partnerships with University faculty and staff to provide direct connections to students and linking their curricular with co-curricular experiences to create opportunities to integrate classroom learning and student success.

Benefits of Living in an LLC

LLCs support the personal development and academic success of our residents.

Each LLC is unique, offering students the chance to live with others who share similar interests and/or identities, as well as the opportunity to interact with faculty, staff, peers, and campus departments.

Residents create a community that embraces progressive conversations around personal and identity development, professional life skills, and self-reflection.

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

In the spirit of waste prevention, CSUSB Sustainability limits printed materials for outreach, but has created a series of reusable bookmarks on local and on-line resources to supplement activities at outreach events with themes on Energy Conservation 101, Conscious Consumer Guides, Low Water Use Yard & Garden, Eat Seasonally & Locally, Fair Trade, Utilities Saving Retrofits (for home owners), EcoAction themes (urban sustainability/environmental justice), and EcoMotion (air quality and clean transportation).

Additional documentation to support the submission:

Outreach Campaign

Provisional Score

4.00 / 4.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:

Yes

Name of the campaign:

Clean Air Day

A brief description of the campaign:

The campus clean air day advocates for the importance of healthy air quality to ensure our community members can thrive with healthy air and environmental conditions. The events of clean air day focus on alternative transportation and self-care by encouraging all participants to adopt healthy habits.

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

The positive campaign efforts were measured by the volume of social media shares, likes, and re-shares. The Clean Air Day was very successful and popular within our campus athletics and kinesiology programs.

Name of the campaign (2nd campaign):

Sustainability Week

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

Sustainability Week is a series of events that take place over the duration of six consecutive days. The Main focus of sustainability week highlights the importance of adopting sustainable habits that intersect with all areas of life. Sustainability week takes place during the week in April that aligns with Earth Day followed by Arbor Day shortly thereafter.

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

The positive impacts are measured by the student response via social media traction, event engagement, digital marketing shares, and comments submitted by those that participated.

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

Assessing Sustainability Culture

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

Employee Educators Program

Provisional Score

1.52 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

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

Total number of employees:

2,171

Total number of employees served by a peer-to-peer sustainability outreach and education program:

30

Percentage of employees served by a peer-to-peer sustainability outreach and education program:

1.38

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

Sustain-Ability: How small steps lead to big differences

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

The program is offered during our Employee Development Day. The program is a workshop that highlights the campus resilient plan and how an individual can make small, personal efforts that contribute to big differences for the advancement of sustainability.

A brief description of the employee educators program's target audience (1st program):

The program's target audience is all campus staff and faculty. The program's target audience is intended for anyone and everyone employed by CSUSB

Number of trained employee educators (1st program):

2

Number of weeks the employee educators program is active annually (1st program):

2

Average or expected number of hours worked weekly per trained employee educator (1st program):

10

Total number of hours worked annually by trained employee educators (1st program):

20

Website URL where information about the employee educators program is available (1st program) :

<https://www.csusb.edu/staff-development-center/learn/conferences-events/employee-development-days>

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

Facilitating Sustainable Change

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

Change is a necessary but difficult part of every organization's work processes. In this course, you'll learn about key outputs of a change initiative, how to identify stakeholder groups, and how to evaluate the keys to sustainable change.

A brief description of the employee educators program's target audience (2nd program):

The target audience is all staff and faculty of CSUSB. The program is offered by the university's learning portal which is designed specifically for the ease and accessibility of professional development programs and to facilitate educational programs.

Number of trained employee educators (2nd program):

2

Number of weeks the employee educators program is active annually (2nd program):

52

Average or expected number of hours worked weekly per trained employee educator (2nd program):

40

Total number of hours worked annually by trained employee educators (2nd program):

2,080

Website URL where information about the employee educators program is available (2nd program):

<https://www.csusb.edu/staff-development-center/linkedin-learning>

A brief description of all other employee peer-to-peer sustainability outreach and education programs:

Virtual Conversation Diversity Awareness, Inclusion and Equity
Workshop Description:

Join diversity workshop facilitators for the continuation of a virtual conversation on diversity, equity and inclusion as we explore creating a more inclusive environment at CSUSB. There will be time provided for questions and answers to those new to the Inland Empire and the CSUSB campus community. We welcome your participation and look forward to you joining us. Workshop is intended for new hires and will fulfill the diversity & inclusion training requirement.

This discussion will include the following:

Inclusion and Equity: Diversity Awareness

CSUSB Commitments to Diversity and Inclusion

Diversity-related terminology and concepts (concepts that help us interpret our own experiences and those of co-workers and students)

An opportunity to share stories and ask questions about creating diversity-affirming work environments in which all are respected

Number of trained employee educators (all other programs):

8

Number of weeks, on average, the employee educators programs are active annually (all other programs):

1

Average or expected number of hours worked weekly per trained employee educator (all other programs):

40

Total number of hours worked annually by trained employee educators (all other programs):

40

Grand total number of hours worked annually by trained employee educators (all programs):

2,140

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:

0.99

Website URL where information about the employee sustainability educators programs is available:

<https://www.csusb.edu/sustainability>

Additional documentation to support the submission:

Employee Orientation

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

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

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

100

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

Sustainability is included in the campus master strategic plan. The campus strategic plan is showcased and explained at every employee orientation. Sustainability is a top priority of the campus strategic plan in all areas of growth, development, retention, and professional development.

Website URL where information about sustainability in employee orientation is available:

Additional documentation to support the submission:

Staff Professional Development and Training

Provisional Score

1.25 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:

Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:

The office of sustainability works closely with the Staff Development center by offering staff-lead educational workshops on sustainability and incorporating a "green" standard for administrative procedures. Additionally, the sustainability coordinator is provided the opportunity and encouraged to attend related conferences, such as AASHE and the California Higher Education Sustainability Conference (CHESC), as well as membership to AASHE, the California Resource Recovery Association (CRRRA)/NRC, the Responsible Purchasing Network (RPN), USGBC, and their respective Webinar information sessions.

All staff (and faculty) are provided the same access to AASHE, USGBC, and RPN.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

California State University, San Bernardino's College of Extended and Global Education offers lifelong learning opportunities for different stages in your life ranging from high school, college, career to retirement. We also extend the resources of the university into the community, region, nation, and around the world.

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

<https://www.csusb.edu/pace/courses-programs>

Additional documentation to support the submission:

Public Engagement

Points Claimed 16.58

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	2.58 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

Community Partnerships

Provisional Score

2.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

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

Name of the institution's formal community partnership to advance sustainability :

Inland Empire Resource Conservation District

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Short-term project or event

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

The IERCD is a public agency, headquartered in the City of Redlands and focusing on open space preservation, wildland rehabilitation, and education and outreach to residents within 1,300 square miles of northwestern Riverside and southwestern San Bernardino counties. Governed by a seven-member board of directors who are appointed by the San Bernardino County Board of Supervisors, IERCD staff members work to carry out the District's mission, both through IERCD-focused projects and through collaboration with a variety of public and private partners.

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

The Water Resources Institute

Does the institution provide financial or material support for the partnership? (2nd partnership):

Yes

Which of the following best describes the partnership timeframe? (2nd partnership):

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Sustainability-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

The Water Resources Institute is an academic partnership with the Southern California communities we serve driven by the vision that sustaining water resources rests on sound research, analysis and public policy collaboration.

Commonly referred to as the WRI, we were founded in 1999 when Cal State San Bernardino accepted a premier collection of historical water resource materials from Joseph Andrew Rowe. Additional archival materials have been donated by an array of public agencies, private firms and individuals, including elected officials, engineers, attorneys and business leaders. The collection contains technical journals, engineering and planning reports, well records, maps, aerial photos, pamphlets, government documents and books.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

William and Barbara Leonard Transportation Center

Does the institution provide financial or material support for the partnership? (3rd partnership):

Yes

Which of the following best describes the partnership timeframe? (3rd partnership):

Multi-year or ongoing

Which of the following best describes the partnership? (3rd partnership):

Sustainability-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

Transportation plays a major role in the Inland Empire of Southern California, and the William and Barbara Leonard Transportation Center is the voice for an integrated and sustainable transportation system in our region. The Inland Empire is an inland port region expected to grow exponentially in the logistics and transportation sector. The region, with informed decisions, can use this growth to develop a strong economic base. Our focal points include transportation management, the impacts of technology on transportation and logistics, and transnational studies. Research influences our education initiatives and community outreach efforts, which in turn substantiate policy produced by the LTC. The Center seeks solutions to assist residents, businesses, government and nonprofit agencies, and international partners work together on improving sustainability and life in the Inland Empire.

A brief description of the institution's other community partnerships to advance sustainability:

Website URL where information about the institution's community partnerships to advance sustainability is available:

<https://www.csusb.edu/sustainability>

Additional documentation to support the submission:

Inter-Campus Collaboration

Provisional Score

3.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

The name of the national or international sustainability network(s):

AASHE: Advancing Sustainability in Higher Education

AASHE is the leading association for the advancement of sustainability in higher education. We serve a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation. Established in 2005, AASHE is comprised of over 900 members across 48 U.S. states, 1 U.S. Territory, 9 Canadian provinces and 20 countries.

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

Second Nature,

<https://secondnature.org/>

Southern California region and nation wide networking

Has the institution presented at a higher education sustainability conference during the previous year?:

Yes

A list or brief description of the conference(s) and presentation(s):

This Way to Sustainability
Climate Action Pursuit
AASHE Annual Conference
CSU Energy and Sustainability conference

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

Tree Campus USA
The Tree Campus Higher Education program helps colleges and universities establish and sustain healthy community forests. Tree Campus Higher Education colleges and universities will receive recognition materials that can be showcased throughout the campus, as well as press releases to be distributed on campus and in the community. By meeting the annual standards and being recognized as a Tree Campus Higher Education college or university, you will create a campus that not only helps to benefit and create a more sustainable environment, but instills pride in the students, faculty, and community.

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:

Yes

A list or brief description of the board or committee appointment(s):

ASI Sustainability Board of Director: Student representative for all projects and advocacy of Sustainability for the campus community

SMSU Sustainability Committee: A sub committee of the Student Union Board of Directors to ensure the forward progress of sustainable actions and campus commitments.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

Yes

A brief description of the mentoring relationship and activities:

IERCD: Inland Empire Resource Conservation District.
Our office partners with the local IERCD and offers mentorship and assistance for all students and staff as our offices collaborate on many community projects and events.
The IERCD is a public agency, headquartered in the City of Redlands and focusing on open space preservation, wildland rehabilitation, and education and outreach to residents within 1,300 square miles of northwestern Riverside and southwestern San Bernardino counties. Governed by a seven-member board of directors who are appointed by the San Bernardino County Board of Supervisors, IERCD staff members work to carry out the District's mission, both through IERCD-focused projects and through collaboration with a variety of public and private partners.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

Yes

A brief description of the peer review activities:

The AASHE Advisory Committee

The Advisory Council (AC) is the primary mechanism for members to get involved in AASHE governance.

Consisting of leaders from higher education, business, nonprofits and government, the AC provides advice and guidance on high-level strategy as well as specific programs and services.

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Website URL where information about the institution's inter-campus collaborations is available:

<http://sustainability.csusb.edu>

Additional documentation to support the submission:

Continuing Education

Provisional Score

5.00 / 5.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Total number of continuing education courses offered:

70

Number of continuing education courses that are sustainability course offerings:

26

Percentage of continuing education courses that are sustainability course offerings:

37.14

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:

Institution's inventory of its continuing education sustainability course offerings and descriptions:

<https://www.csusb.edu/pace/courses-programs/construction-and-sustainability>

1. Green Supply Chain Management: The Certified Green Supply Chain Professional Online Training course will give you the specialized knowledge to enable a company to achieve its environmental sustainability goals through global sourcing, materials management, procurement and buying, transportation and logistics, and new product development. This course will help you learn the essentials of green product standards and labeling as well as how to work with sustainable suppliers, implement sustainable business practices, apply lean and green manufacturing strategies, and integrate these practices across the extended supply chain. By the end of this course, you will be prepared to take the Senior Certified Sustainability Professional Certification (SCSP) or Green Supply Chain Professional Certification (GSCP) offered by Green Supply

Chain.org

. While these are not state or national certifications, once you pass, you will have earned the course credentials and are entitled to use the SCSP or GSCP designation after your name.

This sustainability certification is essential for professionals working in or preparing for leadership roles tasked to support the sustainable business practices and goals of their organization. Professionals who need to create collaborative partnerships in order to improve sustainable business practices throughout the supply chain will also benefit from this course, as will sustainability consultants who must analyze green challenges for their clients and develop supply-chain strategies. Managers, directors, or vice presidents whose departments are within the operations or supply-chain groups and have responsibility for implementing green supply-chain practices will find this training useful. Lastly, for those professionals who need to develop collaborative supplier partnerships with OEM organizations they support as a Tier I or II supplier.

Environmental Energy Programs:

<https://careertraining.ed2go.com/csusb/construction-and-trades-environmental-and-energy-program>

s/

The Leadership in Energy & Environmental Design (LEED) Green Associate course is designed to educate

candidates on the cutting edge green building and sustainable design practices, and enables participants to designate that expertise with an internationally recognized professional credential.

Developed and backed by the U.S. Green Building Council, the LEED Green Associate course and its credential have gained national and global notoriety. The Leadership in Energy and Environmental Design (LEED) rating system is one of the most widely used standards for green building and design. The Tier 1: LEED Green Associate training course and exam covers general information on green building practices for residential and commercial projects, and prepares individuals to support other professionals working on projects seeking LEED certification.

This course will also prepare you for the LEED Green Associate Credential from USGBC (US Green Building Council). This is an internationally recognized certification that designates expertise in green building and design principles. The exam fee is included with the course.

Do the figures reported above cover one, two, or three academic years?:

Three

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

Yes

A brief description of the certificate program(s):

<https://careertraining.ed2go.com/csusb/training-programs/leed-program/?Category=construction-and-trades-environmental-and-energy>

1. The Leadership in Energy & Environmental Design (LEED) Green Associate course is designed to educate candidates on the cutting edge green building and sustainable design practices, and enables participants to designate that expertise with an internationally recognized professional credential.

Developed and backed by the U.S. Green Building Council, the LEED Green Associate course and its credential have gained national and global notoriety. The Leadership in Energy and Environmental Design (LEED) rating system is one of the most widely used standards for green building and design. The Tier 1: LEED Green Associate training course and exam covers general information on green building practices for residential and commercial projects, and prepares individuals to support other professionals working on projects seeking LEED certification.

This course will also prepare you for the LEED Green Associate Credential from USGBC (US Green Building Council). This is an internationally recognized certification that designates expertise in green building and design principles. The exam fee is included with the course.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

Additional documentation to support the submission:

Community Service

Provisional Score

2.58 / 5.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

21,124

Number of students engaged in community service:

12,004

Percentage of students engaged in community service:

56.83

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

Yes

Total number of student community service hours contributed annually:

150,100

Number of annual community service hours contributed per student :

7.11

Does the institution have a formal program to support employee volunteering during regular work hours?:

Yes

A brief description of the institution's program to support employee volunteering:

The Office for Community Engagement (OCE) is committed to support and recognize CSUSB faculty who address critical community needs through high quality community-based experiences for our students. We connect faculty with communities and facilitate community partnership development, service learning and/or community-based participatory research. The Office of Community Engagement provides resources and tools for faculty interested in incorporating community engagement into their teaching, research and scholarship.

Service learning at CSUSB is a high-impact teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community.

Faculty who teach service learning courses have found that extending the boundaries of the classroom into the community benefits their students' learning in many ways. Students understand and synthesize the subject matter through a broader range of experiences and associations; gain an understanding and appreciation of the community and the diversity of its people; explore an area of study or a career option; critically reflect on personal values and responsibilities as citizens; and gain a belief they can make a difference through their actions. Many students decide to continue their involvement in the community after completing the service learning experience.

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Yes

Total number of employee community service hours contributed annually through programs sponsored by the institution:

3,635

Website URL where information about the institution's community service programs is available:

<https://www.csusb.edu/community-engagement>

Additional documentation to support the submission:

Participation in Public Policy

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

The local city council participates in a volume of campus events that support sustainability. The local city council is composed of several CSUSB alumni and are actively advocate for the improvement of environmental justice through policy advancement and legislation. The city's LRD committee meet often and discuss the city policy on various pollutants including: fireworks, two-stroke generators, event materials and usage along with the general provisions of community beautifications.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

The campus is involved with regional efforts that coordinate between all the CSU campuses to promote campus sustainability at the state/provincial/regional level by attending various conferences, local community council meetings, regional meetings on implementing sustainability in best practices and standard operating procedures.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

Our office of sustainability is involved with national advisory boards for the AASHE organization. Our office participates in the advocacy efforts of changing public policy for the betterment of the environment and the overall quality of life for the community members.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

The campus is actively involved and supports all efforts that promote a regional, national, and international campaign for sustainability. A few of our programs include: study abroad, Fullbright, international healthcare and many more adHoc programs that focus on the advancement of sustainability.

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

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

Website URL where information about the institution's sustainability advocacy efforts is available:

<https://www.csusb.edu/sustainability>

Additional documentation to support the submission:

Trademark Licensing

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Is the institution a member of the Worker Rights Consortium (WRC)?:

Yes

Is the institution currently a member of the Fair Labor Association (FLA)? :

Yes

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

No

A brief description of the independent monitoring and verification organization:

AASHE is the leading association for the advancement of sustainability in higher education. We serve a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation. Established in 2005, AASHE is comprised of over 900 members across 48 U.S. states, 1 U.S. Territory, 9 Canadian provinces and 20 countries.

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

It is the collective responsibility of all users to ensure the confidentiality, integrity, and availability of information assets owned, leased, or entrusted to the CSU and to use CSU assets in an effective, efficient, ethical, and legal manner.

The CSU RESPONSIBLE USE POLICY shall apply to the following:

All campuses.

Central and departmentally managed campus information assets.

All users employed by campuses or any other person with access to campus information assets.

All categories of information, regardless of the medium in which the information asset is held or transmitted (e.g. physical or electronic).

Information technology facilities, applications, hardware systems, and network resources owned or managed by the CSU.

Auxiliaries, external businesses and organizations that use CSU information assets must comply with the CSU RESPONSIBLE USE POLICY.

Website URL where information about the institution's trademark licensing initiatives is available:

Additional documentation to support the submission:

[Responsible_Use_Policy.pdf](#)

Operations

Air & Climate

Points Claimed 0.00

Points Available 11.00

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

Credit	Points
Emissions Inventory and Disclosure	0.00 / 3.00
Greenhouse Gas Emissions	0.00 / 8.00

Emissions Inventory and Disclosure

Provisional Score

0.00 / 3.00

Responsible Party

Jon Mohoroski
Director
Environmental Health & Safety

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NO_x) and sulfur oxides (SO_x). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

Greenhouse Gas Emissions

Provisional Score

0.00 / 8.00

Responsible Party

Michelle Dyck
Sustainability Coordinator
Facilities Services

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

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

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Buildings

Points Claimed 2.43

Points Available 8.00

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

Credit	Points
Building Design and Construction	2.43 / 3.00
Building Operations and Maintenance	0.00 / 5.00

Building Design and Construction

Provisional Score

2.43 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

256,550 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	72,932 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	76,358 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	107,260 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet

	Floor area
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Total	256,550 <i>Square Feet</i>

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

100

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Health Sciences, Palm Desert campus, is LEED Gold certified.
 Coyote Village LEED v3 Silver certified in 2019
 Coyote Dining LEED v3 Gold certified in 2019
 Center for Global Innovation (CGI) LEED v3 Platinum certified in 2020

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Website URL where information about the institution's green building design and construction program is available:

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

Additional documentation to support the submission:

Building Operations and Maintenance

Provisional Score

0.00 / 5.00

Responsible Party

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

Energy

Points Claimed 3.00

Points Available 10.00

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

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

Credit	Points
Building Energy Efficiency	3.00 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Provisional Score

3.00 / 6.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

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

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	25,759,766 <i>Kilowatt-hours</i>	87,892.32 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	1,832,428 <i>Kilowatt-hours</i>	6,252.24 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	10,566.92 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

Total site energy consumption, performance year:

104,711.49 *MMBtu*

Gross floor area of building space, performance year:

2,990,524 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	203,288 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	34,400 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

3,431,500 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	2,241 <i>Degree-Days (°F)</i>
Cooling degree days	1,323 <i>Degree-Days (°F)</i>

Total degree days, performance year:

3,564 *Degree-Days (°F)*

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

	Start date	End date
Performance period	July 1, 2019	June 30, 2020

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
 8.56 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	25,759,766 Kilowatt-hours	87,892.32 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	1,832,428 Kilowatt-hours	6,252.24 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	10,566.92 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year:
 104,711.49 MMBtu

Gross floor area of building space, baseline year:
 2,990,524 Gross Square Feet

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

	Start date	End date
Baseline period	July 1, 2019	June 30, 2020

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

Archived energy usage data is available from fiscal year 1999-2000 forward in response to the California State University (CSU) Executive Order 785 (2001) mandated Energy Conservation Goal and reporting requirements.

Source-site ratio for imported electricity:
 3

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.04 MMBtu / GSF	0.09 MMBtu / GSF
Baseline year	0.04 MMBtu / GSF	0.09 MMBtu / GSF

Percentage reduction in total source energy consumption per unit of floor area from baseline:
 0

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

A brief description of energy use standards and controls employed by the institution:

Per CSU Executive Order 987 (2006), "Purchased energy resources on CSU facilities will not be used to heat above 68 [degrees] F or cool below 78 [degrees] F. Domestic hot water temperatures will not be set above 115 [degrees] F. These limits will not apply in areas where other temperature settings are required by law or by specialized needs of equipment or scientific experimentation."

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

Exterior lighting for buildings, parking lots, walkways, and streets on both campuses were retrofit in 2013/14 to LED fixtures with automated dimmable and daylight scheduling.

Interior lighting was retrofit from T12 to T8 fluorescent ballasts and lamps was completed in 2007 on San Bernardino campus, and automated occupancy bi-level controls installed in all major stairwells. Beginning in 2010, targeted interior areas are being retrofit to LED as remodeling or replacements are required.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

In this warm climate, passive solar heating is not a functional design feature. Shaded or recessed windows and reduced southern exposure is utilized in building designs to help minimize heat load in warm months.

A brief description of co-generation employed by the institution:

Fully operational in Fall 2013, the San Bernardino campus is now home to a 1.4 MW cogeneration fuel cell power plant owned and operated by Southern California Edison. The plant supplies waste heat to the central heating system for the campus.

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

Website URL where information about the institution's energy conservation and efficiency program is available:

<http://sustainability.csusb.edu/index.html>

Additional documentation to support the submission:

Clean and Renewable Energy

Provisional Score

0.00 / 4.00

Responsible Party

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

Data source(s) and notes about the submission:

Additional URLs:

<http://sustainability.csusb.edu/Projects/photovoltaicArrays.html>

<http://sustainability.csusb.edu/Projects/windTurbines.html>

CSU Executive Order 987 sets forth the following policy:

"The CSU will endeavor to meet or exceed the State of California and California Public Utilities Commission Renewable Portfolio Standard (RPS) that sets a goal of procuring 20% of its electricity needs from renewable sources by 2010 subject to the constraints of program needs and standard budget parameters."

CSUSB purchases an additional 1,636.064236 MMBtu from two roof top photovoltaic arrays on the San Bernardino campus through a power purchase agreement (PPA) for which the university does not own the renewable energy credits.

All other electricity purchases from the utility grid (for both campuses) include the above state mandated 20% from renewable sources - an estimated equivalent of 20,642.313392 MMBtu from geothermal, solar, wind, and hydroelectric fiscal year 2012-13.

Food & Dining

Points Claimed 2.00

Points Available 8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	2.00 / 2.00

Food and Beverage Purchasing

Provisional Score

0.00 / 6.00

Responsible Party

Criteria

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

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Sustainable Dining

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

Millions of tons of perfectly edible, wholesome fruits and vegetables get wasted every year because their size, shape, or color don't exactly match the food industry's stringent cosmetic standards. Some are left in the fields to rot or get disked under, or are rejected later during processing. But when you're slicing, dicing, chopping, and cooking, flavor matters a lot more than looks. To fight food waste and support local farmers, Chartwells parent company Compass Group USA, the nation's largest food service company serving 8 million meals a day, and Bon Appétit Management Company, its award-winning subsidiary, have together launched a groundbreaking program, Imperfectly Delicious Produce, to rescue and incorporate these fruits and vegetables into recipes served at Cal State San Bernardino!

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

Yes

A brief description of the sustainability-themed food outlet:

A healthier, more resilient campus is born from a strong passion for taking action. We are proud to have the opportunity to partner with a university that puts sustainability efforts at the forefront of student success and has

taken such large strides towards a healthier future by establishing the first Office of Sustainability on the CSU San Bernardino campus.

We believe that a student's journey goes beyond the textbook and can be found deeply rooted within social responsibility. From the ingredients sourced in recipes found at Coyote Commons to efforts in our kitchens to reduce waste, every action we take has a direct correlation with the health of your campus. Transparency is key and that is why Chartwells takes absolute pride in our sustainability story and promises.

With a team of sustainability experts and professionals dedicated to environmental responsibility, Chartwells will implement programs that align with the Resilient CSUSB Goals including a net zero waste campus and access to healthy and sustainable food for all Coyotes. Please find

an outline of our commitment to working with CSU San Bernardino, the Road Map Working Groups and the task force committees on a building a Resilient CSUSB.

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

We are committed to development and growth of local farms throughout North America. Our local purchasing goal is to source 20% or more of our products annually from within 250 miles of campus. This includes a mix of all locally available products with a focus on locally grown produce, but also incorporates dairy products, eggs, bakery and animal proteins. For purposes of local spend, we do not consider distribution centers or national manufacturers within the vicinity as a standard practice. Our local spend is intended to reflect economic benefits back to the communities within which we do business.

All of our local purchases are monitored and tracked at the unit level for AASHE Stars and campus reporting. Collected through a variety of sources, this data is easily shared with the campus community in regular QBR meetings. Because we menu by season, we naturally tap into existing local product availability which reduces greenhouse gas contribution and enhances flavor.

Within 250 miles of the Cal State San Bernardino Campus, these farmers and producers listed below already have a relationship with other Compass operations. We are happy to work intimately with additional local providers to provide guidance on accessing the Compass distribution network.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

30

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

One of the most important things you can do is make a commitment to your health. Whether you are looking to eat healthier, more balanced meals, have food allergies, or require a special diet, we have something for everyone.

If you live on campus and have food allergies or follow a special diet for medical, religious, or personal reasons, we are happy to meet with you to discuss your concerns. During this process, we will identify your needs and then look at options available to you. We will then determine the best solution regarding your meal plan. To begin the process, please contact our Campus Executive Chef

Chartwells offers a no-cost notification to students who opt-in when food is available at the end of service each day in resident dining facilities. Much food is wasted at the end of each service period when guest volumes decrease.

Our notification system allows students to come to the resident dining facility, show their invite to the cashier, and enter without a swipe. Students may fill a to-go container with food that is available on the lines. Notifications are sent whenever product is available, about 10-15 minutes prior to close so that food is still available, safe, and doors are open.

Does the institution or its primary dining services contractor have a vegan dining program that makes

diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Foods that do not contain any animal-derived products at all including honey, dairy, or eggs. A variety of vegan options are offered throughout campus.

Foods that do not contain animal products except dairy or eggs. We celebrate the environmental and wellness benefits of a vegetarian diet by offering multiple options in each venue.

These foods are limited in calories, fat, saturated fat, cholesterol, and sodium. Eating these food choices more often will help you feel energetic and healthy.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

A brief description of the sustainability labelling and signage in dining halls:

- Chartwells will promote the recycling of all materials that are deemed recyclable by local haulers, based on our ability to capture and store these items on the site.
- All printed menus/letters will continue to be on 30% post-consumer recycled copy paper or higher. We also plan to eliminate digital screens to reduce the use of printed menus.

Sustainable programs and practices are only successful if reinforced with a strong marketing strategy. Working side-by-side with the marketing team, the Sustainability Intern will release a series of marketing campaigns that focus on supporting the Resilient CSUSB goals.

The marketing strategy is built on engaging education, active table touches, social media content including the #ICareAboutFair and #StopFoodWasteDay campaigns and creative print advertising that tells a sustainable story to guests on campus.

With the creative support of our Marketing Innovations, Chartwells will carry out a robust calendar of campaigns targeting specific sustainable topics.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

Our mission at Stop Food Waste Day is to ignite change regarding the global food waste issue. We do this by drawing attention to the problem, at the same time educating through engaging with society at all levels and sharing practical, creative and impactful ways we can all change our behavior to minimize food waste.

Chartwells will implement and execute a "Bring Your Own" mug/cup program to campus to offer students, faculty and staff plastic reusable to-go containers. Reusable dishware programs reduce our carbon footprint by reducing waste, plastic and Styrofoam production, transportation and packaging.

Many catered events have leftover food. In situations where a buffet is typically served, Chartwells has partnered with Food Recovery Network to train student volunteers to serve, at no cost to the client, a catered meal that was purchased as a buffet style option. When the food is served rather than self-serve, the meal components can be recovered and donated to the food pantry.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

A healthier campus can only exist when we put the well-being of our students first. This belief drives our commitment to looking at where our ingredients are sourced, how they are grown and the communities they support. A healthier student body starts from scratch. With a strong partnership with sustainable suppliers and educators, like the Real Food Challenge, we are on the road to building a more resilient campus with CSU San Bernardino.

Chartwells has a strong relationship with the Real Food Challenge leadership. We work with a variety of colleges and universities around the country to analyze the foodservice on campus and define and evaluate what constitutes real food. Several of our higher education accounts, including Bard College and University of Utah, have signed on to the Challenge.

Reusable Products Program

Chartwells will implement and execute a "Bring Your Own" mug/cup program to campus to offer students, faculty and staff plastic reusable to-go containers. Reusable dishware programs reduce our carbon footprint by reducing waste, plastic and Styrofoam production, transportation and packaging.

Biodegradable Serviceware

We will offer the community biodegradable or recyclable serviceware dependent upon local services available (composting or recycling). As a company, Chartwells will continue to research the best biodegradable and environmentally friendly alternatives and we will continuously move forward in bringing the best and most cost efficient options to Cal State San Bernardino.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Chartwells offers a no-cost notification to students who opt-in when food is available at the end of service each day in resident dining facilities. Much food is wasted at the end of each service period when guest volumes decrease. Our notification system allows students to come to the resident dining facility, show their invite to the cashier, and enter without a swipe. Students may fill a to-go container with food that is available on the lines. Notifications are sent whenever product is available, about 10-15 minutes prior to close so that food is still available, safe, and doors are open.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

Yes

A brief description of the food materials diversion program:

Reducing food waste doesn't come from one person. It is a combined effort from the campus community fueled by sustainable education and a team mentality of reaching the same goal hand-in-hand. Starting with Coyote Commons, Chartwells will put the Erase Waste campaign into action with the help of a CSUSB student organization. By creating a partnership with the Environmental Studies Club, we can utilize the strength of the student voice and create a widespread reach to their peers about the importance of reducing waste. Erase Waste will set a goal of reducing front of the house food waste by 5% each semester. Powered by educational tabling sessions, nutritional information on healthy portion sizes, events and friendly competitions, Coyotes will be encouraged to reduce overall food waste while tracking progress on a Waste Tracker. Supplied with a scale, the Environmental Studies Club and Sustainability Intern will weigh food waste each week to track their goal. The Environmental Studies Club will take pride and ownership of this campaign while learning through a real-life experience. At the end of the semester, Coyotes can celebrate with a closing Erase Waste event as they reach their 5% reduction goal.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

WASTE NOT Program:

Chartwells utilizes a system called Waste Not, which was developed internally to more efficiently reduce food waste. Waste Not manages waste stream inventory in the following ways:

1. Collection of food scraps from production, entry of quantity into software
2. Information on overproduction and food donation quantities
3. Expired inventory
4. Composted product
5. Recycled products

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

Each kitchen we operate at CSUSB will be set up with the Waste Not waste stream management system. Information is collected and entered daily into the system. Reports can be run on demand at the account and per kitchen.

None of the data is considered proprietary or confidential for reporting purposes. We would enjoy collaborative discussion to review findings, suggestions for waste reduction and outside influences and factors that may be affecting food waste.

Currently there are over 2,000 Compass dining venues participating in the Waste Not program with an 18% reduction in waste since its companywide inception in fall 2018. Our goal is for each of our kitchens to have no more than 5% food waste by 2021.

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

Reusable trays, plates, bowls and flatware are used for "dine in" meals. Additionally, all reusable containers are encouraged for purchase for each customer to have their to-go containers without contributing to waste and reducing litter.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

Reusable Products Program

Chartwells will implement and execute a “Bring Your Own” mug/cup program to campus to offer students, faculty and staff plastic reusable to-go containers. Reusable dishware programs reduce our carbon footprint by reducing waste, plastic and Styrofoam production, transportation and packaging.

Biodegradable Serviceware

We will offer the community biodegradable or recyclable serviceware dependent upon local services available (composting or recycling). As a company, Chartwells

will continue to research the best biodegradable and environmentally friendly alternatives and we will continuously move forward in bringing the best and most cost efficient options to Cal State San Bernardino.

Be Straw Free Campaign

Chartwells will implement the “Be Straw Free” Campaign. The campaign will eliminate straw plastic that ultimately ends up in landfills. The campaign was started by a 9-year-old in 2011 and is now run by Eco-Cycle. If students believe straws should be offered on campus, we have access to compostable straws made from PLA through our biodegradable service ware company.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

Fair Trade

At Chartwells, we believe that every single person has a part to play to ensure we create a society with systems built on equity and sustainability. As fair trade stakeholders, we will introduce the Campus Fair Trade Initiative to CSUSB. This campaign will commit to bringing at least two Fair Trade-Certified products in all retail, c-store and residential dining locations.

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:

<https://dineoncampus.com/csusb>

Additional documentation to support the submission:

[Portion_of_Chartwells_and_csusb_rfp_Sustainability.pdf](#)

Grounds

Points Claimed 2.50

Points Available 4.00

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 resources.

Credit	Points
Landscape Management	0.50 / 2.00 2.00 / 2.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• Legally protected areas (e.g., IUCN Category I-VI)• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p>
Close	

Landscape Management

Provisional Score

0.50 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

609 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	0 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	140 Acres
Area managed using conventional, chemical-based landscape management practices	140 Acres
Total area of managed grounds	280 Acres

A brief description of any land excluded from the area of managed grounds:

The San Bernardino campus has a campus designated natural preserve within the campus boundary. Additionally, there are portions of the Palm Desert campus that is undeveloped land. Total area of the natural preserve and undeveloped land is 469 acres.

Percentage of grounds managed organically:

0

A brief description of the organic landscape management program:

Percentage of grounds managed in accordance with an IPM program:

50

A copy of the IPM plan or program:

A brief description of the IPM program:

Pest Control

The Grounds Department provides basic pest control services. Indoor pest control includes: ants, mice, flies, roaches and gnat control. Outdoor pest control includes: skunks, possums, ground squirrels, gophers, rabbits, and all pests to turf, trees, ground covers and shrubs. Additional information on campus pest control policy may be requested through the Grounds Supervisor at extension 75178 or the Environmental Health and Safety Office at extension 75179. Non-general fund programs may be provided service on a chargeback basis. To request pest control services, please contact Facilities Services at extension 75175.

The grounds department uses an Integrated Pest Management (IPM) for pest control. Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interaction with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

The IPM approach can be applied to both agricultural and non-agricultural settings, such as the home, garden, and workplace. IPM takes advantage of all appropriate pest management options including, but not limited to, the judicious use of pesticides. In contrast, organic food production applies many of the same concepts as IPM but limits the use of pesticides to those that are produced from natural sources, as opposed to synthetic chemicals.

IPM is not a single pest control method but, rather, a series of pest management evaluations, decisions and controls. In practicing IPM, growers who are aware of the potential for pest infestation follow a four-tiered approach. The four steps include:

Set Action Thresholds

Before taking any pest control action, IPM first sets an action threshold, a point at which pest populations or environmental conditions indicate that pest control action must be taken. Sighting a single pest does not always mean control is needed. The level at which pests will either become an economic threat is critical to guide future pest control decisions.

Monitor and Identify Pests

Not all insects, weeds, and other living organisms require control. Many organisms are innocuous, and some are even beneficial. IPM programs work to monitor for pests and identify them accurately, so that appropriate control decisions can be made in conjunction with action thresholds. This monitoring and identification removes the possibility that pesticides will be used when they are not really needed or that the wrong kind of pesticide will be used.

Prevention

As a first line of pest control, IPM programs work to manage the crop, lawn, or indoor space to prevent pests from becoming a threat. In an agricultural crop, this may mean using cultural methods, such as rotating between different crops, selecting pest-resistant varieties, and planting pest-free rootstock. These control methods can be very effective and cost-efficient and present little to no risk to people or the environment.

Control

Once monitoring, identification, and action thresholds indicate that pest control is required, and preventive methods are no longer effective or available, IPM programs then evaluate the proper control method both for effectiveness and risk. Effective, less risky pest controls are chosen first, including highly targeted chemicals, such as pheromones to disrupt pest mating, or mechanical control, such as trapping or weeding. If further monitoring, identifications and action thresholds indicate that less risky controls are not working, then additional pest control methods would be employed, such as targeted spraying of pesticides. Broadcast spraying of non-specific pesticides is a last resort.

A brief description of the institution's approach to plant stewardship:

Not provided.

A brief description of the institution's approach to hydrology and water use:

Not provided.

A brief description of the institution's approach to landscape materials management and waste minimization:

The remaining turf areas on both the San Bernardino and Palm Desert campuses are maintained with mulching mowers that significantly reduce disposal, watering, and the need to fertilize.

All other greenwaste collected by grounds crews are disposed in dedicated roll-off bins and taken by commercial hauler to local licensed composting/mulching facilities.

Likewise, contracted tree-cutting services are required to reuse or dispose of all greenwaste at composting facilities.

Due to the area's seasonal high winds and proximity to fire prone USFS lands, open composting is not done on site.

A brief description of the institution's approach to energy-efficient landscape design:

The bulk of the San Bernardino campus is yet maintained as turf and mature trees which act as a cooling island during warmer months. Existing trees are maintained for shade in parking lots and courtyards inside and between older buildings. Xeriscaped areas utilize light-colored decomposed granite surfaces between plantings to better reflect radiant heat.

A brief description of other sustainable landscape management practices employed by the institution:

CSUSB's commitment to a healthier environment is demonstrated through Arbor Day and Tree City USA recognition celebrations.

On a hot day, the sun's heat can dry exposed outdoor surfaces, such as roofs and pavement, hotter than the air temperature. Shaded or moist surfaces remain cooler and closer to air temperatures. Trees drastically contribute to the effects of heat island by deflecting the radiation from the sun and releasing more moisture into the air making it cooler.

Website URL where information about the institution's sustainable landscape management program is available:

<http://facilities.csusb.edu/departments/grounds.html>

Additional documentation to support the submission:

[CSUSB_Findings_-Statement_of_Considerations.pdf](#)

Biodiversity

Provisional Score

2.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Miguel Martin
Energy and
Sustainability Manager
Facilities Management

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

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

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

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

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

The CSU San Bernardino campus is adjacent to the San Bernardino National Forest, a public conservation area with over 150,000 acres of wildlands, 71 legally threatened, endangered and sensitive animal and 85 plant species.

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

the survival of key listed species such as endangered Southern California steelhead (*Oncorhynchus mykiss*) and California red-legged frog (*Rana draytonii*), and threatened arroyo toad (*Bufo californicus*). Monitoring the physical, chemical and biological parameters of streams on the LPNF informs the management and protection of these vulnerable communities and natural resources.

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

Species include San Bernardino Kangaroo Rat, California Gnatcatcher, Parry's Spineflower, and the San Diego Horned Lizard.

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

In accordance with the California Environmental Quality Act (CEQA) and the U. S. Department of Fish and Wildlife Service, an Environmental Impact Report (EIR) was prepared for the Campus Master Plan and subsequent special studies to comply with mitigation measures. Biologists performed trapping and survey methods for verification of the presence of the San Bernardino Kangaroo Rat, as well as nesting and migratory bird monitoring.

A brief description of the scope of the assessment(s):

the work was performed in the field and conducted as follows: The teams began work at the bottom of each stream reach and sampled upstream to avoid disturbing the biota and substrata and continued to the top of the reach. Pin flags were placed every 10 m and water depth, sediment depth, wetted width, canopy cover, substrate classification, current speed, and presence/absence of trout collected recorded every 10 m over the 100 m reach. Photo-documentation, GPS coordinates (i.e, latitude and longitude), and multimeter readings (i.e., dissolved oxygen, temperature, pH, conductivity and specific conductance) were taken at 0 m and 100 m. Other readings included slope, habitat observations, and pool-riffle ratios.

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

Restrictive signage has been posted in sensitive areas.

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:

<https://www.csusb.edu/ehs>

Additional documentation to support the submission:

Purchasing

Points Claimed 0.92

Points Available 6.00

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

Credit	Points
Sustainable Procurement	0.00 / 3.00
Electronics Purchasing	0.35 / 1.00
Cleaning and Janitorial Purchasing	0.55 / 1.00
Office Paper Purchasing	0.02 / 1.00

Sustainable Procurement

Provisional Score

0.00 / 3.00

Responsible Party

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.
F. Garments and linens Clothing, bedding, laundry services.	<ul style="list-style-type: none">• Published labor and human rights standards that clothing suppliers must meet.• A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

Electronics Purchasing

Provisional Score

0.35 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Total annual expenditures on electronics:

1,131,124 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	56,556.20 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	101,801.15 US/ Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	79,178.68 US/ Canadian \$
Labeled under a single-attribute standard	893,587.96 US/ Canadian \$

Do the figures reported above include leased equipment?:

Yes

A brief description of the time period from which the figures reported above are drawn:

The figures reported are from the 2019-2020 university budget report

Website URL where information about the institution's electronics purchasing is available:

<https://www.csusb.edu/budget>

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Provisional Score

0.55 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total annual expenditures on cleaning products:

247,153.96 US/Canadian \$

Annual expenditures on certified green cleaning products:

70,180.67 US/Canadian \$

Total annual expenditures on janitorial paper products:

183,992.20 US/Canadian \$

Annual expenditures on certified green janitorial paper products:

168,008.40 US/Canadian \$

A brief description of the time period on which the figures reported above are based :

Figures are based on Calendar year 2019 and calendar year 2020. (January through December)

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

55.25

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

Office Paper Purchasing

Provisional Score

0.02 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total annual expenditures on office paper:

273,061 US/Canadian \$

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

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	10,630 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	0 US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

The annual expenditure is an estimate of what the campus typically spend on paper during traditional campus operations. The time period of an average annual academic year without the influence or the impediments of a pandemic. As a result of the pandemic, the campus switched to an all digital platform in effort to maintain the health and safety of all campus affiliates.

Website URL where information about the institution's paper purchasing is available:

<https://calstate.policystat.com/policy/7865355/latest/>

Additional documentation to support the submission:

Transportation

Points Claimed 6.06

Points Available 7.00

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

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

Credit	Points
Campus Fleet	0.61 / 1.00
Commute Modal Split	4.45 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

Campus Fleet

Provisional Score

0.61 / 1.00

Responsible Party**Miguel Martin**
Energy and Sustainability Manager
Facilities Management

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet:

245

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

	Number of Vehicles
Gasoline-only	93
Diesel-only	2
Gasoline-electric hybrid	3
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	147
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:

Yes

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

Not provided.

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Commute Modal Split

Provisional Score

4.45 / 5.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

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

Total full-time equivalent student enrollment:

17,152

Full-time equivalent of employees:

1,863

Has the institution gathered data about student commuting behavior?:

Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

88.77

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

The only data available on student commuting modes are from student employees on campus that have participated in the South Coast Air Quality Management District Employee Commute Reduction Program annual employee commute survey which takes a sample of commuting for one work week.

According to the results of the study, 422 respondents identified themselves as "Student Workers" on this survey, and of those, an average of 88% or 371 reported to work that week. Currently, 100% of CSUSB affiliates are remote operating

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

91

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

The only data available on employee commuting modes are from staff and faculty on campus that have participated in the South Coast Air Quality Management District Employee Commute Reduction Program annual employee commute survey which takes a sample of commuting for one work week.

The results of the research indicated 913 respondents identified themselves as "Staff" or "Faculty" on this survey, and of those, an average of 91% or 835 reported to work that week. Total responses for each mode were divided by the total working to get percentages.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	---	---

	Percentage of students (0-100)	Percentage of employees (0-100)
Zero-emissions vehicle	---	---
Walk, cycle, or other non-motorized mode	---	---
Vanpool or carpool	---	---
Public transport or campus shuttle	---	---
Motorcycle, motorized scooter/bike, or moped	---	---
Distance education / telecommute	100	100

Website URL where information about student or employee commuting is available:

<http://commuter.csusb.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CSUSB maintains a high standard for the safety of all students, staff, and faculty, therefore 100% of activity transitioned to telecommute throughout the pandemic.

Support for Sustainable Transportation

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

"--" 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?:

Yes

A brief description of the bicycle sharing program:

Cycling is great for the environment, your pocket, and your health. CSUSB Adventure is dedicated to supporting cyclists by promoting resources and providing educational and recreational programs. Our goal is to make cycling at CSUSB a safe and enjoyable experience.

Bicycle racks located throughout campus are the only appropriate places to secure bicycles. Bicycles must be parked in bicycle racks or in any parking area specifically designated or marked as a bicycle area. Bicycles shall not be secured to railings, hand rails or guard rails, including, but not limited to, those railings or other objects that may be required by persons with mobility impairments. Illegally parked bicycles may be cited and/or impounded. The Public Safety and Parking Services departments do not assume responsibility for locks cut for bicycle impoundment. For additional information on bicycle policies and regulations, please visit Bicycle Policy. Individuals with visual or mobility impairments should always exercise caution around bicycle rack areas.

Have a flat tire? The Adventure Program inside the SRWC offers flat repair service during our equipment rental hours Monday - Friday 2pm - 6pm. The cost to replace your tube is \$7. Tubes are sold for \$5 if you would like to change your own flat. We also offer free lube for your chain!

Does the institution participate in a car sharing program?:

Yes

A brief description of the car sharing program:

To be eligible to drive an Enterprise vehicle on state business the driver must have a valid Defensive Driver card. By logging into this site, you are confirming the driver meets this requirement.

The Enterprise Car Rental Agreement is to be used by California State University, San Bernardino members. You will be prompted to enter your CoyoteID and password to access the CSUSB Enterprise Car Rental website.

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

Yes

A brief description of the incentives for fuel efficient vehicles:

Electric charging stations are located near the main access of the parking lots providing those with easy access to the campus and minimal walking to most used buildings. Those that use the fuel efficiency vehicles park in locations on campus that have more available parking spaces, thus making parking and finding a parking spot very easy for the person.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

There are six Level 2 charging stations on the San Bernardino campus open to the public. Faculty and staff that are registered in the Rideshare program and provide a monthly log may charge their vehicles at no cost. All others must pay a pass-through rate to charge.

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

Yes

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

Faculty in Residence

Faculty in Residence (FIR) are CSUSB faculty members who are invested in directly impacting students' residential experiences. In collaboration with Student Affairs, FIRs work in close partnership with the Department of Housing and Residential Education team in enhancing the academic environment, and supporting academic excellence with the residential communities. Faculty in Residence live in the campus communities, form strong connections with residents, and become a vital academic and community leader. Faculty in Residence bridge the classroom experience by hosting regular conversations over dinner, hosting guest speakers, & organizing and implementing community events.

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

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

Rideshare participants receives \$1 in the form of Coyote Bucks for every day they use alternative modes of transportation to get to and from work. Monthly logs must be maintained and submitted. Incentives are paid out quarterly.

Website URL where information about the institution's support for sustainable transportation is available:

<https://www.csusb.edu/parking/transportation>

Additional documentation to support the submission:

Waste

Points Claimed 6.15

Points Available 10.00

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

Credit	Points
Waste Minimization and Diversion	4.24 / 8.00
Construction and Demolition Waste Diversion	0.91 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Provisional Score

4.24 / 8.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Reduction in total waste per person

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

Part 2. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

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

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	866.03 Tons	577.94 Tons
Materials composted	134.95 Tons	134.09 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,061.48 Tons	1,345.25 Tons
Total waste generated	2,062.46 Tons	2,057.28 Tons

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Jan. 1, 2020	Dec. 31, 2020
Baseline Period	Jan. 1, 2019	Dec. 31, 2019

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

While solid waste diversion efforts were implemented by CSUSB as early as 1995, in compliance with California Assembly Bill 75 (1999), all large State facilities are mandated to divert at least 50 percent of their solid waste from landfills or transformation facilities by January 1, 2004, with the baseline year of 2000. A new methodology of measuring only landfill disposal per FTE per diem has been since established with a new baseline year of 2006.

CSUSB has met or exceeded the target 50% diversion for report years 2000 through 2007, and the target 50% of base year landfill disposal for report years 2008 through 2013.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	183	1,500
Number of employees resident on-site	12	14
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	17,152	13,941
Full-time equivalent of employees	1,863	1,526
Full-time equivalent of students enrolled exclusively in distance education	428	428
Weighted campus users	13,989	11,657.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.15 <i>Tons</i>	0.18 <i>Tons</i>

Percentage reduction in total waste generated per weighted campus user from baseline:

16.46

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

48.53

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

48.53

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	No
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes

Yes or No

Other (please specify below)

Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

All inert materials, such as concrete, asphalt, and brick are diverted to recycling facilities.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

Yes

Average contamination rate for the institution's recycling program:

10

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The majority of solid waste is collected in front-load bins on common commercial collection routes on both campuses, so waste audits of these loads are at the discretion of the haulers and have never been performed. In addition, the San Bernardino campus has a dedicated roll-off open-top bin for the Facilities Yard and a 34-yard compactor at the Commons.

Audits have been performed on the compactor loads while piloting an organics composting program; and visual inspections are regularly made of the open-top to ensure materials are being properly diverted to dedicated pallet reuse, scrap metal recycling, packaging recycling, and greenwaste collection.

Faculty and students have also been solicited to assist in performing a weights conversion factor study and waste characterization of remaining landfilled materials in front-load bins on the San Bernardino campus.

A brief description of the institution's procurement policies designed to prevent waste:

CSUSB Purchasing complies with the CSU Buy Recycled Products Campaign. Paper hand towels are purchased in rolls rather than cut and folded to prevent waste, and newer dispensing units have sensors that stop if a towel is torn from the dispenser before the feed allowance, rather than a fixed feed.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

Items are posted to the campus electronic bulletin board for other campus departments to claim. Items not claimed are taken to a centralized campus surplus storage area where employees may "shop". Most items taken to the surplus store are furniture, small equipment, and decorative office accessories. Items are also made available to local schools and nonprofit organizations.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

A brief description of the institution's limits on paper and ink consumption:

There is no free printing in computer labs and public copiers. Students pay for printing via a print management system using the campus Coyote OneCard debit account system.

Employees are typically provided accounts with monitored limits on shared copier systems within departments; and shared printers and copiers are set to default double-sided and black and white, economy quality, where practicable.

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

CSUSB utilizes administrative and student electronic listservs for campus notices, as well as an optional electronic bulletin board listserv for informal postings. Administrative and academic departments have extensive web pages reducing the need for printed materials in the department offices. Course catalogs, schedules and calendars are all on-line. The majority of courses utilize Blackboard, an on-line instructional tool that allows for syllabi, assignments, correspondence, and exams to all be posted and evaluated on-line. The majority of administrative applications, including admissions and financial aid, and research submissions, are supported by on-line forms and e-mail correspondence.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Historically, Housing & Residential Life has coordinated with a local not-for-profit organization, such as Goodwill when available during academic year-end move-out to collect reusable materials.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Both campuses employ xeriscaping on all new installations and utilize mulching mowers on all turf areas to compost grass clippings on site.

Website URL where information about the institution's waste minimization and diversion efforts is available:

<https://www.csusb.edu/sustainability>

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Provisional Score

0.91 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

341.80 Tons

Construction and demolition materials landfilled or incinerated:

32.32 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

91.36

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

In accordance with state mandated diversion of materials from landfill, all contracted activities through the CSUSB Facilities Services and Capital Planning, Design & Construction departments are encouraged to divert all recoverable materials and are required to divert a minimum 50% by weight. CSUSB Construction & Demolition Debris Removal Standards and monthly reporting forms are provided to Project Managers and incorporated into bids. Assistance is offered to identify recovery facilities.

Website URL where information about the institution's C&D waste diversion efforts is available:

<https://www.csusb.edu/facilities-planning-management>

Additional documentation to support the submission:

Hazardous Waste Management

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Hazardous waste minimization and disposal

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

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

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

Yes

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

Teaching laboratory audits to determine methods of reducing or eliminating waste.

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

In compliance with RCRA and California regulations: containerize, ship, dispose.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No hazardous material release during the previous three years.

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

inventory and cataloging system used to ensure all laboratory chemicals and materials are used to prevent waste. The system includes information on the materials including remaining volume, balance, and composition.

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

Yes

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

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

CSUSB Facilities Services Waste Management provides courtesy collection of campus-generated electronic wastes, including storage media (CDs, DVDs, VHS, floppy disks). Materials are temporarily staged in the surplus property storage facility and then picked up by a state certified hauler that distributes equipment to secondary reuse markets or to a certified recycler.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Website URL where information about the institution's hazardous waste program is available:

<http://facilities.csusb.edu/departments/recycling.html>

Additional documentation to support the submission:

Water

Points Claimed 3.26

Points Available 7.00

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

Credit				Points
	1.26 / 5.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	2.00 / 2.00			

Water Use

Provisional Score

1.26 / 5.00

**Responsible
Party**

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Miguel Martin Energy and Sustainability Manager Facilities Management
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

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

Part 2. Reduction in potable water use per unit of floor area

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

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

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

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

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Medium to High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	284,946,453 Gallons	284,946,453 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	281,985,199.74 Gallons	281,985,199.74 Gallons

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

	Start Date	End Date
Performance Period	July 1, 2019	June 30, 2020
Baseline Period	July 1, 2019	June 30, 2020

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

Fiscal Year 2006-07 was the last full fiscal year before aggressive water conservation measures were implemented, such as automated weather-based irrigation controls and domestic water fixture retrofits to low-flow units. Irrigation well to supply roughly 40% of irrigation supply on main San Bernardino campus was also in operation effective November 2007. The year is used as a baseline to measure our improvement and performance with longitudinal research to identify trends and water behavior patterns.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,343	1,294
Number of employees resident on-site	4	9
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	19,404	50,728
Full-time equivalent of employees	1,516	1,752
Full-time equivalent of students enrolled exclusively in distance education	950	329
Weighted campus users	15,314.25	39,439

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	18,413.26 <i>Gallons</i>	7,149.91 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:

0

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	2,766,162 <i>Gross Square Feet</i>	2,139,699 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	101.94 <i>Gallons / GSF</i>	131.79 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:

22.65

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	0 <i>Acres</i>	0 <i>Acres</i>

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	---	---

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

A brief description of the institution's water-related behavior change initiatives:

CSU Executive Order 987 (2006), Section V.3.19. mandates that "all CSU campuses will take every necessary step to conserve water resources, including such steps as installing controls to optimize irrigation water, reducing water usage in restrooms and showers, and promoting the use of reclaimed water. The use of decorative fountains should be minimized. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to effect additional water conservation."

A brief description of the institution's water recovery and reuse initiatives:

None.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

All domestic water fixtures, including sink faucets, shower heads, urinals, and toilets on both campuses have either been constructed as or now retrofit to low-flow units. State and some non-State buildings have automated motion sensors on sink faucets installed to minimize water waste while soaping and from unoccupied faucets left running.

Website URL where information about the institution's water conservation and efficiency efforts is available:

<http://sustainability.csusb.edu/>

Additional documentation to support the submission:

Rainwater Management

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

Which of the following best describes the institution's approach to rainwater management?:

Comprehensive policies, plans or guidelines that require LID practices for all new projects

A brief description of the institution's green infrastructure and LID practices:

While the CSUSB campuses are located in climates that receive only an annual average of 16 inches of precipitation, both incorporate permeable and semipermeable landscape and hardscape surfaces, and construction/demolition sites are mitigated during wet seasons with surface run-off measures to reduce erosion and nonpoint source pollution to natural waterways.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

[SUAM9015-9020.pdf](#)

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Precipitation events are infrequent and usually predictable. When events are anticipated that may produce significant run-off, diversion channels are temporarily reinforced to feed into stormwater drainage systems.

Website URL where information about the institution's green infrastructure and LID practices is available:

<http://sustainability.csusb.edu>

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 5.00

Points Available 9.00

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

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	0.00 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Sustainability Committee ensures campus-wide engagement and participation in sustainability commitments and the Resilient CSUSB Plan. The Committee facilitates implementation of the Plan, other sustainability commitments, and monitors their progress. It also establishes and gives oversight to Working Groups charged with specific actions that support Resilient CSUSB goals.

Members of each committee, including affiliations and role:

Name	Role	Affiliation
Jennifer Alford	Committee Member	Faculty
Steven Childs	Committee Member	Faculty
Miguel Martin	Committee Chair	Chair
Jennifer Sorenson	-AVP	Facilities Committee Member Staff
Dorothy Chen	-Faculty Cochair	Committee Co-Chair Co-Chair
ASI Representative	Committee Member	Student Representative
Breanna Putman	Committee Member	Faculty
Breana Coates	-JB	Committee Member Faculty
Diane Podolske	- Com Eng	Committee Member Staff
Gerard Au	- ITO	Committee Member Staff
Ginny Stewart	-Hatter	-Events Committee Member Staff
Jeremy Dodsworth	Committee Member	Faculty
Thomas McGovern	Committee Member	Faculty
Becky G Sumbera	Committee Member	Faculty
John Griffin	-UEC	Committee Member Staff
Lorena Segovia	Committee Member	Staff
Julia Ruiz	- SMSU	Committee Member Student Representative
Alexandria Thambi	-ASI	Committee Member Student Representative

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

Yes

A brief description of each sustainability office:

The CSUSB Sustainability office is housed in the Facilities Services department, staffed by one full-time manger, one full-time administrative support coordinator, and up to three student interns per the availability of the program per semester.

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

2

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Miguel Martin, Interim Energy and Sustainability Manager and Jodi Buckley, Administrative Support Coordinator

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

A dedicated position of Administrative Analyst/Specialist for Sustainability was initially created in May 2011. Over the past several years, the department expanded to include a Manager and an administrative support coordinator. The Department focuses on five main areas including: establishing public outreach forums with the campus and surrounding communities; developing more active partnerships with our neighbors; the assessment of university policy, practices, and performance in key sustainability measures; establishing a campus advisory committee, including student representation from a proposed standing position with the student government; and finally, preparing annual progress and status reports on the campus efforts to achieve the actions outlined in the Strategic plan and the Strategic Resilient plan.

In this time, a Web site and social media page were launched, a new student sustainability organization formed, student internship positions created, an annual community sustainability event established, standing quarterly interactive outreach events designed, a greenhouse gas emissions inventory, and a standard of sustainable practices to assist in moving the campus towards achieving all actions and goals outlined in the resilient plan.

In addition, the university assisted with the drafting and review of the City of San Bernardino's sustainability plan, and is now regularly working with a local air quality coalition. Since then, the City of San Bernardino adopted several sustainable practices, recognizes and honors a national Clean Air Day, and supports the campus with collaborative sustainable events and activities.

Job title of the sustainability officer position:

Energy and Sustainability Manager

Job description for the sustainability officer position:

[ES_reference_guide.pdf](#)

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Administrative Support Coordinator

Job description for the sustainability officer position (2nd position):

[Admin_Support_Series.pdf](#)

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Student Internship

Job description for the sustainability officer position (3rd position):

[STARS_Student_Intern_20200903.docx.pdf](#)

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

<http://sustainability.csusb.edu/>

Additional documentation to support the submission:

Sustainability Planning

Provisional Score

4.00 / 4.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

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

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

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

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

4-2-1. Review and evaluate other best practices used within the CSU system and other higher education institutions especially within the region.

3-3-1. Review intern report on findings associated to a sustainable procurement policy and identify best practices.

2-1-5. Mandatory short on-line training required on water conservation in order to register every Spring quarter. This can also apply to Faculty / Staff as required on-line training.

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Developing Sustainability Awareness through Education & Outreach

Sustainability courses and outreach activities will be available for students at San Bernardino and Palm Desert campuses.

4-1-1. Develop an education program to allow the campus and surrounding community identify what healthy and sustainable food choices mean and how to make them.

4-1-2. Educate incoming students at Coyote First Steps (CFS) / SOAR events. This will be achieved using a combination of seminar / workshop format and short videos to be accessed at any time.

4-1-3. Create an ongoing and evolving campaign that promotes healthy and sustainable choices.

4-1-4. Promote University course offerings related to nutrition. Incorporate more nutrition / health coursework into G.E. requirements.

4-1-5. Provide more extended education courses focusing on nutrition and healthy / sustainable lifestyle choices.

4-1-6. Develop and implement event guidelines that reflect a healthy / sustainable practice. Events with food should be locally sourced, left-overs available for at-need students and members of surrounding community, etc...

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Goal 1: Net Zero Energy Campus
Goal 2: Net Positive Water Campus
Goal 3: Net Zero Waste Campus
Goal 4: Access to Healthy and Sustainable Food
Goal 5: Increase Average Vehicle Ridership (AVR) from 1.1 to 1.25 Goal 6: Develop Sustainability Awareness through Education & Outreach

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Goal 1: Net Zero Energy Campus
Goal 2: Net Positive Water Campus
Goal 3: Net Zero Waste Campus
Goal 4: Access to Healthy and Sustainable Food
Goal 5: Increase Average Vehicle Ridership (AVR) from 1.1 to 1.25 Goal 6: Develop Sustainability Awareness through Education & Outreach

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

[Resilient_CSUSB_Plan_V1_Final.pdf](#)

Website URL where the institution's highest guiding document is publicly available:

https://www.csusb.edu/sites/default/files/upload/file/Resilient%20CSUSB%20Plan_draft_v1.1.pdf

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Major theme

The institution's sustainability plan (upload):

[Resilient_CSUSB_Plan_V1_Final.pdf](#)

Website URL where the institution's sustainability plan is publicly available:

<https://www.csusb.edu/sustainability>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

Building and nurturing relationships with partners has been a top priority for the Office. Our work must remain relevant to the unique needs of the University. We provide resources such as workshops, presentations, and collaboration opportunities with faculty, clubs and organizations, K-12 educators, and community groups.

The institution's definition of sustainability:

INCLUSIVITY

We affirm and are committed to the value of all kinds of differences among students, faculty and staff. Inclusivity that is broad and deep makes us a healthier and more productive organization and builds a culture that fosters engagement and diverse perspectives.

INNOVATION

We support and believe in an innovative culture and attitude that fosters the creative and deliberate application of teaching, research, scholarship and service for effective education.

INTEGRITY

We affirm and are committed to the truth. We demonstrate our integrity by being ethical, matching what we say with what we do, and by ultimately taking responsibility for our actions.

RESPECT

We believe in and are committed to the virtue of respect and will treat everyone with courtesy and kindness.

SOCIAL JUSTICE and EQUITY

We believe in, affirm, and are committed to the equal value and dignity of all people. Fairness and equity are more than equality. We actively seek to eliminate barriers for those who are disadvantaged and disempowered so they may participate fully in university life.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	Yes
The Higher Education Sustainability Initiative (HESI)	Yes
ISCN-GULF Sustainable Campus Charter	Yes
Pan-Canadian Protocol for Sustainability	Yes
SDG Accord	Yes
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	Yes
UN Global Compact	Yes
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

We affirm and are committed to the sustainability of our university by forward thinking, learning from both successes and mistakes, being proactive in moving our university forward, and by providing opportunities for continued growth and development.

Website URL where information about the institution's sustainability planning efforts is available:

<https://www.csusb.edu/sustainability>

Additional documentation to support the submission:

Inclusive and Participatory Governance

Provisional Score

0.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

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

Reporting Assurance

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Diversity & Affordability

Points Claimed 6.00

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	0.00 / 4.00

Diversity and Equity Coordination

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The UDC is charged with providing the University President with advice on diversity issues, as well as with planning and implementing programs and training for the campus.

Estimated proportion of students that has participated in that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

The University Diversity Committee's training sub-committee provides 'Diversity Awareness Training Stepping Stone I', an interactive workshop, several times each quarter. This workshop explores aspects of human difference, prejudice, biases, and disparities of power in our society. Participants explore aspects and impacts of their personal worldview, as well as their personal commitment to CSUSB's diversity mission. This introductory workshop introduces basic cultural concepts, definitions, and competencies. Required for all new employees.

CSUSB promotes several academic and cocurricular programs, as well as mandatory cap stone, that focus on cultivating diverse cultures and strengthening communication and collaboration among them. The university offers various language, philosophy and ethnic studies, intercultural communication, specialized education credentials, student and faculty exchange abroad programs, is home to the Center for Indigenous Peoples Studies, and supports a strong Model United Nations and Model Arab League.

In addition, the university supports several employee and student organizations and offices that provide outreach services and programming supporting diverse affinity groups, including cultural awareness festivities and open forums where questions and concerns may be discussed in a safe environment.

Website URL where information about the institution's diversity and equity office or trainings is available:

<http://diversity.csusb.edu/>

Additional documentation to support the submission:

Assessing Diversity and Equity

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

INPUTS OUTPUTS OUTCOMES MEASURES IMPACT

Full-time faculty WI
Coordinator
WI Program budget
Antiracist writing
pedagogy resources
Writing-Enriched
Curriculum
program (WEC)
Faculty learning
communities
Workshops and
Webinars
Coaching/mentor
ing/1:1
consultation
1. Faculty
implement
antiracist
teaching and/or
assessment
strategy in a
WI/WEC course
2. Students will
write in their

discipline
effectively
1. Review of WI/WEC
course syllabi; Track
faculty participation
in antiracist teaching
and assessment
learning experiences;
survey faculty and
students
2. Review of
symposium
submissions of
student work;
portfolio review;
survey students and
faculty
Learning
Scholarship
Commitment to
diversity, equity,
and inclusiveness
Supportive and
engaging
environments

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

Yes

Does the assessment process address employee outcomes related to diversity and equity?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The most recent assessment results assisted in shaping policy because the results of the qualitative portions indicated what the campus community wanted to see more of and how their experience is/was affected by the current policies. As a result, our campus expanded the diversity office and enhanced university policy on program standards and resources for all CSUSB affiliates.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

Assessment results were shared with the campus community via email and available on the campus website.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary (upload):

UDC_Annual_Report_2018.pdf

Website URL where the diversity and equity assessment report or summary is publicly posted:

<https://www.csusb.edu/diversity-equity-inclusion>

Website URL where information about the institution's diversity and equity assessment efforts is available:

<http://diversity.csusb.edu/reports/survey.html>

Additional documentation to support the submission:

Support for Underrepresented Groups

Provisional Score

3.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). 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.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

The discrimination response policy is CSU Executive Order 1096 for employees and 3rd parties. CSU Executive Order 1097 provides the same protections for students. Both Executive Orders Prohibit Discrimination, Harassment and Retaliation against the constituency at which they are aimed.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

In line with CSUSB's core values and commitment to inclusivity, social justice and equity; we support several programs for underrepresented prospective and admitted students. These programs are focused around cultural and college transition issues faced by underrepresented students and we strive to raise awareness of resources to enhance that experience.

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

In line with CSUSB's core values and commitment to inclusivity, social justice and equity; we support several programs for underrepresented prospective and admitted students. These programs are focused around cultural and college transition issues faced by underrepresented students and we strive to raise awareness of resources to enhance that experience.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

This document serves as a concise guide of best practices for conducting searches that yield a higher than customary proportion of underrepresented faculty and help search committees improve the effectiveness and efficiency of all activities related to recruiting and hiring new faculty members. Generating larger and more diverse pools of applicants for every position ensures that the best candidate is actually in the pool and increases the chances that the best candidate for the position will be a woman or a member of an underrepresented group. The term "underrepresented" in this context, includes women, African Americans, Hispanic/Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders, individuals with disabilities. Each department's efforts to diversify its faculty in ways that are relevant to the department, its students, and the discipline will not only enrich

the scholarly work of the department and the educational experiences of its students, but will also contribute to the establishment of a university that reflects the students and communities it serves.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Website URL where information about the institution's support for underrepresented groups is available:

<http://www.ugs.csusb.edu/>

Additional documentation to support the submission:

[Guide_Best_Practices_for_Recruiting_a_Diverse_Faculty_0.pdf](#)

Affordability and Access

Provisional Score

0.00 / 4.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Investment & Finance

Points Claimed 3.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	2.00 / 2.00
	0.00 / 4.00
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p>	
	<p>Total value of the investment pool (US/Canadian dollars)</p>
	<p>Total points available for the credit</p>
Sustainable Investment	\$1 billion or more
	5
	\$500 - 999 million
	4
	Less than \$500 million
	3
	Close
Investment Disclosure	1.00 / 1.00

Committee on Investor Responsibility

Provisional Score

2.00 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Sustainability Committee ensures campus-wide engagement and participation in sustainability commitments and the Resilient CSUSB Plan. The Committee facilitates implementation of the Plan, other sustainability commitments, and monitors their progress. It also establishes and gives oversight to Working Groups charged with specific actions that support Resilient CSUSB goals.

Does the CIR include academic staff representation?:

Yes

Does the CIR include non-academic staff representation?:

Yes

Does the CIR include student representation?:

Yes

Members of the CIR, including affiliations and role:

Jennifer Alford

jennifer.alford@csusb.edu

Steven Childs

schilds@csusb.edu

Lynniece Warren -OOS

Lynniece.warren@csusb.edu

Jennifer Sorenson -AVP Facilities

jennifer.sorenson@csusb.edu

Dorothy Chen -Faculty Cochair

dchen@csusb.edu

ASI Representative

ASIsustainability@csusb.edu

Breanna Putman

breanna.putman@csusb.edu

Breana Coates-JB

bcoates@csusb.edu

Diane Podolske- Com Eng

dpodolsk@csusb.edu

Gerard Au- ITO

GAu@csusb.edu

Ginny Stewart-Hatter-Events

Stewart@csusb.edu

Jeremy Dodsworth

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Thomas McGovern

mcgovern@csusb.edu

Becky G Sumbera

Becky.Sumbera@csusb.edu

Staff John Griffin-UEC

john.griffin@csusb.edu

Staff Lorena Segovia
Student Julia Ruiz- SMSU

005996974@coyote.csusb.edu

Student Alexandria Thambi-ASI

006425792@coyote.csusb.edu

>;

Examples of CIR actions during the previous three years:

Steering committees
Annual Resilient Plan, All Hands Meeting
Established working groups
Established base-line standards for campus sustainability programs and investments

Website URL where information about the institution's committee on investor responsibility is available:

<https://www.csusb.edu/sustainability/sustainability-committee>

Additional documentation to support the submission:

Sustainable Investment

Provisional Score

0.00 / 4.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars) Total points available for the credit

\$1 billion or more	5
\$500 - 999 million	4
Less than \$500 million	3

[Close](#)

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

Investment Disclosure

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

A copy of the investment holdings snapshot:

[3_CSUSB_IPS_9.4.20_FINAL.pdf](#)

Website URL where the investment holdings snapshot is publicly available:

<https://www.csusb.edu/advancement/philanthropic-foundation/board-directors/investment-committee>

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	100
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	0

Does the institution engage in proxy voting?:

Yes

Are proxy voting records included in the snapshot of investment holdings?:

Yes

Website URL where information about the institution's investment pool is available:

Additional documentation to support the submission:

Wellbeing & Work

Points Claimed 3.86

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.86 / 2.00

Employee Compensation

Provisional Score

0.00 / 3.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see [Measurement](#).

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

Data source(s) and notes about the submission:

The Total Compensation Calculator is a tool that calculates the value of a CSU benefits package:

Assessing Employee Satisfaction

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Survey developed internally by the institutional research department.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

a collaboration of both qualitative and quantitative style survey questions were used and distributed via email to all employees on the campus listserv. The email link was sent out to the listserv with the address list hidden from all recipients and restricted to only CSUSB affiliates.

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Wellness Program

Provisional Score

1.00 / 1.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

CSUSB has an Employee Assistance Program (EAP) that provides confidential professional assistance to help employees and their family members resolve issues that affect their personal lives and/or the employee's job performance.

The Student Health and Counseling Center provides first aid and basic out-patient care services to enrolled students, including physicals, immunizations, psychological and wellness counseling, a pharmacy, and a peer health education program.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

Yes

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

California State University, San Bernardino (CSUSB) is committed to creating a safe, healthy and productive environment for its students, faculty, staff and visitors. The Surgeon General has concluded that there is no risk-free level of exposure to secondhand tobacco smoke. The Environmental Protection Agency (EPA) has found secondhand tobacco smoke to be a risk to public health and has classified secondhand smoke as a group 'A' carcinogen, the most dangerous class of carcinogens. Furthermore, the California Air Resources Board has categorized secondhand smoke as a toxic air contaminant. Tobacco smoke is hazardous to smokers and non-smokers. Thus in order to provide faculty, staff, students, guests and the public with a campus environment that supports the principle of one's individual freedom to learn, teach, work, think and take part in their intellectual

endeavors in a fulfilling, rewarding, safe and healthy environment, this policy is effective September 1st, 2017 systemwide. The purpose of this policy is to promote a healthy educational and work environment for all members of the CSUSB community. In order to support individuals who currently use tobacco and seek to quit, this policy will create a supportive environment through a combination of education, outreach and smoking cessation programs. Research shows the likelihood a person will be able to quit smoking is enhanced when the work environment has eliminated or curtailed the ability to smoke. For many smokers, the restrictive environment provides the required impetus to quit.

Tobacco use and smoking are prohibited on all CSUSB property and in all indoor and outdoor spaces owned, leased, licensed, or otherwise controlled by CSUSB. Tobacco use and smoking are prohibited in all vehicles owned by CSUSB as well as privately owned vehicles at any event or activity on campus property including CSUSB parking structures.

Definitions

Smoke Free: "Smoke Free" means the use of cigarettes, pipes, cigars, and other "smoke" emanating products including e-cigarettes, vapor devices and other like products are prohibited.

Tobacco Free: "Tobacco Free" means the use of cigarettes, pipes, cigars, smokeless tobacco, snuffs, and other tobacco products are prohibited.

The policy applies to all students, faculty, staff, alumni, vendors and visitors on CSU property.

Website URL where information about the institution's wellness programs is available:

<https://www.csusb.edu/be-well-yotes>

Additional documentation to support the submission:

[Policy_on_Systemwide_Smoke_and_Tobacco_Free_Environment.pdf](#)

Workplace Health and Safety

Provisional Score

1.86 / 2.00

Responsible Party

Miguel Martin
Energy and Sustainability Manager
Facilities Management

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

OHSAS 18001

A brief description of the key components of the custom OHSMS:

The Environmental Health and Safety (EH&S), Occupational Health and Safety (OH&S) Program strives to ensure and promote a healthy and safe work environment at California State University, San Bernardino (CSUSB) through risk assessment, application of appropriate controls [engineering, administrative and personal protective equipment (PPE)], and medical surveillance thereby meeting University funding, accreditation, and regulatory requirements. The goals of the program are to prevent injury or disease from hazards in the workplace. EH&S oversees CSUSB's efforts to protect occupational health and the environment.

Annual number of recordable incidents of work-related injury or ill health:

7

Full-time equivalent of employees:

1,863

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

The total number was calculated to include all reported incidents across both the main and Palm Desert campus locations. The value was calculated, verified, and provided by the campus's Office of Risk Management and Environmental health and safety, incident investigation office.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

0.38

Website URL where information about the occupational health and safety program is available:

<https://www.csusb.edu/risk-management/employee-injury-information>

Additional documentation to support the submission:

Innovation & Leadership

Innovation & Leadership

Points Claimed 0.00

Points Available 0.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit Points

stars.aashe.org California State University, San Bernardino | STARS Report |

PREVIEW