Humboldt State University

**STARS REPORT**

Date Submitted: Preview

Provisional Rating: 

Provisional Score: 

Online Report: Humboldt State University

STARS Version: 1.2

This is a preview of the final STARS Report.
The final version of the STARS Report will be available after submission.
A STARS Rating (including STARS Reporter) will be given at the time of submission 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."

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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.
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.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – 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.

**STARS 1.0**, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

### About AASHE

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

### Provisional Score

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

Points Claimed  18.00
Points Available  18.00

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, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

From the institution:

HSU offers a broad range of co-curricular programs focused on sustainability. Every April is Water Awareness month at the University where students are informed about water consumption issues. Humboldt State runs an online forum, The Green Scene, where students can learn about sustainability related news, events and opportunities to get involved on campus. The residence halls offer a green room certification for those students who demonstrate a commitment to sustainable living. For outreach to those students not in the residence halls, the Schatz Energy Resource Center has held a Sustainable Futures Speaker Series every year since 2005 to ignite discussion around issues of energy, the environment and society. These are just some of the many events held by campus organizations to promote sustainability awareness.

<table>
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<td>Sustainable Enterprise</td>
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<td>Sustainability Events</td>
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<td>Outdoors Program</td>
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Student Sustainability Educators Program

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Criteria

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

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

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

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

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

Total number of degree-seeking students enrolled at the institution:
7618

Program name (1st program):
PowerSave Green Campus

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
7618

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

PowerSave Green Campus is a student-driven energy efficiency education program that promotes careers in the field, generates actual energy savings, increases awareness of the importance of energy efficiency, and encourages academic infusion of sustainability concepts. Projects range from energy audits and assessments, residential and laboratory energy competitions, intern-led and faculty sponsored academic courses, green career fairs, and energy efficiency technology retrofits.
PowerSave Campus interns work closely with faculty, staff, administrators and other students to engage them in their projects, spearheading educational campaigns that involve the entire campus community.

A few examples of peer to peer outreach activities that have taken place at Humboldt include the mock energy bills that were posted at residence halls to make students aware of how much energy is used in the dorms and energy audit trainings that take place throughout the year.

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

Student educators are selected through an interview process. Interested candidates are encouraged to apply to open positions, for which they must submit a resume and writing sample. Qualified candidates - usually those with good writing and project management skills, and technical or outreach experience are invited for an interview.

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

PowerSave interns learn how to perform energy audits from local energy professionals and other trained interns. Training on additional technical and professional development topics takes place at semi-annual conferences, but the topics will vary.

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

The team has two staff advisors who attend meetings and provide the team with guidance. The team has also applied for and received funds through revenue sharing and the Humboldt Energy Independence Fund.

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

http://www.powersavehsu.com/

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

Waste Reduction & Resource Awareness Program (WRRAP)

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

7618

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

The Waste Reduction & Resource Awareness Program (WRRAP) is funded by the Associated Students of Humboldt State University. The program’s mission is to foster engagement in waste reduction, composting, recycling and reuse across the campus community and beyond. WRRAP is comprised of five branches: Education, Compost, ROSE (Reusable Office Supply Exchange), HSU Take Back the Tap, and Zero Waste. Each department is charged with education and outreach to further their goals and the overall mission of WRRAP (www.humboldt.edu/wrrap).
The Education Department hosts workshops and events for the student body that are designed to raise awareness of active participation in waste reduction. These include waste reduction workshops for incoming freshmen during the Humboldt Orientation Program, the very popular Clothing Exchange held each semester, outreach coordination for HSU’s annual participation in RecycleMania and the Game Day Challenge, film screenings and discussions, and the facilitation of the WRRAP Club for students interested in volunteering.

The Compost Department manages a compost demonstration site on campus and facilitates workshops on making and utilizing compost. ROSE manages a space on campus for the donation and re-distribution of office and classroom supplies, while hosting workshops on re-use and re-purposing materials, such as notebook and paper making workshops. The Zero Waste department assists departments and student groups in making their campus events zero waste, and conducts workshops for students on zero waste lifestyle choices. Take Back the Tap promotes the elimination of bottled water by hosting hydration stations at campus events, football games and commencement, while conducting water-related outreach and education events during Water Awareness Month.

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

The campus Sustainability & Waste Coordinator is responsible for advising WRRAP. Students are hired, through a formal hiring process, based on their background, understanding of waste reduction, and their passion for student engagement and sustainability. The advisor and other WRRAP employees provide training to new hires.

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

Training takes place at strategic planning sessions held at the start of each semester. Most new hires overlap with the employee they will be replacing so that training can also take place on the job. Furthermore, each new hire is provided with a Staff Handbook to orient them to their position.

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

WRRAP employees are paid an hourly wage and enjoy a budget from which they can draw financial support to develop and implement their projects.

The website URL for 2nd program:
http://www.humboldt.edu/wrrap/

Program name (3rd program):
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Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):
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A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):
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A brief description of how the student educators are selected (3rd program):
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A brief description of the formal training that the student educators receive (3rd program):

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

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The website URL for 3rd program:

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Program name (All other programs):

---

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

---

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

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

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

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

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

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**Criteria**

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

**Submission Note:**

PowerSave Green Campus Program has committed to organizing the Campus Conservation Nationals (CCN) competition for HSU for at least the 2013 event and most likely beyond. PSGCP also presents yearly water awareness month activities during the months of March or April.

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

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

Yes

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

Water Awareness Month and Campus Conservation Nationals put on by Power Save Green Campus

**A brief description of the campaign(s):**
Water Awareness Month included multiple events throughout April of 2012 to inform students about the issues surrounding water and water use. Events included a World Water Day Festival to celebrate and promote World Water Day and the anniversary of the Clean Water Act and a Water Awareness Speaker Panel. Local water experts from various backgrounds spoke about local water issues and water conservation affecting our local watersheds.

The PowerSave Green Campus Program teamed up with the Energy and Environment Council (EEC) and Housing to participate in the second annual Campus Conservation Nationals (CCN) competition. CCN is the first nationwide electricity and water reduction competition on college and university campuses. CCN gives a common voice and motivation to thousands of students, all working together to reduce consumption and mitigate the impacts of climate change. Students in participating residence halls receive daily energy readings to benchmark their progress. This competition helps bring awareness to everyday energy use that busy students may overlook.

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

The different events offered throughout Water Awareness Month gave students multiple opportunities to interact with other students and community members about this important issue as a coastal community. These events provided HSU students both with a better understanding of the issues around water but also opportunities to get involved with campus and community organizations that champion these issues.

In the 2012 all of the community living residence halls participated in the CCN. Humboldt State University placed 4th nationwide with a 2.2% reduction from our baseline and saved 11,658 kWh.

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

http://www.powersavehsu.com/past-projects.html
Sustainability in New Student Orientation

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## Provisional Score

2.00 / 2.00

## Responsible Party

Marissa Mourer  
Coordinator  
Orientation & Preview Programs

---

### Criteria

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

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

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

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

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

Yes

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

Orientation has gone paperless to a large extent. Beyond an initial letter of admission and a postcard reminder about orientation, we conduct all orientation services virtually. Students sign up for, register for classes, learn about orientation activities and university requirements with digital resources. We also maintain a digital document archive where we encourage all departments on campus to submit a pdf version of flyers and posters. Students then access this digital archive via QR code on their printed orientation schedule or a pre-loaded usb drive, which we use to also encourage use of digital document management. Our incoming transfer students complete their orientation 100% online using our Moodle course management system. For both incoming freshmen and transfer students, we now only provide a printed university catalog and a schedule of orientation events for our on-campus program. Internally, we have moved to paperless reservation systems, fee collection, and post-orientation surveys in addition to our digital communications with students and their families.

In 2012, incoming freshmen were also given a water bottle through a partnership with Student Affairs and our campus Sustainability office. Students were notified of our campus hydration systems and plastic water bottle ban through this giveaway. Incoming students are also notified of campus sustainability efforts through their peer group sessions during orientation. Peer counselors educate students about recycling and composting on campus, discuss our graduation pledge, and talk to students about our university's mission of social and environmental justice. These peer group sessions are held in small groups and are mandatory for all incoming freshmen during orientation.

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

stars.aashe.org
Sustainability Outreach and Publications

Provisional Score

4.00 / 4.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

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

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

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

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

Yes

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

The Green Scene provides students with news and events that are sustainability focused. The site also provides resources for students interested in sustainability, opportunities for students to get involved on campus, and information about what the campus and operations are doing to support sustainable practices.

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

http://www.humboldt.edu/green/
Does the institution have a sustainability newsletter? :  
No

A brief description of the sustainability newsletter :
---

The website URL for the sustainability newsletter :
---

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

A brief description of the vehicle to publish and disseminate student research on sustainability :
The Office of Sustainability website hosts a searchable project database of electronic copies of student’s capstone projects that are either focused or related to sustainability.

The website URL for the vehicle to publish and disseminate student research on sustainability :
https://humboldt.edu/sustainability/projects

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

A brief description of building signage that highlights green building features :
HSU has signage that highlights green building features of the LEED Gold Certified Behavioral and Social Sciences building.

The website URL for building signage that highlights green building features :
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Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :  
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems :
Dining Services labels both locally made and locally grown products in their service areas. Also on the website entered below, Dining Services provides more information about the variety of food produced locally and the how supporting small-scale and local food systems supports our economy and the environment.
The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://humboldt.edu/bagel/

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
The sustainability walking tour brochure provides a self guided tour that includes a map and information about each site. The tour includes interesting sustainability sites like the Campus Center for Appropriate Technology (CCAT), the Hydrogen Fueling Station, and the water catchment system on the Behavioral and Social Sciences building.

The website URL of the sustainability walking map or tour:
https://humboldt.edu/sustainability/resources

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

A brief description of the guide for commuters about how to use alternative methods of transportation:
HSU Parking and Commuter Services has on their website information about alternative transportation including cycling, the campus bus pass “Jack Pass”, carpooling, walking, motorcycles & scooters, and ZipCar.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.humboldt.edu/parking/index.html

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

A brief description of the guide for green living and incorporating sustainability into the residential experience:
Each resident is required to read the Handbook that is available online. In the Handbook are sections about Recycling & Waste Reduction and Energy Management & Sustainability. Residence Life also sponsors a Green Room Certification Program. Rooms are certified after filling out the Green Dorm Certification Survey which provides residents with a score that they can post on their door to show off their green achievement.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://humboldt.edu/reslife/sustainability

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

No

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

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

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

Yes

A brief description of this material:
The Humboldt Energy Independence Fund highlights energy saving projects across campus through interpretive signs that tell more about each project and its impact.

The website URL for this material:
http://humboldt.edu/heif/

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

Yes

A brief description of this material:
The campus is fortunate to have a student conceived facility that produces hydrogen fuel for use in specially modified vehicles, originally intended to be a link in California’s Hydrogen Highway. The Schatz Energy Research Center built facility currently services two fuel cell hybrid vehicles used in ongoing research of alternative fuel transportation.
The website URL for this material:

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

A brief description of this material:
The Office of Sustainability website hosts a wide array of information on campus sustainability, including initiatives, internships, related resources, projects, assessments, and recycling system information.

The website URL for this material:
https://humboldt.edu/sustainability/

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

A brief description of this material:
A real-time display panel associated with the photovoltaic panels producing electricity on the Old Music building constantly updates information about the amount of electricity being generated and cumulatively generated amounts.

The website URL for this material:
---

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

A brief description of this material:
The student group, Waste Reduction and Recycling Awareness Program produces outreach materials in the form of brochures, posters and signs, as well as short videos that focus on waste reduction on campus.

The website URL for this material:
http://humboldt.edu/wrrap/

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

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A brief description of this material :
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The website URL for this material :
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material) :
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A brief description of this material :
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The website URL for this material :
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material) :
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A brief description of this material :
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The website URL for this material :
Student Group

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<tr>
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<td>Jerri Jones</td>
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<td>Clubs &amp; Activities Coordinator</td>
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<td>Clubs &amp; Activities</td>
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Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

Natural Resources Club: The Natural Resources Club provides opportunities for students at HSU to be directly involved in the community: volunteering as a "work force" for a variety of local government agencies and non-profit organizations.

American Fisheries Society at HSU: This club strives to improve the conservation and sustainability of fishery resources and aquatic ecosystems by working within the local community and raising awareness of fisheries issues.

California Waterfowl Association (CWA): The California Waterfowl Association is a student chapter of the statewide nonprofit organization where the principal objectives are the preservation, protection, and enhancement of California’s waterfowl resources, wetlands, and associated hunting heritage.

Campus Center for Appropriate Technology (CCAT): CCAT is a sustainable living demonstration home and educational center that demonstrates that living lightly on the earth is both practical and rewarding. CCAT offers educational opportunities which include tours and classes on special topics. Projects within CCAT are initiated, coordinated and executed by student volunteers.

Waste Reduction & Resource Awareness Program (WRRAP): WRRAP provides a means for students to take responsibility for waste generated on campus and to make a positive contribution to the quality of the environment. WRRAP gives students hands-on training in composting and maintains a compost demonstration site on the North side of Redwood Bowl. The community can also utilize WRRAP's Reusable Office Supply Exchanges (ROSE) located in House 53.

American Water Resources Association (AWRA): The American Water Resources Association is a student chapter of the national organization. The AWRA promotes the advancement of water resources research, planning, development, management and education. They work to provide a common meeting ground for physical, biological, and social scientists, engineers, and other persons concerned with water resources.

Renewable Energy Student Union (RESU): Renewable Energy Student Union is a student club at Humboldt State University dedicated to the promotion of research, education and application of clean renewable energy technologies and energy conservation. They seek opportunities for hands-on learning and community involvement to further their academic experience.

Environmental Resources Engineering Student Association (ERESA): The Environmental Resources Engineering Student Association aims to develop and foster relationships between themselves and the community. ERESA members may become student members of the American Society of Civil Engineers.
Engineers Without Borders: Engineers Without Borders is part of the larger nationwide organization, their mission is to partner with disadvantaged communities to improve their quality of life through implementation of environmentally, equitable, and economically sustainable engineering projects, while developing internationally responsible engineering students.

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

The natural resources club goes out almost every Saturday and volunteers on projects such as, but not be limited to stream bank stabilization, invasive plant removal, highway and coastal clean-ups, spawning ground replenishment, and trail-work. The Natural Resources Club serves as an example that people can make a positive change in the natural environment.

The California Waterfowl Association has hosted a speaker series that gave students and community members an opportunity to hear about conservation and research that is going on within and outside of Humboldt County. CWA has also arranged multiple hunter education workshops for the community which was attended by community members of all ages. The members of CWA also volunteer on many local projects at the nearby Humboldt Bay National Wildlife Refuge.

The Campus Center for Appropriate Technology (CCAT) had over 20 workshops in 2011-12 on topics around appropriate technology that over 400 students attended, an increase of 25% over the prior year. CCAT also offered five eight-week classes in topics such as sustainable technology, green construction and organic gardening with an enrollment of 150 students. CCAT continues to host volunteer work days every Friday and had over 500 volunteers participate throughout the year. Over 1,000 individuals received tours of the CCAT facilities.

The Waste Reduction Resource and Awareness Program (WRRAP) has aided the campus in its goal to help the campus reduce its waste. In 2011-12 WRRAP’s Reusable Office Supply Exchange (ROSE) has saved the campus community approximately $20,000 and served over 2,000 users. WRRAP continues to provide zero-waste event services and education to the campus community by consulting with groups to make events waste free and educating the campus community on waste diversion through educational signage at The Depot (campus dining location). WRRAP continues to provide educational opportunities to the University through its Compost Demonstration site, Take Back the Tap initiative and through numerous small events including: Clothing Swaps, Recyclemania, Seed Exchange and American Recycling Day.

The American Water Resources Association does restoration work such as bank stabilization by planting riparian species and local redwoods, water quality testing, attend conferences to stay up to date on current water resource issues, and help inform the community about how to be water wise. AWRA participated in World Water Monitoring Day and contributed towards the worldwide data collection.

The Renewable Student Union is a project oriented organization that provides students opportunities to propose and implement energy related projects. RESU has outreached to assist on international projects in Bhutan providing hands-on work on grid share systems to help remote communities prevent brownouts with assisting in installation and education for international community members. RESU has also assisted with local business requests for sustainable energy projects such as solar thermal showers where RESU worked with the business to provide a cost-effective system specifically for that business’ needs.

ERESA raises funds for student events, organizes student social activities, provides financial assistance for tutoring and works with all other engineering groups.

Engineers without borders have been working on rain data collection in the local area to provide information on trends for our community. Several projects are in the works to be implemented in Arcata's Sister City of Camoapa, Nicaragua where professionals and students are working together to assist in securing a reliable water supply to the city's resident population.

Over the course of the Fall 2012 semester the Wildlife Graduate Students Society held an 11 guest speaker series on Ecology which was available to all students.
List other student groups that address sustainability:
Sustainable Living Arts & Music Festival, Green Campus, Conservation Unlimited, American Water Resources Association and the HSU Society for Conservation Biology

The website URL where information about student group(s) is available:
http://humboldt.edu/clubs/site/directory/category/environmental_clubs/
Organic Garden

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<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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Submission Note:

In addition to the CCAT organic garden areas a new HSU Community Garden has been approved and is under development, with groundbreaking expected by the end of the spring 2013 semester. This garden will be a place any student can request space and tend a plot to grow healthy food. The garden is being generously supported by Associated Students and administered through CCAT.

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

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

Yes

A brief description of the garden :

The Campus Center for Appropriate Technology, in addition to other resources, has organic garden plots in multiple locations on its grounds. One of the more interesting locations is a terrace garden next to the main facility. The terrace walls are earth bags, covered with different natural plaster materials to demonstrate alternate building materials/methods.

The garden areas are usually planted with crops year-round, incorporating plants for the appropriate season. The garden soil is supplemented with compost derived from CCAT or other campus sources by the CCAT student gardeners. Produce from the garden is consumed by the live-in CCAT Co-directors and students attending CCAT functions.

The website URL where information about the garden is available :

---
**Model Room in a Residence Hall**

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<td>0.25 / 0.25</td>
<td>Jeremy Davis</td>
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<td>Assistant Director</td>
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<td>Housing</td>
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"---" indicates that no data was submitted for this field

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

Yes

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

Due to a high demand for housing, Humboldt State University Housing cannot keep an entire room offline as a tour room. However, during our events in which prospective students tour campus, residents volunteer to show their room along the tour routes. In Fall of 2012, Housing arranged for volunteers who have completed the Green Room Certification to be able to show their spaces. The Green Room certificate was posted on the door and highlighted on the tours to demonstrate a commitment to sustainable living principles.

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

http://www.humboldt.edu/reslife/sustainability
## Themed Housing

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

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

Yes

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

Humboldt State University offers 11 different themed living options. One of these options is Eco Living where residents participate in creating a community centered on environmentally sustainable living. The area consists of two apartments with 10-12 residents each. In this housing option, residents learn about environmentally responsible living through everyday experiences and work together to create educational events for the campus community. The program is offered in partnership with established environmental clubs and organizations on campus, such as the Campus Center for Appropriate Technology and Green Campus – Power Save.

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

http://humboldt.edu/housing/communities.html

The total number of residents in themed housing. :

20
Sustainable Enterprise

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

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

A brief description of the enterprise:
The Natural Resources Club has a snack and coffee cart where they sell Fair Trade and sustainable food products. The coffee is purchased from a local microroaster, Sacred Grounds. Their teas come from Stash, an Oregon company, and their fruit is from the local North Coast Co-Op. The club offers brown sugar and creamer from Humboldt Creamery. All of their spreads are organic, coming from the local co-op and some are vegan friendly as well. The bagels all come from local Los Bagels. They put the bagels and muffins in reusable resealable bags, none are individually wrapped to cut down waste. The even use 7th generation soap, a very "green" product. They also try to have fresh cut flowers at the table from the local Sun Valley farms or a local native flower to share. Everything they offer to students and faculty they try to get locally and sustainable. Their goals are to continue to support the community with the environment and it's people's health in mind.

The website URL where information about the sustainable enterprise is available:
http://humboldt.edu/clubs/club_sites/natural_resources_club/
Sustainability Events

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

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

Yes

A brief description of the event(s) :

Sustainable Living Arts & Music Festival (SLAMfest)

The Sustainable Living, Arts and Music Coalition hosts an annual sustainability conference called SLAMfest. SLAMfest bases its goals towards providing students and community members the opportunities to learn and participate in environmental and social equity, water issues, Green jobs and business opportunities, sustainable energy and agricultural practices, all tied into the belief that sustainable living, art, technology and music are all inextricably linked together in shaping culture and hope for a brighter future.

This coalition has created an all day gathering for the campus and community created around the intention of sharing sustainable practices, various forms of expression and local music for over 15 years. They offer hands on activities, workshops, documentary screenings, demonstrations, informational tabling, keynote speakers and an evening festival with local music, live art and performances. This festival allows free access to education about sustainable technology from many local individuals and guests.

The other event example to highlight is the Sustainable Futures Speakers Series. This interdisciplinary speaker series, established in September 2005, is intended to stimulate cross disciplinary discussion, debate, and collaboration around issues related to energy, the environment, and society. The series is sponsored by the Environment and Community Program academic program and the Schatz Energy Research Center. All members of the HSU community and the general public are welcome to attend these presentations. Current Series information and past semester speakers and topics can be found at

http://humboldt.edu/envcomm/speaker_series

http://humboldt.edu/slamfest/

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

http://humboldt.edu/slamfest/
Outdoors Program

Provisional Score

0.25 / 0.25

Responsible Party

Dave Nakamura
Executive Director
University Center

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

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

A brief description of the program :

Center Activities provides outdoor and social experiences emphasizing adventure, environmental awareness, education, challenge, personal development, safety, and a sense of community and fun. Center Activities offers a wide variety of quality outdoor adventure trips, leisure activities, a rental gear program, state of the art indoor climbing facility, and aquatic adventures. Trips, classes, and adventures through Center Activities are open to student, staff, faculty, and community members.

The website URL where information about the program is available :

http://www.humboldt.edu/centeractivities/
Themed Semester or Year

Provisional Score

0.25 / 0.25

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

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

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

Yes

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

Each Fall the Book of the Year Committee takes nominations and the finalists are then voted on by the student body. The winning book for the next academic school year is announced and HSU brings the author of the book to the university.

Faculty, staff and administrators at Humboldt State incorporate the Book of the Year into the curriculum and apply its insights to their work on campus. Every year HSU hosts one-unit book discussion classes as well as other events associated with the book and its themes.

Previous winners have included 'Outliers, The Story of Success' by Malcolm Gladwell, 2012-2013, 'The Help' by Kathryn Stockett (2011-2012), and 'Three Cups of Tea' by Greg Mortenson and David Oliver Relin (2009-2010).

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

'Plenty' by Alisa Smith and J.B. MacKinnon (2010-2011)

The website URL where information about the theme is available :

Curriculum

Points Claimed  16.31

Points Available  55.00

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.

From the institution:

All of our sustainability focused courses on campus explore the relationship between the environment, economics and society. Humboldt State University currently offers 137 sustainability-focused courses and 192 sustainability-related courses to students in a broad list of majors ranging from Anthropology to Wildlife Management.

<table>
<thead>
<tr>
<th>Credit</th>
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<tr>
<td>Sustainability-Focused Courses</td>
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<tr>
<td>Sustainability-Related Courses</td>
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### Sustainability Course Identification

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<tr>
<td>3.00 / 3.00</td>
<td>Julie Koeppel</td>
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<td>Administrative Support Assistant</td>
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#### Criteria

**Part 1**

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

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

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

**Part 2**

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

**Part 3**

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

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

### Has the institution developed a definition of sustainability in the curriculum?

Yes

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

---
Sustainability is the ability to meet the needs of today without compromising the ability of future generations to meet their own needs. The relevant dimensions to examine include the environment, society, and economy and their interconnections.

Sustainability Courses Defined:
A course is related to sustainability if any part of it explores the relationship between the environmental and the social and/or economic needs among different generations (i.e., past or current in relation to future generations). This may include using sustainability examples to illustrate core course concepts.

A course is focused on sustainability if a significant part of it explores the interplay between all three dimensions.

*Wording comes from the core definition created by the Brundtland Commission in 1987, convened by the United Nations to create a report on sustainable development into the future.

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

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

The lists of sustainability-focused and sustainability-related courses began with a keyword search of course descriptions in the Humboldt State University catalog. Our Sustainability Steering Committee used a total of 42 search terms, chosen to relate to the three dimensions of sustainability: environmental, economic, and social (search terms included: forest*, ecosystem*, energ*, econom*, financ*, justic*, socio*, politic*, communit*, etc.). An initial list of courses whose titles or descriptions contained search terms from at least two dimensions was refined with a course-by-course examination of catalog descriptions. The committee then published a draft list to the department chairs, asking for confirmation, additions, and/or subtractions from the lists. After reconciling the revisions, the final version was sent to the departments at the end of the 2012 Spring Semester.

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

**The website URL where the sustainability course inventory is posted:**
http://humboldt.edu/sustainability/resources
### Sustainability-Focused Courses

**Provisional Score**

5.39 / 10.00

**Responsible Party**

Julie Koeppel
Administrative Support Assistant
Academic Programs

---

**Criteria**

Institution offers sustainability-focused academic courses.

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

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

**The number of sustainability-focused courses offered :**

137

**The total number of courses offered :**

2541

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

One

**A list of sustainability-focused courses offered :**

BIOL 308. Environment & Culture: How People Transformed a Continent
BA 401. Advanced Sustainable Management Applications
MBA 620. Managerial Accounting
MBA 675. Social Environment/Ethics
CHEM 104. Chemistry & Society
CD 256. Middle Childhood Development
COMM 315. Communication and Social Advocacy
ECON 306. Economics of the Developing World
ECON 306D. Economics of the Developing World Add’l Depth
ECON 309. Economics of a Sustainable Society
ECON 309D. Economics of a Sustainable Society Add’l Depth
ECON 423. Environmental & Natural Resources Economics
ECON 423D. Environmental & Natural Resources Economics Add’l Depth
ECON 450. Energy Economics & Climate Policy
ECON 470/ECON 570. Sustainable Rural Economic Development
ECON 523. Topics in Environmental & Natural Resource Economics
ECON 523D. Topics in Environmental & Natural Resource Economics Add’l Depth
ECON 550. Economics of Energy & Climate Policy
ECON 570/ECON 470. Sustainable Rural Economic Development
EMP 105. Natural Resource Conservation
EMP 109. Shake, Rattle & Roll
EMP 210. Public Land Use Policies & Management
EMP 309 / ENVS 309. Environmental Conflict Resolution
EMP 310. Introduction to Natural Resource Planning
EMP 325. Environmental Law & Regulation
EMP 350. Fundamentals of Environmental Education & Interpretation
EMP 360. Natural Resource Planning Methods
EMP 400 / ENVS 400. Inscape & Landscape
EMP 425. Environmental Impact Assessment
EMP 460. Environmental Planning for Public Lands
EMP 465. Rural Community Planning
ENGR 114. Whole Earth Engineering
ENGR 215. Introduction to Design
ENGR 305. Appropriate Technology
ENGR 308. Technology & the Environment
ENGR 351. Water Quality & Environmental Health
ENGR 370. Energy, Technology, & Society
ENGR 380. Community Agriculture
ENGR 410. Environmental Impact Assessment
ENGR 435. Solid Waste Management
ENGR 445. Water Resources Planning & Management
ENGR 448. River Hydraulics
ENGR 455. Engineered Natural Treatment Systems
ENGR 475. Renewable Energy Power Systems
ENGR 492. Capstone Design Project
ENGR 532. Energy, Environment, & Society
ENGR 533. Energy & Climate Change
ENGR 535. Development Technology
ENGR 545. Water Resources Planning & Management
ENGR 548. River Hydraulics
ENGR 555. Engineered Natural Treatment Systems
ENGR 575. Renewable Energy Power Systems
EC 610. Environment & Community Research
EC 615. Graduate Colloquium
EC 680. Special Topics
ENVS 110. Introduction to Environmental Science
ENVS 220. Introduction to Environmental Policy
ENVS 301 / GEG 301. International Environmental Issues & Globalization
ENVS 309 / EMP 309. Environmental Conflict Resolution
ENVS 350. Principles of Ecological Restoration
ENVS 410. Environmental Science Practicum
ENVS 411. Sustainable Campus
ENVS 450. Applied Ecological Restoration
ENST 295. Power/Privilege & Environment
ENST 490. Environmental Studies Capstone Experience
FISH 220. Water Resources & Conservation
FISH 260. Fish Conservation & Management
FISH 300. Introduction to Fishery Biology
FISH 335. U.S. & World Fisheries
FISH 375. Mariculture
FISH 460. Principles of Fishery Management
FOR 100. Critical Thinking and Social and Environmental Responsibility
FOR 116. The Forest Environment
FOR 223. Introduction to Wildland Fire
FOR 231. Forest Ecology
FOR 302. Forest Ecosystems & People
FOR 315. Forest Management
FOR 374. Wilderness Area Management
FOR 400. Forestry in Modern Society
FOR 431. Forest Restoration
FOR 432. Silviculture
FOR 471. Forest Administration
FOR 475. Forest Management Decision Making
FOR 532. Advanced Principles in Silviculture
GEOG 105. Cultural Geography
GEOG 300. Global Awareness
GEOG 300M. Global Awareness Depth Experience
GEOG 301 / ENVS 301. International Environmental Issues & Globalization
GEOG 322. California
GEOG 322M. California Depth Experience
GEOG 332. Geography of the Mediterranean
GEOG 332M. Geography of the Mediterranean Depth Experience
GEOG 335. Geography of the Middle East
GEOG 335M. Geography of the Middle East Depth Experience
GEOG 344. South America
GEOG 344M. South America Depth Experience
GEOG 360. Geography of the World Economy
GEOG 360M. Geography of the World Economy Depth Experience
GEOG 365 / PSCI 365. Political Ecology
GEOL 303. Earth Resources & Global Environmental Change
HED 388. Health-Related Behavior Change
HED 392. Community & Population Health
HIST 326. History of Mexico
NAS 331. Introduction to Native American Perspectives on Natural Resources Management
NAS 332. Environmental Justice
NAS 366. Tribal Water Rights
NAS 460. Tribal Rights: The Federal Role
OCN 301. Marine Ecosystems—Human Impact
OCN 304. Resources of the Sea
OCN 306. Global Environmental Issues
PHIL 302 / WLDF 302. Environmental Ethics
PHIL 309 / WLDF 309. Case Studies in Environmental Ethics
stars.aashe.org
PSCI 240. Introduction to International Relations
PSCI 306. Environmental Politics
PSCI 352. Water Politics
PSCI 365 / GEOG 365. Political Ecology
PSCI 373. Politics of Sustainable Society
PSYC 405. Environmental Psychology
RRS 306. Wildland Resource Principles
RRS 370. Wildland Ecology Principles
RRS 460. Rangeland & Ranch Planning
RS 361. Consumerism & (EcoSpirituality)
SOC 302M. Forests & Culture for Majors
SOC 305M. Modern World Systems for Majors
SOC 320. Social Ecology
SOC 370. Environmental Inequality and Globalization
SOC 475. Community Organizing
SOIL 468. Introduction to Agroforestry
WSHD 458. Climate Change & Land Use
WSHD 558. Advanced Climate Change & Land Use
WLDF 210. Introduction to Wildlife Conservation & Administration
WLDF 300/300B. Wildlife Ecology & Management
WLDF 302 / PHIL 302. Environmental Ethics
WLDF 306. Birds & Human Society
WLDF 460. Conservation Biology
WS 680. Environment & Community: Gender, Race, Class
ZOOL 530. Benthic Ecology

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
https://humboldt.edu/sustainability/sustainability%E2%80%90focused-courses

A copy of the sustainability course inventory:
---
# Sustainability-Related Courses

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.52 / 10.00</td>
<td>Julie Koeppel</td>
</tr>
<tr>
<td></td>
<td>Administrative Support Assistant</td>
</tr>
<tr>
<td></td>
<td>Academic Programs</td>
</tr>
</tbody>
</table>

## Criteria

Institution offers sustainability-related academic courses.

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

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

### The number of sustainability-related courses offered:
192

### The total number of courses offered:
2541

### Number of years covered by the data:
One

### A list of sustainability-related courses offered:

- ANTH 315 / WS 315. Sex, Gender, & Globalization
- ANTH 316. Anthropology & Development
- ANTH 317 / WS 317. Women & Development
- ANTH 331. Paleoanthropology
- ANTH 333. Primatology
- AHSS 309. Darwin & Darwinism
- BIOL 434/BIOL 534. Population & Community Ecology
- BIOL 534/BIOL 434. Population & Community Ecology
- BOT 300. Plants & Civilization
- BA 340. Principles of Marketing
- BA 380. Business Plan Development
- BA 417. Small Business Consulting
- BA 470. Management Theory
- BA 494. Business & Society
- BA 496. Strategic Management
- MBA 640. Managerial Finance
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 650</td>
<td>Designing Effective Organizations</td>
</tr>
<tr>
<td>MBA 679</td>
<td>Policy/Strategy</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>CHEM 370</td>
<td>Earth System Chemistry</td>
</tr>
<tr>
<td>CD 253</td>
<td>Prenatal &amp; Infant Development</td>
</tr>
<tr>
<td>CD 255</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>CD 350</td>
<td>Perspectives: LifeSpan Development</td>
</tr>
<tr>
<td>CD 362</td>
<td>Children &amp; Stress</td>
</tr>
<tr>
<td>CD 463</td>
<td>Administration of Early Childhood Programs</td>
</tr>
<tr>
<td>ECON 104</td>
<td>Contemporary Topics in Economics</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>ECON 305</td>
<td>International Economics &amp; Globalization</td>
</tr>
<tr>
<td>ECON 305D</td>
<td>International Economics &amp; Globalization Add’l Depth</td>
</tr>
<tr>
<td>ECON 308</td>
<td>History of Economic Thought</td>
</tr>
<tr>
<td>ECON 308D</td>
<td>History of Economic Thought Add’l Depth</td>
</tr>
<tr>
<td>ECON 311</td>
<td>Intermediate Macroeconomics</td>
</tr>
<tr>
<td>ECON 323</td>
<td>Economic History of the US</td>
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<tr>
<td>ECON 323D</td>
<td>Economic History of the US Add’l Depth</td>
</tr>
<tr>
<td>EDUC 604</td>
<td>Education in Society</td>
</tr>
<tr>
<td>EED 752</td>
<td>Student Teaching in Elementary School</td>
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<tr>
<td>EED 754</td>
<td>Student Teaching in Elementary School</td>
</tr>
<tr>
<td>ENGL 370/ENGL 570</td>
<td>Literary Field Studies</td>
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<tr>
<td>ENGL 422</td>
<td>Advanced Research Writing</td>
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<tr>
<td>ENGL 570/ENGL 370</td>
<td>Literary Field Studies</td>
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<tr>
<td>EMP 277</td>
<td>Introduction to Remote Sensing</td>
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<tr>
<td>EMP 376</td>
<td>GIS for the Social Sciences</td>
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<tr>
<td>EMP 377</td>
<td>Introduction to GIS Concepts</td>
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<tr>
<td>EMP 430</td>
<td>Natural Resource Management in Protected Areas</td>
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<tr>
<td>EMP 450</td>
<td>Applied Environmental Education &amp; Interpretation</td>
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<td>EMP 453</td>
<td>Environmental Education &amp; Interpretation Practicum Graphic</td>
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<td>EMP 454</td>
<td>Interpretation Practicum Oral</td>
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<td>EMP 470</td>
<td>Intermediate GIS</td>
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<tr>
<td>EMP 471</td>
<td>Spatial Analysis Lab Projects</td>
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<td>EMP 480</td>
<td>Selected Topics</td>
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<td>EMP 480L</td>
<td>Selected Topics/Lab</td>
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<tr>
<td>EMP 580</td>
<td>Selected Topics</td>
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<tr>
<td>ENGR 115</td>
<td>Introduction to Environmental Resources Engineering</td>
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<tr>
<td>ENGR 313</td>
<td>Systems Analysis</td>
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<tr>
<td>ENGR 331</td>
<td>Thermodynamics &amp; Energy Systems I</td>
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<tr>
<td>ENGR 333</td>
<td>Fluid Mechanics</td>
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<td>ENGR 356</td>
<td>Water Quality Analysis</td>
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<td>ENGR 416</td>
<td>Transport Phenomena</td>
</tr>
<tr>
<td>ENGR 418/ENGR 518</td>
<td>Applied Hydraulics</td>
</tr>
<tr>
<td>ENGR 421/ENGR 521</td>
<td>Advanced Numerical Methods for Engineers I</td>
</tr>
<tr>
<td>ENGR 434</td>
<td>Air Quality Management</td>
</tr>
<tr>
<td>ENGR 441/ENGR 541</td>
<td>Hydrology II</td>
</tr>
<tr>
<td>ENGR 443/ENGR 543</td>
<td>Groundwater Hydrology</td>
</tr>
<tr>
<td>ENGR 451/ENGR 551</td>
<td>Water &amp; Wastewater Treatment Engineering</td>
</tr>
</tbody>
</table>
ENGR 471/ENGR 571. Thermodynamics & Energy Systems II
ENGR 473. Building Energy Analysis
ENGR 477. Solar Thermal Engineering
ENGR 501. Environmental Systems Analysis I
ENGR 518/ENGR 418. Applied Hydraulics
ENGR 521/ENGR 418. Advanced Numerical Methods for Engineers I
ENGR 541/ENGR 441. Hydrology II
ENGR 543/ENGR 443. Groundwater Hydrology
ENGR 551/ENGR 451. Water & Wastewater Treatment Engineering
ENGR 571/ENGR 471. Advanced Thermodynamics & Energy Systems
ENGR 573. Building Energy Analysis
ENGR 577. Solar Thermal Engineering
EC 620. Economic-Political Dimensions
EC 640. Ecological Dimensions
ENVS 230. Environmental Problem Solving
ENVS 308. Ecotopia
ENVS 330. Energy Systems & Technology
ENST 120. Introductory Seminar in Environmental Studies
ENST 395. Environmental Studies Research & Analysis
ES 110. Introduction to African American Studies
ES 245. Hip Hop & the Black Experience
ES 354. Minorities, American Institutions, & Social Services
ES 482. Topical Research in Majority/Minority Relations
ES 654. Minorities, American Institutions & Social Services
FISH 311. Fish Physiology
FISH 370. Aquaculture
FISH 443. Problems in Water Pollution Biology
FISH 450. Introductory Fish Population Dynamics
FISH 473. Wastewater Aquaculture
FISH 485. Ecology of Running Waters
FISH 525. Wastewater Ecosystems Analysis/ Reuse
FISH 585. Ecology of Running Waters
FOR 216. Forest Remote Sensing & Geographic Information Systems
FOR 222. Forest Health & Protection
FOR 250. Introduction to Forest Operations
FOR 321. Fire Ecology
FOR 331. Silvics—Foundation of Silviculture
FOR 365. Forest Financial Administration
FOR 422. Wildland Fire Use
FOR 423. Wildland Fuels Management
FOR 430. Forest Ecosystems
FOR 433. Forest Resource Conservation Capstone
FOR 434. Regional Silviculture
FOR 450. Harvesting Systems Design & Cost Analysis
FOR 465 / RRS 465. Forestland Grazing
FOR 470. Professional Forestry Ethics
FOR 476. Advanced Forest Management
FOR 476L. Advanced Forest Management Lab
FOR 506. Advanced Principles of Remote Sensing & GIS
FOR 523. Advanced Wildland Fuels Management
FOR 530. Advanced Forest Ecosystems
FOR 561. Advanced Principles of Forest Economics
GEOG 106. Physical Geography
GEOG 106L. Physical Geography Laboratory
GEOG 363. Political Geography
GEOG 473. Topics in Advanced Physical Geography
GEOG 473L. Physical Geography Lab
GEOG 473M. Topics in Physical Geography Depth Experience
GEOL 108. The Dynamic Earth
GEOL 109. General Geology
GEOL 300. Geology of California
GEOL 300L. Geology of California Field Trip
GEOL 306. General Geomorphology
GEOL 308. Natural Disasters
GEOL 308L. Natural Disasters Laboratory
GEOL 457. Engineering Geology
HIST 105. Western Civilization, 1650 to Present
HIST 110. United States History to 1877
HIST 111. United States History from 1877
HIST 311. World History to 1750
HIST 384. 20th Century American West
INTL 310. Global Economics and Politics
JMC 316. Mass Media & Contemporary Society
JMC 323. Public Relations
NAS 200. The Indian in American History
NAS 306. Native Peoples of North America
NAS 358. Cultural Resource Management
NAS 362. Tribal Governance & Leadership
NAS 484. Special Topics in Native American Natural Resources & Environment
OCN 420. Oceans & Climate
OCN 430. Marine Pollution
PHIL 341. History of Philosophy: PreSocratics through Aristotle
PSCI 104. People & Politics
PSCI 303. Third World Politics
PSCI 317. Topics in Public Policy
PSCI 360. Political Economy
PSCI 464. Technology & Development
PSYC 309. The Thinking Consumer in a Materialistic Society
PSYC 435. Psychological Study of Social Issues
PSYC 487. Evolutionary Psychology
RRS 430. Wildland Restoration & Development
RRS 465 / FOR 465. Forestland Grazing
REC 345. Environmental Education
REC 435. Geotourism
SW 104. Introduction to Social Work & Social Work Institutions
SW 255. Beginning Social Work Experience
The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
https://humboldt.edu/sustainability/sustainability%E2%80%90related-courses

A copy of the sustainability course inventory:
---
# Sustainability Courses by Department

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>5.40 / 7.00</td>
<td>Julie Koeppel</td>
</tr>
</tbody>
</table>

**Administrative Support Assistant**

**Academic Programs**

---

## Criteria

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

---

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

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

25

### The total number of departments that offer courses:

36

### A list of departments that offer sustainability courses:

- Anthropology
- Biological Sciences
- Business
- Chemistry
- Child Development
- Critical Race, Gender & Sexuality Studies
- Economics
- Education
- Environmental Resources Engineering
- Environmental Science & Management
- Fisheries Biology
- Forestry & Wildland Resources
- Geography
- Geology
- History
- Journalism & Mass Communication
- Kinesiology & Recreation Administration
- Native American Studies
- Oceanography
- Philosophy
- Political Science
- Psychology

stars.aashe.org

Humboldt State University | STARS Report | 43
Social Work
Sociology
Wildlife Management

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

---

A copy of the sustainability course inventory:

---
# Sustainability Learning Outcomes

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 10.00</td>
<td></td>
</tr>
</tbody>
</table>

### Criteria

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

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

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

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td></td>
</tr>
</tbody>
</table>

Criteria

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Graduate Program in Sustainability

Provisional Score

0.00 / 4.00

Criteria

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Immersive Experience

**Provisional Score**

0.00 / 2.00

**Criteria**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 2.00</td>
<td></td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

Part 2

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

Provisional Score

0.00 / 3.00

Criteria

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

From the institution:

The Office of Sustainability currently offers internship opportunities that promote student sustainability research. This for-credit internship is offered in both the Fall and Spring semesters and allows for students to chose from projects that allow them to apply research and planning efforts.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Sustainability Research Identification</td>
<td>0.00 / 3.00</td>
</tr>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
<td>0.00 / 10.00</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
<td>0.00 / 6.00</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
<td>3.00 / 6.00</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
<td>0.00 / 2.00</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Provisional Score

0.00 / 3.00

Responsible Party

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Faculty Engaged in Sustainability Research

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 10.00</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**

Institution’s faculty members conduct research on sustainability topics.

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Departments Engaged in Sustainability Research

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 6.00</td>
<td></td>
</tr>
</tbody>
</table>

Criteria

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

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

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

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 / 6.00</td>
<td>TallChief Comet</td>
</tr>
<tr>
<td></td>
<td>Director, Office of Sustainability</td>
</tr>
<tr>
<td></td>
<td>Facilities Management</td>
</tr>
</tbody>
</table>

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Submission Note:
As with many of the academic program areas related to sustainability there is not currently a formalized process or program in place meeting current STARS requirements. The university is placing a high priority on formalizing academic efforts around sustainability to illuminate its longstanding commitments in this area.

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

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

A brief description of the institution’s program(s) to encourage student research in sustainability :
The Office of Sustainability (OS) provides opportunities for students to participate in campus sustainability activities through a for-credit internship (ENVS 482) offered in the fall and spring semesters. Students may choose an appropriate project from the following subject areas or support a particular project currently being worked on by the Office of Sustainability. Subject areas can include: Built Environment, Campus Landscape, Education, Energy, Food Services, Procurement, Transportation, Waste, and Water. Interns will work directly with the office Director or Sustainability Coordinator to craft a project through the semester that will directly support Office of Sustainability activities. The internship provides applied experience working on research and planning efforts. Most projects involve close mentoring by the OS and non-original applied research, but developed to be customized for application to HSU.

The website URL where information about the student research program is available :
stars.aashe.org
Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

No

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

---

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

---
Interdisciplinary Research in Tenure and Promotion

Provisional Score 0.00 / 2.00

Criteria

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

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

Provisional Score 42.59%

**Buildings**

Points Claimed 6.13

Points Available 13.00

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.

From the institution:

In August 2006 HSU adopted a CSU wide policy ordered by the Office of the Chancellor pertaining to energy conservation and sustainable building practices. HSU has not completed any LEED certified new construction or renovations in the last three years. Although they are not LEED certified, the Housing Department’s College Creek residence hall and the Schatz Energy Research Center are both in accordance with green building guidelines and policies. Indoor Air Quality is extremely important to the University. To recognize this, Environmental Health and Safety and Plant Operations incorporate Injury and Illness Prevention Program inspection and correction methods to monitor IAQ in all campus buildings.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
<td>2.63 / 7.00</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>1.50 / 4.00</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
<td>2.00 / 2.00</td>
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</tbody>
</table>
Building Operations and Maintenance

<table>
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<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.63 / 7.00</td>
<td>Mark Baker</td>
</tr>
<tr>
<td></td>
<td>Director of Plant Operations</td>
</tr>
<tr>
<td></td>
<td>Facility Management</td>
</tr>
</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

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

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:
   - Impacts on the surrounding site
   - Energy consumption
   - Usage of environmentally preferable materials
   - Indoor environmental quality
   - Water consumption

Submission Note:

Gross sf includes:
- 1,309,216 sf main campus
- 629,223 sf Housing & Dining
- 1,938,439 total sf

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

Total building space that meets "Eligible Buildings Criteria":
1938439 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
1938439 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet
Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.calstate.edu/eo/EO-987.html

An electronic copy of the guidelines or policies:
EO-978_Energy Conservation, Sustainable Building Practices.pdf

The date(s) the policies or guidelines were adopted:
August 2, 2006

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

Humboldt State University follows the California State University Office of the Chancellor’s Executive Order 987, which reaffirms the need to conserve energy in order to achieve the goal originally set in 2001 and reevaluated in 2005. The California State University Board of Trustees' energy conservation, sustainable building practices, and physical plant management policy is consistent with Governor Arnold Schwarzenegger's Executive Order S-12-04, which requests the CSU’s active participation in statewide energy conservation and reduced electrical demand. It encourages campuses to continue to adopt an integrated design approach that includes sustainable materials and practices. It also requires new goals for energy conservation, and the purchase and generation of renewable power. More information can also be found in the CSU Sustainability Report at:


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

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:
---
## Building Design and Construction

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>1.50 / 4.00</td>
<td>Traci Ferdolage</td>
</tr>
<tr>
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<td>Director</td>
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<td></td>
<td>Planning, Design &amp; Transportation Management</td>
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</table>

### Criteria

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

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

and/or

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

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

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

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

170054 Square Feet

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

170054 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

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

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

An electronic copy of the guidelines or policies:

---

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

August 2, 2006

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

http://www.calstate.edu/cpdc/sustainability/bdo/

The above link illustrates the commitment adopted by the California State University system through Executive Order No.987, as one of 23 campuses in the system we are required to adhere to the policy and procedures set fourth by the governing office (the office of the Chancellor). Further Humboldt State University recognizes these goals in our Mission, Vision and Values statement:

http://www.humboldt.edu/president/vision

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

none completed within the eligible period of the past three years

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

College Creek Apartments; Schatz Energy Research Center
Indoor Air Quality

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<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Sabrina Zink</td>
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<tr>
<td></td>
<td>Haz Mat Coordinator</td>
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<tr>
<td></td>
<td>EH&amp;S</td>
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Criteria

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

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

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

2287476 Square Feet

Total occupied building space:

2287476 Square Feet

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

Humboldt State University has instituted practices to protect employees and the public from unsafe indoor air quality (IAQ). The overall safety of faculty, staff, students and general public is the main focus of these practices to not subject them to avoidable and unreasonable risks and/or accidental injury or illness. Environmental Health and Safety (EH&S), in conjunction with Plant Operations, coordinates appropriate and practical proactive, investigative, and corrective measures concerning IAQ matters with specific departments. HSU’s IAQ practices incorporates key elements of the Injury and Illness Prevention Program to achieve the stated objectives. These elements are enforced by the University President and are, but not limited to:, inspection, communication, and correction.

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

http://www.humboldt.edu/ehos
Climate

Points Claimed  3.03
Points Available  16.50

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
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<tr>
<td>Greenhouse Gas Emissions Reduction</td>
<td>1.78 / 14.00</td>
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<tr>
<td>Air Travel Emissions</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Local Offsets Program</td>
<td>0.00 / 0.25</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Provisional Score

1.25 / 2.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

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

Part 2
Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Submission Note:

HSU is in the beginning stages of Climate action planning, which will further define and target additional emission sources (e.g., Scope 3) and existing sources for which data will be either developed or reliably automated for future inventories.

Electricity generated by biomass were treated as net-zero emissions.

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

The website URL where the GHG emissions inventory is posted:
http://humboldt.edu/sustainability/resources

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

Does the inventory include emissions from air travel?:
No

Does the inventory include emissions from commuting?:
No

Does the inventory include embodied emissions from food purchases?:
stars.aashe.org
Does the inventory include embodied emissions from other purchased products? : 
No

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

Does the inventory include another Scope 3 emissions source not covered above? : 
No

If yes, please specify :
---

Does the inventory include a second Scope 3 emissions source not covered above? : 
No

If yes, please specify :
---

Does the inventory include a third Scope 3 emissions source not covered above? : 
No

If yes, please specify :
---

Does the inventory include a fourth Scope 3 emissions source not covered above? : 
No

If yes, please specify :
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Greenhouse Gas Emissions Reduction

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<tr>
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<td>1.78 / 14.00</td>
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<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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</table>

Criteria

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

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

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

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

Submission Note:

The specific GHG calculations used to generate information for STARS were made to match the time period of the performance year (July 1, 2011-June 30, 2012), so the CSU wide GHG reports may not match the emissions numbers exactly. Like many campus activities, the emissions inventory involved student participation and the calculations presented were compiled by graduate students in an Environmental Resources Engineering course (532). The full presentation and report is captured in their project: GHG Inventory for Humboldt State Academic Year 2011-2012, ENGR 532, Humboldt State University, Fall 2012, by Travis Mitchell, Kenny Osia, Mark Severy. Their report found 13,671 tonnes of carbon-dioxide equivalent (MtCO2e) were emitted due to electricity, natural gas, vehicle fuel, solid waste disposal, and emergency generator fuel use. This represents a 5.3% reduction in greenhouse gas emissions when compared to the baseline 2005 academic year of 14,429 MtCO2e emissions. Electricity and natural gas consumption contributed over 88% of the greenhouse gas emissions. Per direction from the CSU, the fraction of biomass generated electricity in the electricity purchased was treated as net-zero emissions.

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

Scope 1 and 2 gross GHG emissions, 2005 :
14429 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :
0 Metric Tons of CO2 Equivalent
On-campus residents, 2005:
1256

Non-residential/commuter full-time students, faculty, and staff members, 2005:
5917

Non-residential/commuter part-time students, faculty, and staff members, 2005:
1891

Scope 1 and 2 gross GHG emissions, performance year:
13671 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 1, 2011 - June 30, 2012

On-campus residents, performance year:
1911

Non-residential/commuter full-time students, faculty, and staff members, performance year:
6064

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1493

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 1, 2011 - June 30, 2012
## Air Travel Emissions

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<th>Provisional Score</th>
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<tbody>
<tr>
<td>0.00 / 0.25</td>
<td>Amber Blakeslee</td>
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</table>

Amber Blakeslee  
Budget Analyst  
University Budget Office

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

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</table>

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

Points Claimed  4.54
Points Available  8.50

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

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

From the institution:

Sustainability is given great consideration for Dining throughout all of the department’s operations. A majority of Dining’s seafood and dairy purchases are from local businesses, some of which are just miles away from campus. The Dining Department is recognized by PETA as a top vegan friendly school. At all dining locations either students bus their own meals or dining employees do so using both composting and recycling bins. Dining maintains a minimal surplus of food during the academic year and at the end of each year excess food is donated to local food banks. For patrons eating on-the-go, reusable containers are available for a small deposit. Deposits are reimbursed when students return these containers to the dining facility on their next visit. Many sustainable practices are currently being implemented by the Dining Department and they continue to strive for future improvement in this area.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
<td>2.04 / 6.00</td>
</tr>
<tr>
<td>Trayless Dining</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Vegan Dining</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Trans-Fats</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Guidelines for Franchisees</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Pre-Consumer Food Waste Composting</td>
<td>0.25 / 0.25</td>
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<tr>
<td>PostConsumer Food Waste Composting</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Food Donation</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Recycled Content Napkins</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Reusable Container Discounts</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Reusable To-Go Containers</td>
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Food and Beverage Purchasing

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<tr>
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<td>Ron Rudebock</td>
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<td></td>
<td>Director</td>
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<td></td>
<td>HSU Dining Services</td>
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</table>

Criteria

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

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

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

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

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

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

17

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

HSU Dining Services strives to meet the diverse dietary needs of students while maintaining the most ethical purchasing standards possible for our operations. All coffee on campus is locally roasted and organic, with many fair trade varieties. During the local growing season, we purchase as much local produce as possible, including purchasing from farms that are just a few miles from campus. We purchase tuna from Wild Planet, which is third-party certified sustainable (The Monterey Bay Aquarium Seafood Watch, SeaChoice, Blue Ocean Institute). Other seafood is purchased through Pacific Seafood, a company with 13 Marine Stewardship Council Certified Facilities. In both our Cafe and our catering services, we feature locally made Cypress Grove Chevre and Loleta Cheeses. We purchase bread and pastries from local bakeries, Brio Bakery & Café and Loleta Bakery, both of which are located fewer than 20 miles from the University. All of our fluid milk purchases come from Humboldt Creamy, which is located just 20 miles from campus.

In our retail locations, we sell many certified organic options, from frozen entrees to soups to snacks and candy. We are also fortunate enough to have a local chocolatier, which manufactures organic and fair trade chocolate bars, which we sell in multiple locations.

Sustainability is given great consideration when our managers make purchases. Although HSU Dining Services has increased sustainable purchasing in recent years, we look forward to continual improvement in this area as more options become available.
The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://humboldt.edu/bagel/
Trayless Dining

Provisional Score
0.25 / 0.25

Responsible Party
Ron Rudebock
Director
HSU Dining Services

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

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

A brief description of the trayless dining program:
In the late 1970’s, HSU Dining Services switched to an “a la carte” system during the academic year in an effort to reduce food waste. While trayless systems help reduce waste for “all you can eat” establishments, HSU Dining Services has found that an a la carte system yields a similar reduction in food waste. Students are able to purchase only the food they wish to eat—there’s no pressure to “get their money’s worth” by selecting more than they can realistically eat.

However, during the Summer Conference season, HSU Dining Services switches to a buffet system for conference guests. During the summer 2012 Conference Season, HSU Dining Services adopted a trayless policy for all meals served.

List the year the program was started:
June 1, 2012

The overall percentage of meals served on campus that are trayless:
80.50

The percentage of meal plan meals served on campus that are trayless:
30

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
http://www.humboldt.edu/housing/dining/index.html

stars.aashe.org

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### Vegan Dining

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<td>HSU Dining Services</td>
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**Does the institution offer diverse, complete-protein vegan dining options during every meal?**

Yes

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

HSU Dining Services has been recognized by PETA as a top vegan friendly school for multiple years. There are multiple vegan options available at every meal, from hearty old fashioned oatmeal or a build-it-yourself tofu scramble for breakfast, to polenta with grilled eggplant or a marinated tofu sandwich on locally baked foccacia bread for a hearty vegan lunch or dinner. The “J” Dining hall also features an extensive salad bar at lunch and dinner, which features tofu, hummus, and a variety of beans and legumes. HSU Dining Services strives to offer nutritious meals that meet the palates and dietary needs of our diverse student body.

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

http://www.humboldt.edu/housing/dining/locations/jmenu.html
Trans-Fats

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<td>HSU Dining Services</td>
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Submission Note:
Dining Services began phasing out trans fats several years before it became state law.

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

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

A brief description of the trans-fats avoidance program, policy, or practice:
In accordance with California State Law, HSU Dining Services uses only Zero Trans Fat fryer oil, and does not serve or sell any items that contain trans fat.

The website URL where information about the program, policy, or practice is available:
---
Guidelines for Franchisees

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

A brief description of the guidelines for franchisees:

HSU Dining Services has only one franchise that operates within our facilities, a local bagel company, Los Bagels. Because they operate within a Dining Services operation, they are held to the same environmental standards regarding waste. They participate in HSU Dining Services’ composting program for both pre-consumer and post-consumer food waste.

The website URL where information about the guidelines is available:
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Pre-Consumer Food Waste Composting

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<td>HSU Dining Services</td>
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Does the institution have a pre-consumer food waste composting program? :
Yes

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

HSU Dining Services participates in PreConsumer composting at all locations where food is prepared. All scraps from the food preparation process are collected into bins, which are taken by Humboldt Waste Management to a composting facility. HSU Dining Services has worked very closely with the campus Sustainability Department and Humboldt Waste Management Authority to pilot one of the largest scale composting systems in Humboldt County to date.

The overall percentage of meals for which pre-consumer scraps are composted :
100

The percentage of meal plan meals for which pre-consumer scraps are composted :
100

The percentage of retail facility meals for which pre-consumer scraps are composted :
100

The percentage of conference meals for which pre-consumer scraps are composted :
100

The website URL where information about the composting program is available :
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<table>
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<th><strong>PostConsumer Food Waste Composting</strong></th>
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**Does the institution have a postconsumer food waste composting program? :**

Yes

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

All post consumer food waste at the J Dining Hall is composted. We have a dish return system in which students return their dishes for cleaning. At that point, all food scraps are scraped by HSU Dining Services employees into a bin that is collected for composting. At the Depot, our food court location, students bus their own meals, and there is a composting bin located near the recycling and landfill collection site. These bins are clearly labeled so that students can identify what can be composted (food scraps, paper items, napkins, etc.)

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

100

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

100

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

100

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

100

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

---
Food Donation

Provisional Score

0.25 / 0.25

Responsible Party

Ron Rudebock
Director
HSU Dining Services

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

Does the institution donate leftover or surplus food? :
Yes

A brief description of the food donation program :

During the academic year, HSU Dining Services locations work very closely to prevent surplus food. Leftovers from the dining hall (still fit for consumption) are transferred to our retail locations, where they are sold in the deli case. Surplus foods are transferred among our locations dependant on each location's ability to use the items. However, at the end of the academic year, when our dining facilities close for the longest period of time, HSU Dining Services works with the local food bank to arrange donations of surplus food that otherwise can not be used on campus.

The website URL where information about the food donation program is available :
---
Recycled Content Napkins

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<td>Director</td>
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<td>HSU Dining Services</td>
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**Submission Note:**

Dining Services uses one-at-a-time style dispensers for our paper napkins. According to the distributor, this system results in a 25% reduction of napkin waste.

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

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

Yes

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

The paper napkins used at all Dining Services are made from 100% recycled content, with a minimum of 90% post consumer recycled content. They are EPA compliant and made using a bleach free process. These are the only napkins purchased for use at Dining Services’ locations. Our full service restaurant, Windows Café, uses cloth napkins, which are washed and reused.

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

---
Reusable Container Discounts

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

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

Yes

A brief description of the reusable mug program :

HSU Dining Services offers a discount to all customers who bring in a reusable mug. To offer extra incentive to use reusable containers, HSU Dining Services offers a choice of a free mug or stainless steel water bottle to all customers living in the residence halls.

Amount of the discount offered for using reusable mugs :

0.25

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

HSU Dining Services works with Housing’s residential life programs to provide food for various programs in residence halls. Students placing food orders have the option of selecting reusable dishes, cups, and cutlery. HSU Dining Services offers a discount to students who wish to rent reusables and make their event zero waste. In doing so, Dining Services enables students to host zero waste events at a price comparable to using disposable items, which encourages more students to consider the environmental impacts of their events.

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

---
Reusable To-Go Containers

Provisional Score  

0.25 / 0.25

Responsible Party

Ron Rudebock  
Director  
HSU Dining Services

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

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

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

HSU Dining Services offers “eco-clamshell” to go containers at the J Dining Hall. Customers can pay a small deposit to take their meal to go, and when they return the container to be washed, sanitized, and reused, they receive a refund for the value of their deposit.

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

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

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

From the institution:

HSU’s total building energy consumption has decreased by 38,659 MMBtu since 2005 while the total campus building space has increased by 293,076 sq ft. This decrease is due to a number of energy related renovations made by the University. There have been installments of occupancy sensors connected to lighting fixtures in many of the classrooms and office spaces on campus. All of the dining locations on campus recently replaced their fluorescent bulbs with LED lighting in their walk-in refrigerators and freezers. In the serving areas and dining halls halogen lights have been replaced with LED lighting as well. 100% of our on campus building space has energy metering and the campus is looking at all opportunities to increase sub-metering of individual buildings to improve detail consumption data. During the performance year the University had two cogeneration plants on campus. Only one of these co-generators was in operation during the performance year, and it produced 6,634 MMBtu of electricity.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Building Energy Consumption</td>
<td>5.14 / 8.00</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
<td>0.09 / 7.00</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Lighting Sensors</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>LED Lighting</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
<td>0.25 / 0.25</td>
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<td>Energy Management System</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Energy Metering</td>
<td>0.25 / 0.25</td>
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</table>
Building Energy Consumption

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<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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<tr>
<td>5.14 / 8.00</td>
<td>Silas Biggin</td>
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<tr>
<td></td>
<td>Energy Manager</td>
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<td>Plant Operations</td>
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</tbody>
</table>

Criteria

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

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

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
174645 MMBtu

Building space, 2005:
1994400 Gross Square Feet

Total building energy consumption, performance year:
135986 MMBtu

Building space, performance year:
2287476 Gross Square Feet

List the start and end dates of the energy consumption performance year:
2011-07-01 to 2012-06-30
Clean and Renewable Energy

Provisional Score

| 0.09 / 7.00 |

Responsible Party

| Silas Biggin |
| Energy Manager |
| Plant Operations |

Criteria

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

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

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

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

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

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

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

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

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

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

\[
1 \text{ kWh} = 0.003412 \text{ MMBtu} \\
1 \text{ MWh} = 3.412 \text{ MMBtu} \\
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\]
1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

6634 MMBtu

Total energy consumed during the performance year:

135986 MMBtu

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

10 kW solar PV installation on the Old Music building is a grid-tied system, feeding into the campus grid.

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

N/A

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

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

---

A brief description of cogeneration technologies deployed:

HSU has had a 750 kW natural gas reciprocating engine driven cogeneration plant on campus since 2005. Process heat is used to heat our building heating loop. This cogen was not in operation during the reporting year and is currently being repaired. The housing department has a 350kW cogen that was in operation and produced 6634 MMBTU of electricity.

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

http://www.calstate.edu/EO/EO-987.html
# Timers for Temperature Control

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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Silas Biggin, Energy Manager</td>
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<td>Plant Operations</td>
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</table>

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

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

**A brief description of the technology used** :
All major buildings (Approximately 40) use a computerized building control system to regulate equipment and temperature set points based on predefined schedules.

**The percentage of building space (square footage) with timers for temperature control** :
94

**The website URL where information about the practice is available** :
---
Lighting Sensors

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</table>

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

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

A brief description of the technology used :
Occupancy sensors are used to control lighting in many classrooms and office spaces. Some larger spaces (Gyms) have occupancy sensors on each fixture.

The percentage of building space with lighting sensors :
30

The website URL where information about the institution's use of the technology is available :
http://www.calstate.edu/EO/EO-987.html
**LED Lighting**

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Submission Note:

We don't currently have any LED installations on buildings other than dining locations, but we are pursuing them. We expect to have a pilot LED lighting project within the next year.

---

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

Yes

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

Dining Services is actively working to convert to LED lighting in most applications. In the serving area of the dining hall, halogen lights have been replaced with LED for the serving area, and 75 watt incandescent bulbs have been replaced with LEDs for overhead lighting. In the largest convenience store, College Creek Marketplace, LED track lighting is currently in use.

All Dining Services locations use LEDs for their refrigeration display lighting (the J, the Depot, the Giant's Cupboard, Hilltop Marketplace), as well as LED lighting for walk in cooler and freezer lighting. These were formerly lit with flourescent bulbs.

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

0

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

0

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

0

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

0

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

stars.aashe.org
### Vending Machine Sensors

#### Provisional Score

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#### Submission Note:

The indicated sensors are currently installed on 9 of the 14 vending machines on campus with the remainder expected to have sensors by the end of 2013. A few of the more frequented locations are: Gist Hall (1), Founders Hall (2), Student Recreation Center (2), Creekside Residence Hall Lounge, Creekview Residence Hall (1).

In 2009, the Alliance to Save Energy's Green Campus student program also installed similar motion sensors on arcade games, located in the recreation area of the Depot dining facility.

“---” indicates that no data was submitted for this field

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

Yes

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

VendingMiser brand motion sensors are the units being used on campus. An average of 46% reduction in electricity consumption is expected by using this device. The unit employs a passive infrared sensor to power down the vending machine when the activity in the vicinity ceases for a period of time (determined by a learning pattern built into the sensor logic), then re-powering the machine when motion is detected.

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

64

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

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

Yes

A brief description of the management system :

The university has the ControlPak brand energy management system in most buildings, which are connected to a central network with monitoring available at the Plant Operations building. Some buildings are in the process of converting from ControlPAK to Johnson Controls energy management system.

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

85

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

During scheduled unoccupied periods, the boilers and air handlers in most buildings are shut down.

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

http://www.calstate.edu/EO/EO-987.html
# Energy Metering

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<thead>
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</table>

**Submission Note:**

The campus is looking at all opportunities to increase sub-metering of individual buildings to better stratify data on consumption.

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

---

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

Yes

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

Main electrical meters are present on most buildings; all major buildings. Additional meters are installed on campus main electrical, gas, and water services.

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

100

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

---
Grounds

Points Claimed  2.62

Points Available  3.25

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

From the institution:

Much of the grounds perimeter and some of the inner campus interfaces with a Redwood Forest Ecosystem. For this reason, HSU has made a commitment to non-disturbance of wildlife environments whenever possible. HSU also prides itself on the fact that the grounds department has not used “restricted use” or higher pesticides on any area of campus in over 6 years. The extremely moist Northern California climate allows for a broad integration of native species as well as non-native species and the grounds department uses a 4-tiered Integrated Pest Management system for the University.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Integrated Pest Management</td>
<td>1.87 / 2.00</td>
</tr>
<tr>
<td>Native Plants</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tree Campus USA</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Snow and Ice Removal</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
<td>0.25 / 0.25</td>
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</table>
## Integrated Pest Management

### Provisional Score

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<tr>
<td>Mark Baker</td>
</tr>
<tr>
<td>Director of Plant Operations</td>
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<tr>
<td>Facility Management</td>
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1.87 / 2.00

---

### Criteria

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

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

---

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

---

### The size of the campus grounds:

154 Acres

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

144 Acres

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

HSU campus grounds are maintained predominantly in accordance with a four-tiered IPM Plan. HSU staff is properly licensed to apply "restricted use" or higher pesticides, but does not and has not in any area of campus for over 6 years. HSU uses mechanical, biological and organic based remedies in dealing with all areas of campus, except along outlying campus perimeters where broadleaf weed control is continually problematic.

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

---
## Native Plants

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**Submission Note:**

HSU's extremely hospitable climate promotes a growing environment second to none. HSU prioritizes and promotes the use of the campus landscape in a way that is geared toward integrating native plant species with species found from around the world.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:
The HSU campus is situated in The Redwoods along the North Coast of California. Portions of the inner campus and much of the campus perimeter interfaces with an undisturbed Redwood Forest ecoystem. The promotion of wildlife habitat is achieved in several ways, including: allowing "snags" to remain in areas where pedestrian safety is not an issue and through the preservation of nests sites, including a committment to non-disturbance (i.e. - not allowing maintenance activities such as pruning to occur) when eggs or young are present. The University is also committed to the continual enhancement of salmonid habitats/riparian areas that exist in waters fed by tributaries that run through the campus. An invasive plant eradication program in these campus riparian areas is annually addressed with labor support coming from staff, volunteers and the Civilian Conservation Corps.

The website URL where information about the program, policy, or practice is available:
---
## Tree Campus USA

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<thead>
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</table>

**Submission Note:**

HSU will be recognized by the National Arbor Day Foundation as a Tree Campus USA in 2013. The campus plans to initiate the reporting and submittals necessary to achieve this recognition and is confident that such recognition shall take place.

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

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</table>

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

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

Yes

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

HSU uses a proprietary mixture of complex salt with a Polymer agent that has no OSHA or ACGIH limits established. In order to best supply a safe walking surface for our students during icy conditions, we mix the salt/polymer (a.k.a. - Ban Ice) with one part to 10-20 parts coarse sand. Following the icy conditions, the sand mixture is picked up via manually or by sweeper and disposed of by dispersing and integrating into campus landscape soils in areas where salt tolerant plantings exist.

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

---
Landscape Waste Composting

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

A brief description of the composting or mulching program:
HSU gardeners compost and mulch most greenwaste that cannot regenerate itself via tubers, rhizomes, catkins, etc. (i.e. - ivy, willow, etc.). Grass clippings are spread over sloped areas and are used to assist with areas that are potential erosion control problems in non-landscaped areas of campus. Grass clippings are also used for creating berms around new shrub plantings to assist in establishment. Mulching is an on-going and necessary practice on the HSU campus for weed control, since the use of chemical controls is kept at an absolute minimum.

The percentage of landscape waste that is mulched or composted onsite:
45

The percentage of landscape waste that is mulched or composted off-site:
0

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

From the institution:

While current state law requires that at least 30% post-consumer recycled paper is used, HSU created a policy in 2005 indicating 100% post-consumer recycled content for 20 lb. bond paper shall be purchased. To reduce the environmental impact from chemicals, Green Seal and EcoLogo cleaning products are used by the custodial departments on campus. The California State University has a policy in place that establishes conduct of work standards that outline the environmental responsibilities of the contractor for all construction and remodeling done at Humboldt State.

<table>
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<th>Credit</th>
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<tr>
<td>Cleaning Products Purchasing</td>
<td>1.28 / 2.00</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
<td>1.80 / 2.00</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
<td>1.00 / 1.00</td>
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<tr>
<td>Historically Underutilized Businesses</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Local Businesses</td>
<td>0.00 / 0.25</td>
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Computer Purchasing

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<tr>
<td>2.00 / 2.00</td>
<td>Carlos Diaz</td>
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<td>Buyer II</td>
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<td>Procurement</td>
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</table>

Criteria

Part 1

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

Part 2

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

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

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

The website URL where the EPEAT policy, directive, or guidelines are posted :
https://www.humboldt.edu/its/purchasing-computers#desktop

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

Everyone needs to have a Dell premier login ID to configure the machines and only those models are available. all 4 desktops and 5 laptop models have a gold or silver rating.

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

Expenditures on EPEAT Gold desktop and laptop computers and monitors :
245314.56 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:

5897.10 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:

251211.66 US/Canadian $
Cleaning Products Purchasing

Provisional Score

1.28 / 2.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

Part 1

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

Part 2

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

Submission Note:

Expenditure breakdown:
Main campus- $12,000 total expenditure; $8,700 Green Seal/EcoLogo
Auxiliaries - $150,000 total expenditure; $75,000 Green Seal/EcoLogo

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

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

Yes

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

http://humboldt.edu/sustainability/resources

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

The areas of campus performing custodial functions have control of their chemical purchasing and managers for that department have designated specific products meeting their objectives for reducing environmental impacts from cleaning chemicals by using the indicated percentage of Green Seal and EcoLogo products. Chemicals are bought in bulk form, but use either automated mixing equipment or manufacturers specified dilution ratios for individual containers.
Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?

Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:
83700 US/Canadian $

Total expenditures on cleaning products:
162000 US/Canadian $

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

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<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>1.80 / 2.00</td>
<td>Carlos Diaz</td>
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<tr>
<td></td>
<td>Buyer II</td>
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<tr>
<td></td>
<td>Procurement</td>
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</table>

Criteria

**Part 1**

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

**Part 2**

Institution purchases recycled content office paper.

Submission Note:

The University Center follows the campus wide policy for purchasing 100% recycled paper. Overall expenditures for purchasing paper for 2011/2012 fiscal year is approximately $2,298.04 for 60 cases of paper. Note: The University Center was able to purchase paper at the bookstore at a discounted rate when they owned the bookstore (40 of the above stated cases were discounted). Cases of paper have increased in cost now that the University Center does not purchase at wholesale from the bookstore. The next review period for STARS will show a significant increase in expenditures for this, but it may not mean an actual increase in paper usage.

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

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

Yes

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

http://www.humboldt.edu/paperpolicy/memo.html

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

Humboldt State has a policy in place to enforce the use of 100% recycled paper:

http://www.humboldt.edu/policy/PEMP05-05Required-Use-100-Percent-Recycled-Paper
Current state law requires of all state facilities that 30 percent post-consumer content fiber paper must account for at least 25 percent of all printing and writing paper purchases. Since November of 2005 Humboldt State University has had a policy in place that all university departments will purchase exclusively 100 percent post-consumer waste recycled office paper. There are a number of benefits associated with this policy. The price of 100 percent recycled paper has become very competitive with the virgin fiber paper costs. Modern copiers and printers are now designed to be more compatible with recycled paper to eliminate paper jams and performance problems. Based on our past consumption, this policy saves annually the equivalent of 1,200 mature trees; 349,000 gallons of water; 204,000 kilowatt hours of electricity; 3,000 lbs. of air pollution; and 104,485 lbs. of greenhouse gases.

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

Expenditures on 10-29 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper:
14505 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
57349 US/Canadian $

Total expenditures on office paper:
72638 US/Canadian $
## Vendor Code of Conduct

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### Criteria

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

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

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

Yes

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

---

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

DBB-Major-CGCs-Complete.pdf

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

The California State University (CSU) “Contract General Conditions for Design-Bid-Build Major Projects”, and “Contract General Conditions for Design-Bid-Build Minor Projects,” Section 4.00, ‘Conduct of the Work’, establishes consistent and stringent standards for all General Contractors and Subcontractors with respect to environmental responsibilities while on the jobsite. Those standards include: Environmental Requirements, 4.03; Contractor’s Responsibility for the Work, 4.08; and Cleanup of Project and Site, 4.22. These requirements are developed by the Chancellor’s Office, Capital Planning, Design and Construction, are implemented at all 23 CSU campuses, and are applicable to all construction and remodeling work done for the CSU.
Historically Underutilized Businesses

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

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

Yes

A brief description of how the institution meets the criteria:

California State law requires state agencies to achieve a goal of three (3) percent participation for certified disabled veteran business enterprises (DVBE) in state contracts. To view the CSU's requirements on DVBE: http://www.calstate.edu/CSP/dvbe/dvbe.shtml. The California State University system offers a 5% preference for certified small businesses. See bid documents for further details. Certification forms are available at: http://www.calstate.edu/tier3/cs+p/crl/forms/crl013.pdf. Or you may contact the Office of Small Business Certification and Resources at: http://www.pd.dgs.ca.gov/smbus/default.htm

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

http://www.calstate.edu/CSP/dvbe/dvbe.shtml
# Local Businesses

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<td>Procurement</td>
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</table>

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

Points Claimed  4.19  
Points Available  12.00

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.

From the institution:

Based on the most recent Parking & Mobility Survey rendered by Humboldt State, 50.83% of students use more sustainable modes of transportation when commuting to campus. HSU’s Jack Pass is a free mass transit program and in 2011-2012 it registered over 320,000 university-associated bus rides to students. HSU has also been taking steps toward a more pedestrian and bicycle friendly campus and since 2004 they have installed an additional 300 bike racks on campus. In 2011 HSU established a car sharing program, Zipcar, which allows students access to a vehicle that can be rented daily. During the summer months, some departments allow employees to work condensed work weeks and this also helps to minimize the number of cars commuting to campus.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Campus Fleet</td>
<td>0.35 / 2.00</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td>2.03 / 4.00</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td>0.56 / 3.00</td>
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<tr>
<td>Bicycle Sharing</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Bicycle and Pedestrian Plan</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Mass Transit Programs</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Condensed Work Week</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Telecommuting</td>
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<tr>
<td>Carpool/Vanpool Matching</td>
<td>0.00 / 0.25</td>
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<td>Cash-out of Parking</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Carpool Discount</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Local Housing</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Prohibiting Idling</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Car Sharing</td>
<td>0.25 / 0.25</td>
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Campus Fleet

Provisional Score

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.35 / 2.00</td>
<td>Silas Biggin</td>
</tr>
<tr>
<td></td>
<td>Energy Manager</td>
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<td>Plant Operations</td>
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</tbody>
</table>

Criteria

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

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

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

Submission Note:

HSU’s fleet consists of 113 vehicles and includes 19 all-electric utility vehicles used by the facilities department maintenance and delivery staff. HSU also has two hydrogen fuel cell vehicles that are maintained and operated by the Schatz Energy Research Center.

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

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

0

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

0

Plug-in hybrid vehicles in the institution’s fleet :

0

100 percent electric vehicles in the institution’s fleet :

0
Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) : 1

Hydrogen fueled vehicles in the institution’s fleet : 2

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year : 0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year : 0

Total number of vehicles in the institution’s fleet, including all of the above : 113
Student Commute Modal Split

<table>
<thead>
<tr>
<th>Provisional Score</th>
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<tbody>
<tr>
<td>2.03 / 4.00</td>
<td>TallChief Comet</td>
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<td></td>
<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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</table>

Criteria

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

Submission Note:

These numbers are based on information from the most recent Parking and Mobility Study, done in 2005. At the time the University had roughly 7,304 enrolled students, 5,950 of which lived off-campus.

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

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

50.83

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

49.17

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

37.31

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

7.50

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

5.70

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

0.32
The website URL where information about alternative transportation is available:

http://www.humboldt.edu/parking/Downloads/parking_mobility_study.pdf
Employee Commute Modal Split

<table>
<thead>
<tr>
<th>Provisional Score</th>
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<tbody>
<tr>
<td>0.56 / 3.00</td>
<td>Traci Ferdolage</td>
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<tr>
<td></td>
<td>Director</td>
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<tr>
<td></td>
<td>Planning, Design &amp; Transportation Management</td>
</tr>
</tbody>
</table>

Criteria

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

Submission Note:

Based on our parking and mobility study done in 2005, we can see that a vast majority of Faculty and Staff commute via single occupancy vehicles (SOV). Most survey respondents were private automobile commuters and it is difficult for other modes to compete with the automobile for flexibility, travel time and reliability. Cost was not reported to be a major factor for these Faculty and Staff respondents. Many SOV commuters indicated that public transit travel times are too long and that service does not stop near their home. A number of respondents indicated that they were unfamiliar with service routes and schedules.

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

The percentage (0-100) of institution’s employees that use more sustainable commuting options:
18.70

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
81.30

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
10.20

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
5.60

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
2
The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:

0.90

The website URL where information about alternative transportation is available:

http://humboldt.edu/parking/Downloads/parking_mobility_study.pdf
## Bicycle Sharing

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<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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**Submission Note:**

The campus is currently examining the feasibility of offering a bike-sharing program to students similar to the self-administered program at Southern Oregon University.

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

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<td>Director</td>
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<td>Planning, Design &amp; Transportation Management</td>
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</table>

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

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

Yes

**A brief description of the facilities:**

Humboldt State University's Behavioral & Social Sciences Building (LEED-Gold Certified) includes bicycle storage as well as shower facilities designed for use by bicycle commuters. In addition, our new Schatz Energy Research Lab Building includes secure bicycle parking within the facility for staff/faculty/students who work at the facility.

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

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Bicycle and Pedestrian Plan

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<td>Planning, Design &amp; Transportation Management</td>
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</table>

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

Has the institution developed a bicycle plan? :
Yes

A brief description of the plan :

Humboldt State University’s Master Plan, adopted in 2004, includes information regarding the University’s principles and facility intentions toward a more pedestrian and bicycle friendly campus. In addition, the University has implemented a campus-wide bicycle parking improvement projects which has seen well over 300 bicycle racks added to the campus. Lastly, recent improvements to LK Wood Boulevard also provided for a bicycle lane.

The website URL where information about the plan is available :
http://www.humboldt.edu/facilityplan/masterplan.html
Mass Transit Programs

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<td>Director</td>
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<td>Planning, Design &amp; Transportation Management</td>
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</tbody>
</table>

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

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

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

Humboldt State University’s JackPass program allows students unlimited travel on Humboldt County bus systems at no cost; it also allows faculty/staff to travel at a reduced cost. In fiscal year 2011-12, our JackPass program tallied over 320,000 individual University-associated rides on public transit.

The website URL where information about the program is available :
http://humboldt.edu/parking/bus_riding.html
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

Yes

A brief description of the program:

Subject to operational program needs and Management approval, non-exempt staff may request and be granted the option of working an alternative work schedule. During the summer months, selected departments (like housing and admissions) have determined that the majority of their employees can work condensed schedules. Division/department management is responsible for determining whether or not to participate. All departments across the university must provide operational coverage five days a week and ensure services are available during regular working hours (8 a.m. - 5 p.m.). Managers may determine that an alternative work schedule is not feasible for particular departments due to operational timelines, projects, and needs.

The website URL where information about the program is available:

---
## Telecommuting

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<td>Dave Bugbee</td>
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<td>Associate Vice President</td>
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<td>Human Resources</td>
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</table>

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

Provisional Score

0.00 / 0.25

Responsible Party

Traci Ferdolage
Director
Planning, Design & Transportation Management

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
### Cash-out of Parking

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<td>Director</td>
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<td>Planning, Design &amp; Transportation Management</td>
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Carpool Discount

Provisional Score

| 0.00 / 0.25 |

Responsible Party

| Traci Ferdolage |
| Director |
| Planning, Design & Transportation Management |

Submission Note:

We do not offer reduced parking fees for car and vanpoolers; we do offer preferential parking if someone drives with 3 or more people in their car.

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

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Prohibiting Idling

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<tr>
<td>0.00 / 0.25</td>
<td>Mark Baker</td>
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<td>Director of Plant Operations</td>
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<td>Facility Management</td>
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Submission Note:

Humboldt State University does not have a policy prohibiting idling. DGS which has jurisdiction over all State fleets does have an idling policy for vehicles over a certain size. The Humboldt State University Contract Special Conditions contains provisions prohibiting idling associated with construction contracts. Individual vendors of the University also have vehicle idling policies.


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

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<td></td>
<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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Submission Note:
Zipcar was brought to campus through a student proposal to the Humboldt Loyalty Fund and is administered through the Office of Sustainability.

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :
Yes

A brief description of the program :
In 2011, Humboldt State started the first ZipCar program in the county. ZipCar provides a car sharing service to students for an annual membership fee of $25. ZipCars are reserved at hourly and daily rates that include both gas and insurance. Two ZipCars are currently available on campus and can be accessed 24 hours a day, 7 days a week.

The website URL where information about the program, policy, or practice is available :
http://zipcar.com/humboldtstate
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.

From the institution:

HSU has a number of programs in place to promote waste reduction. The Waste Reduction & Resource Awareness Program (WRRAP) helps facilitate on-campus events like student BBQ’s and staff luncheons to ensure that they are zero-waste events. The Reusable Office Supply Exchange (R.O.S.E.) provides an opportunity for students, faculty and staff to both donate and receive lightly used office supplies. For larger donations such as furniture or electronics, Plant Operations holds public auctions at their off campus storehouse. Electronics that are not sent to public auction are shipped to ECS Refining, a company that recycles electronic waste. In recent years the ITS department has instituted a pay-for-print system on all the student printers, which has dramatically reduced student paper consumption. All hazardous and chemical waste is removed by a CSU-wide contracted waste hauler where they are either recycled and burned for reclaimed fuel usage or disposed of at the appropriate facility.
Waste Reduction

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<td>Director, Office of Sustainability</td>
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<td>Facilities Management</td>
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Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year :
214.60 Tons

Weight of materials composted, 2005 baseline year :
6.25 Tons

Weight of materials disposed as garbage, 2005 baseline year :
714.20 Tons

Weight of materials recycled, performance year :
402.80 Tons

Weight of materials composted, performance year :
50.20 Tons

Weight of materials disposed as garbage, performance year :
690.20 Tons

List the start and end dates of the waste reduction performance year :
July 1, 2011 – June 30, 2012

On-campus residents, 2005 :

stars.aashe.org
Non-residential/commuter full-time students, faculty, and staff members, 2005:
5917

Non-residential/commuter part-time students, faculty, and staff members, 2005:
1891

On-campus residents, performance year:
1911

Non-residential/commuter full-time students, faculty, and staff members, performance year:
6064

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1493

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): 
July 1, 2011 - June 30, 2012

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
HSU continues to expand its waste reduction operations on campus, primarily through the University’s Plant Operations and the Waste Reduction & Resource Awareness Program (WRRAP). WRRAP hosts a zero-waste branch, which facilitates zero-waste events (e.g., student BBQ’s, staff parties, catered events). Departments on campus can now have their events “Green Event Certified” by earning points for employing waste prevention and zero waste measures for their events. The HSU Chapter of Take Back the Tap provides bottle-free water at football games and other events. The Reusable Office Supply & Exchange (ROSE) depot provides a place for faculty, staff and students to donate and take lightly used office and classroom supplies.

Below are examples of measures implemented or followed by the university:
• HSU maintains a warehouse for surplus furniture, office equipment and other materials for staff to access prior to purchasing new materials.
• In 2011 HSU phased out the sales of single-use plastic bottled water. Plastic-bottled water is no longer sold at the HSU bookstore or other food vending locations on campus.
• ITS is directed to wipe hard drives on computers (as opposed to destroying them) so that they can be re-used.
• HSU works to comply with California State regulations, such as AB 341, which mandates agencies to reach a waste diversion goal of 75% by 2020.

The website URL where information about the institution’s waste reduction initiatives is available:
http://humboldt.edu/sustainability/recycling
stars.aashe.org
Waste Diversion

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Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Campus Recycling collects the following materials for diversion:
- Single stream recycling: bottles, aluminum and metal cans, plastics #1-7, mixed paper, cardboard, milk cartons;
- Source separated items include: Hardbound books, mixed rigid plastics, pallets/waste wood, and scrap metal;
- Surplus office, lab and classroom furniture and equipment, Housing furniture, electronics, surplus mechanical and building materials and vehicles are stored at an off-campus warehouse. Approximately every two years, HSU holds a public agency give-away and public auction of these materials not reused on campus;
- In addition to food waste and food soiled paper being collected at the main dining areas on campus, they are also collected at football games and other events in addition to strategic buildings on campus. Approximately 6 tons a year remains on campus for composting, while approximately 170 tons is currently shipped to a commercial composting facility.

Although some recyclable and compostable material still finds its way into the trash bins, the University’s solid waste stream is comprised primarily of municipal solid waste, mixed residue, plastic and foam packaging, and non-recyclable campus consumables.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

1034.70 Tons

Materials disposed in a solid waste landfill or incinerator:

690.20 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:
Recycling Services at HSU is continually trying to improve the campus recycling collection system. In September 2012 Recycling Services were awarded a grant from CalRecycle to purchase recycling containers, signs, and fund an extensive recycling education campaign. This campaign, in addition to new campus wide signage, will provide consistency to students coming to Humboldt from areas with different recycling practices. More information can be found at

https://humboldt.edu/sustainability/recycling

WRRAP, an Associated Students program focused on waste reduction, provides outreach to students about issues of waste and recycling. These students table frequently at campus events and volunteer to supervise waste diversion effort during at campus events. They also produce information about recycling for students in different media types including brochures, posters, web pages, and short videos. More information can be found at

http://humboldt.edu/wrrap/

As of 2012 HSU has been diverting organic waste from food service areas and at several general campus collection sites. Humboldt County is in the process of installing a regional food waste digestion system and HSU is participating as an early adopter. The campus does have cold composting, but not at the scale to accept waste from food services. The expansion of food waste collection diverts approximately 17 tons each month.
### Construction and Demolition Waste Diversion

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**Director, Office of Sustainability**

**Facilities Management**

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**Criteria**

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

**Amount of construction and demolition materials recycled, donated, or otherwise recovered:**

2472 Tons

**Amount of construction and demolition materials landfilled or incinerated:**

83 Tons

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:**

Campus Recycling collects the following materials for diversion:

- Single stream recycling: bottles, aluminum and metal cans, plastics #1-7, mixed paper, cardboard, milk cartons;
- Source separated items include: Hardbound books, mixed rigid plastics, pallets/waste wood, and scrap metal;
- Surplus office, lab and classroom furniture and equipment, Housing furniture, electronics, surplus mechanical and building materials and vehicles are stored at an off-campus warehouse. Approximately every two years, HSU holds a public agency give-away and public auction of these materials not reused on campus;
- In addition to food waste and food soiled paper being collected at the main dining areas on campus, they are also collected at football games and other events in addition to strategic buildings on campus. Approximately 6 tons a year remains on campus for composting, while approximately 170 tons is currently shipped to a commercial composting facility.

Although some recyclable and compostable material still finds its way into the trash bins, the University’s solid waste stream is comprised primarily of municipal solid waste, mixed residue, plastic and foam packaging, and non-recyclable campus consumables.
Electronic Waste Recycling Program

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Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :

Yes

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

The Information Technology Consultants (ITC) team is responsible for reassigning and refurbishing used electronics on campus. Staff members responsible for handling used electronics have undergone training (through Environmental Health & Safety) on the safe handling of universal and electronic waste. E-waste destined for recycling is stored in a locked and alarmed warehouse until ready to be shipped to ECS Refining, a company that has e-Stewards and R2 certifications.

HSU works with ECS Refining (www.ecsrefining.com)

) to recycle and re-purpose electronic waste whenever possible. Plant Operations also collects electronic waste directly from campus departments, and stores re-useable equipment for later reuse on campus or for distribution via public agency giveaways or general public
auction. ECS Refining also screens electronic waste they receive from HSU for re-purposing.

**A brief description of the electronic waste recycling program for institution-generated materials:**

University departments must first complete a Property Management Transaction Form (http://humboldt.edu/forms/sites/forms/files/property_management_transaction.pdf) for electronics that are campus property. The IT department and RESNET refurbish electronics utilizing working components from electronic waste. IT also securely erases hard drives (as opposed to shredding hard drives) when possible on outdated yet functioning computers so that these can be re-used elsewhere. Asset Management then surveys the electronics in question and confirms the proper disposition of the item. Plant Operations then collects the items and stores it for recycling or for re-use. A Survey Committee meets two to three times a semester to review the process, discuss the items for pickup and determine their appropriate disposition.

**A brief description of the electronic waste recycling program for student-generated materials:**

HSU has a campus-wide electronic waste recycling program that is managed through the Office of Sustainability and based out of Plant Operations. Plant Operations services eight electronic waste collection bins year round, located in high traffic areas around campus for student generated e-waste and universal waste. Some of these bins (known as E-Cyclers) have different openings for ink cartridges, batteries, CFLs, and electronics. Larger electronics can be taken directly to Plant Operations for recycling.

Each year two free e-waste collection events are held on campus, at which students can drop off used electronics for recycling/reuse. Furthermore, during the housing department's move-out week students can drop off used electronics at one of three Donation Stations for recycling/reuse. Student-generated e-waste is recycled or sent for reuse via ECS Refining or donations to local charities.

**The website URL where information about the e-waste recycling program is available:**

https://humboldt.edu/sustainability/recycling
Hazardous Waste Management

Provisional Score

1.00 / 1.00

Responsible Party

Thomas Manoli
EH&S Coordinator
EH&S

Criteria

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

Submission Note:

Waste minimization information can be found at:
http://www.humboldt.edu/ehos/hazwaste.html
and at
http://www.humboldt.edu/hazmat/hazardous-materials.html

"---" 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 :

Humboldt State University operates using strict waste minimization guidelines which underlines all activities involving the use and procurement of hazardous chemicals and the hazardous waste generated by the campus. This includes educational training programs, consultation regarding substitution of toxic chemicals and cleaning agents, change in experimental procedures to use less volume of hazardous chemical and/or reduce volume/toxicity of chemicals as final steps in a process, and surplus chemical exchange.

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

Humboldt State University's EH&S department tracks and removes hazardous and chemical waste from all the campus generators and stores the waste in a secure facility until it is removed by contracted hauler. Humboldt State operates under a CSU wide contract to use the same waste hauler as other campus'. This waste handler was contracted based on meeting the appropriate benchmarks in the scoring matrix to ensure compliance with applicable criteria, such as emergency response and safety record. Universal waste that can be recycled are given to the sustainability program, whereas others are managed accordingly with other wastes and as such are then directed to the appropriate transfer and disposal facility via the contracted hauler. As part of this contract, as much of these wastes that can be reused or recycled are handled in this way. Some are burned for reclaimed fuel usage, and the rest are disposed of at the appropriate facility.
The website URL where information about hazardous materials management is available:

http://www.humboldt.edu/hazmat/
### Materials Exchange

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**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?**

Yes

**A brief description of the program:**

R.O.S.E. is an acronym for the Reusable Office Supply Exchange program. R.O.S.E. staff members actively solicit the donations of reusable office and school supplies from the campus community of students, faculty, and staff. Donated materials are organized and stored at the R.O.S.E. Storehouse at Warren House 53. Every school day, from 8 AM to 5 PM, the Storehouse is open for the campus community to take these supplies free of charge. R.O.S.E. not only negates the need to produce unnecessary products that create a waste stream of their own, but also helps students save money. On average, R.O.S.E. distributes $8,000 worth of office supplies a semester.

Additionally the campus has a store house for additional office furniture and equipment for reuse on campus. Occasionally, the campus holds public auctions of this and other surplus property including vehicles, furniture, electronics and construction supplies. Auctions are made public through the university announcements and local newspapers.

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

http://humboldt.edu/wrrap/rose.html
Limiting Printing

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<td>Mary Ann McCulloch</td>
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<td></td>
<td>Director, ITS Administrative Support</td>
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<td>Information Technology Services</td>
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Does the institution limit free printing for students in all computer labs and libraries? :
Yes

A brief description of how printing is limited :
Printing is a per-page charge to students. Black and white printouts are charged at 4 cents per page and color at 25 cents per page. The cost for other types of printing, such as large format, will vary and should be checked before committing. Printing is charged to the students' C-Card and students may not print if there are no funds on the card.

The website URL where information about the program, policy, or practice is available :
http://humboldt.edu/its/payforprint
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### Submission Note:

Additional copies of the printed catalog are also available for purchase at the HSU Bookstore.

### Additional URLs:

- http://pine.humboldt.edu/oaa/classes.shtml
- http://humboldt.edu/tns/directory.php
- http://humboldt.edu/tns/student_email.php

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?**

Yes

**A brief description of the practice:**

As a general practice, Humboldt State University posts university catalogs, class schedules, student and staff directories on the main university website at:

www.humboldt.edu

The only one of these documents printed on paper is the HSU Course Catalog, which is printed annually and distributed to all new students and campus offices. The University finds it important to provide all new students with a hard copy of University’s rules, regulations, policies, graduation requirements, etc. to aid in student success.

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

http://pine.humboldt.edu/reg/catalog/
Chemical Reuse Inventory

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<td>EH&amp;S Coordinator</td>
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Submission Note:
The form can be found at:
https://humboldt.edu/forms/node/600

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :
Yes

A brief description of the program :
Individuals wishing to donate chemicals to the surplus inventory can do so by accessing the online submission form. The form will alert the Environmental Health and Safety Department to the availability and location of these chemicals. The EH&S department will inspect the chemicals for re-use fitness and add them to the inventory if appropriate. Currently, individuals wishing to request something from the inventory can do so by contacting EH&S.

The website URL where information about the practice is available :
http://www.humboldt.edu/ehos/surplus.html
Move-In Waste Reduction

Provisional Score

0.25 / 0.25

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

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

Does the institution have a program to reduce residence hall move-in waste? :
Yes

A brief description of the program :

Prior to and during the week of Move-in Plant Operations, Sustainability Office, HSU Housing and WRRAP engage in the following activities:
• Plant Operations Installs and services additional recycling bins around the residence halls.
• Representatives give a presentation at the first Area Meeting in each residence hall to explain the University’s waste reduction efforts and collection system.
• WRRAP hosts waste reduction workshops for new residents during the Humboldt Orientation Program.
• Housing encourages waste reduction in the Residence Life Handbook (available online at http://www.humboldt.edu/housing/current/policies.html and their website (http://www.humboldt.edu/reslife/sustainability), including what items may not be necessary to bring. Hangers and three-ring binders that were collected during move-out are distributed during the next move-in period to incoming residents to be reused (the last estimate for hangers was ~26,000).

The website URL where information about the program is available :
https://humboldt.edu/sustainability/current-initiatives
### Move-Out Waste Reduction

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**Does the institution have a program to reduce residence hall move-out waste?**

Yes

**A brief description of the program:**

Donation Dash occurs during the week-long move-out of students from the Residence Halls each May. Housing & Dining, WRRAP, and Plant Operations coordinate a collection for reusable items to donate to local charities and thrift stores or to the campus Reusable Office Supply and Exchange (R.O.S.E.). Donation Dash coordinators set up three stations on campus, to which residents bring all material they will not be taking with them when they move out. Volunteers at the stations help sort residents’ items into re-use, recycle, compost, trash and food donation bins. Furthermore, additional recycling and donation containers are placed in the residence halls prior to and during Move-out week. Annually this event keeps over 25,000 pounds of materials out of the landfill.

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

https://humboldt.edu/sustainability/current-initiatives
This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

From the institution:

The University follows the Executive Order 987 of the CSU Chancellor’s Office to conserve energy and resources by adopting an approach that includes sustainable materials and practices. HSU is actively partnering with the City of Arcata to enhance storm water projects in areas of mutual concern, such as, the campus parking lots and enhance their storm water runoff capabilities. The University also harvests rainwater via a cistern system at our Behavioral and Social Science Building, which is LEED Gold certified.

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## Water Consumption

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<td>Energy Manager</td>
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<td>Plant Operations</td>
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### Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

### Submission Note:

HSU plans to install water reduction devices at spigots and other points of use.

Also, we are currently using drip irrigation strategies where feasible.

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

### Water consumption, 2005 baseline year:

33185020 Gallons

### Water consumption, performance year:

57046968 Gallons

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

2011-07-01 to 2012-06-30

### On-campus residents, 2005:

1256

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

5917

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

1891

### On-campus residents, performance year:

1911
Non-residential/commuter full-time students, faculty, and staff members, performance year:
6064

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1493

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
2011-07-01 to 2012-06-30

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
Humboldt State University follows the California State University Office of the Chancellor’s Executive Order 987, which reaffirms the need to conserve energy and other resources in order to achieve goals originally set in 2001 and reevaluated in 2005. The California State University Board of Trustees' physical plant management policy outlines "...All CSU campuses will take every necessary step to conserve water resources." It encourages campuses to continue to adopt an integrated design approach that includes sustainable materials and practices. It also requires new goals that should be forthcoming in an update to the sustainability policies, expected to be released sometime during 2013. More information can also be found in the CSU Sustainability Report at:


The website URL where information about the institution’s water conservation initiatives is available:
http://www.calstate.edu/oe/EO-987.html
Stormwater Management

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Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes
A brief description of the institution's stormwater management initiatives:

Humboldt State University implements minimum control measures as prescribed by the EPA's NPDES Phase II regulations designed to reduce pollutants generated by small MS4's or Municipal Separate Storm Sewer Systems like universities to the "MEP" or Maximum Extent Practicable. HSU also collaborated with the City of Arcata to seek Prop 84 grant funding in order to retrofit exiting parking lots with LID features to further enhance HSU's capability of managing storm water runoff.

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

http://www.humboldt.edu/hazmat/Storm%20Water.html

Does the institution have a living or vegetated roof?:
No

A brief description of the institution's living or vegetated roof:
---

Does the institution have porous paving?:
No

A brief description of the institution's porous paving:
---

Does the institution have retention ponds?:
No

A brief description of the institution's retention ponds:
---

Does the institution have stone swales?:
No

A brief description of the institution's stone swales:
---

Does the institution have vegetated swales?:
No

A brief description of the institution's vegetated swales:
---
Does the institution employ any other technologies or strategies for stormwater management?:
Yes

A brief description of other technologies or strategies for stormwater management employed:

There are oil and water separators employed at the main collection vaults at two of the larger parking lots on campus. Additionally, many design elements have been incorporated or adjusted to divert storm water flow to existing vegetative areas to encourage infiltration. Many of the storm drain inlets have been marked with cautionary information to discourage illicit discharges from human activity near storm drains. BMPs and work practices are continually reviewed to find areas of improvement or for the development of additional BMPs where needed. The general university population is educated on pollution reduction methods and are encouraged to form collaborative's in order to seek solutions to increase the extent to which HSU is able to reduce pollution. Student driven projects are encouraged and supported by Administrative Affairs.
## Waterless Urinals

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<td>Mark Baker</td>
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<td>Director of Plant Operations</td>
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**Submission Note:**

The university installed two of the first waterless models into a new restroom. They later were removed due to design problems. Now that many improvements have been made to waterless urnials, the university is again looking at installing some back into service.

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

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<td>Energy Manager</td>
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Does the institution have building-level water consumption meters for at least one building? :
Yes

A brief description of the water metering employed :
HSU uses city-owned utility meters. Some buildings are connected directly to the utility's infrastructure and receive water directly. Buildings that are connected to the campus infrastructure are typically not individually metered.

The percentage of building space with water metering :
4

The website URL where information about the practice is available :
---
Non-Potable Water Usage

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Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :
Yes

A brief description of the source of non-potable water and how it is used :
HSU harvests rainwater via a 28,000 gallon capacity cistern system for our Gold LEED building (a.k.a. - Behavioral and Social Sciences). The cistern system provides non-potable water for the entire building's toilets and urinals.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :
0

The percentage of building space using water from recovered, reclaimed or untreated sources :
4

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :
0

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

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Submission Note:

The Humboldt Bay area typically receives 40+ inches of rainfall per year, so typical motivations for employing xeriscaping is not a primary concern driving landscaping decisions. Microsite planting considerations and botanical diversity are some influencing considerations.

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :
Yes

A brief description of the program or practice :

HSU uses a wide selection of native and non-native drought tolerant species when designing new landscapes. The University has recently adopted an appreciable planting palette list that shall be used for all subsequent landscape improvements on campus grounds.

The website URL where information about the program or practice is available :
---
## Weather-Informed Irrigation

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**Submission Note:**

The University is looking into linking a weather station to a currently installed Rainmaster centrally-controlled irrigation system.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Planning, Administration & Engagement

Provisional Score 65.12%

Coordination and Planning

Points Claimed 16.00

Points Available 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

From the institution:

Both the University’s Master Plan and the Sustainability Plan have standards in place that promote progress in University-wide sustainability. For example, according to HSU’s Master Plan, all new buildings must meet the minimum standard of a LEED Silver building or equivalent. The campus Sustainability Plan, in conjunction with the University’s AASHE STARS Report, will be a benchmark for the Office of Sustainability to track any progress made by HSU in the future. The Sustainability Steering Committee, (comprised of representatives from all three colleges, auxiliaries and facilities representatives) works with the Office of Sustainability on cross-division, large scale projects.

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<tr>
<td>Strategic Plan</td>
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<td>Physical Campus Plan</td>
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<td>Sustainability Plan</td>
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<td>Climate Action Plan</td>
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Sustainability Coordination

### Provisional Score

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<tr>
<td>3.00 / 3.00</td>
<td>TallChief Comet</td>
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<td>Director, Office of Sustainability</td>
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### Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

#### Submission Note:

In addition to the Director position the staff includes a Sustainability and Waste Coordinator and two permanent operations staff handling waste and diversion materials.

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

---

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

Yes

**The charter or mission statement of the committee or a brief description of the committee's purview and activities :**

The Sustainability Steering Committee (SSC) was formed at the request of the Provost and Vice President of Administrative Affairs, looking to have representatives from the three colleges join with representatives from facilities, auxiliaries and the Office of Sustainability, to make sustainability initiatives successful on campus by providing diverse expertise and perspectives. The SSC functions as a working group providing assistance to the Office of Sustainability for large scale projects and/or across division initiatives.

**Members of the committee, including affiliations :**

TallChief Comet, Office of Sustainability Director
Matthew Johnson, Dept. Chair, Wildlife
Mark Baker, Faculty Coordinator, Environment and Community Graduate Program
Kate Lancaster, Associate Professor, School of Business
Traci Ferdolage, Senior Director of Facilities Planning and Design
Dave Nakamura, Executive Director of the University Center
The website URL where information about the sustainability committee is available:
https://humboldt.edu/sustainability/committee

Does the institution have a sustainability office?
Yes

A brief description of the sustainability office:
The Office of Sustainability (OS) was created in 2011 to be the campus focal point of sustainability. The OS is responsible for developing and implementing a culture of sustainability among the University community of students, faculty and staff by conceptualizing, planning, developing, implementing, managing and overseeing campus wide sustainability programs and initiatives. Within the OS are numerous initiatives which includes but are not limited to: climate action planning, waste diversion and services, and advising for student organizations including the Campus Center for Appropriate Technology, The Humboldt Energy Independence Fund, Power Save Green Campus, and the Waste-Reduction and Resource Awareness Program.

The number of people employed in the sustainability office:
4

The website URL where information about the sustainability office is available:
https://humboldt.edu/sustainability

Does the institution have a sustainability coordinator?
Yes

Sustainability coordinator's name:
TallChief Comet

Sustainability coordinator's position title:
Director, Office of Sustainability

A brief description of the sustainability coordinator’s position:
The Director is responsible for working within and across all units and boundaries of the University to develop and foster partnerships between academic programs and University administrations/operations to institutionalize sustainability values and resource conservation.

The website URL where information about the sustainability coordinator is available:
https://humboldt.edu/sustainability/staff
### Strategic Plan

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#### Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

#### Submission Note:

Humboldt State University has a long tradition of commitment to the core elements of sustainability, starting when it was established in 1913 by Gov. Hiram Johnson as Humboldt State Normal School “for the training and education of teachers...”. The school was founded in the midst of the Progressive Movement in California and United States history (1897-1917), an exciting era that elevated education to national prominence. Progressives sought to create a society that was economically equitable and socially just, with increased political participation. During the 1950's and 60's the university (then known as Humboldt State College) established an enduring reputation for academic excellence in natural resources sciences (forestry, fisheries, wildlife management, range management, etc.), which complemented the other elements of sustainability being instilled at the campus. Those founding ideals and curricular elements are still being presented today.

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

**Year the strategic plan or equivalent was completed or adopted:**

2004

**Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?**

Yes

**A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:**

The strategic plan established the current vision, mission, and core values of the university. Among those elements are these high level components:
- "We will be the premier center for the interdisciplinary study of the environment and its natural resources." (section of Vision statement)
- "We will be renowned for social and environmental responsibility and action." (section of Vision statement)
- "We serve them (students) by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues." (section of Mission statement)
- "We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities." (Core Value statement)
- "We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative and responsive to our geographical location." (Core Value statement)

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :**
Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**
The strategic plan established the current vision, mission, and core values of the university. Among those elements are these high level components:
- "We will be renowned for social and environmental responsibility and action." (section of Vision statement)
- "We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action." (section of Vision statement)
- "We will commit to increasing our diversity of people and perspectives." (section of Vision statement)
- "We will be exemplary partners with our communities, including tribal nations." (section of Vision statement)
- "We will be stewards of learning to make a positive difference." (section of Vision statement)
- "We serve them (students) by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues." (section of Mission statement)
- "We help individuals prepare to be responsible members of diverse societies." (section of Mission statement)
- "We prepare students to take on the commitments of critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century." (Core Value statement)
- "We prepare individuals to be... in positions of leadership; and to be proactive and productive members of society." (Core Value statement)
- "We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought." (Core Value statement)
- "We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities." (Core Value statement)
- "We believe the University is an integral part of our local and regional communities." (Core Value statement)
- "We believe the University must assist in developing the abilities of individuals to take initiative, and to collaborate in matters resulting in responsible action." (Core Value statement)

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**
Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**
The strategic plan established the current vision, mission, and core values of the university. Among those elements are these high level components:

- "Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment." (section of Vision statement)
- "We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues." (section of Mission statement)
- "We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities." (Core Value statement)

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

http://www.humboldt.edu/planning/
Physical Campus Plan

Provisional Score | Responsible Party
--- | ---
4.00 / 4.00 | Traci Ferdolage
Director
Planning, Design & Transportation Management

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level? :
Yes

A brief description of how the physical campus plan or amendment includes sustainability :

Example 1, HSU’s Master plan was developed and created using the CSU building standards which require all new buildings to be 15-20%, and all renovations to be 7.5-10% above CBC Title 24 requirements. Additionally, all new buildings must adhere to a LEED Silver building standard.

Example 2, HSU’s Master Plan includes details for developing expanded pedestrian and bicycle pathways through campus, as well as providing more covered and uncovered bicycle parking. We have also included free ridership of public transportation to all enrolled students to help alleviate parking on campus.

The year the physical campus plan was developed or adopted :
2004

The website URL where the physical campus plan is available :
http://www.humboldt.edu/facilityplan/masterplan.html
Sustainability Plan

Provisional Score

3.00 / 3.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

Submission Note:

The plan is considered a working draft for the Office of Sustainability to use in planning efforts for the nine element areas covered. Once the AASHE STARS process is completed, it is anticipated that the plan will be updated and revised to reflect current direction, progress, and ongoing evaluation efforts (mentioned above in how progress is measured).

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

The plan was developed and written by an undergraduate Natural Resources Planning Senior Practicum course, in consultation with the campus Sustainability Coordinator, and various staff with responsibilities in the referenced areas. The plan was then adopted as the campus working plan by the President’s Advisory Committee on Sustainability (PACS). The PACS is comprised of twelve representatives from all major areas of campus, including two student representatives from different areas of campus.

A brief description of the plan’s measurable goals :

The plan is divided into nine elements comprising various functional or activity areas of the campus (water, campus landscape, built environment, energy, waste, education, procurement, food services, and transportation) and each element discusses related vision, mission, and goals accompanied by at least two sections outlining objectives with associated timelines - short-term (0-1 yr.), intermediate (1-5 yr.), and/or long-term (5-10 yr.)
A brief description of how progress in meeting the plan’s goals is measured:

Progress toward fulfilling the plan’s goals is measured in several ways, as appropriate for the given goal and the mechanism for indicating progress. Most of the goals in the plan are action or process oriented. Using tools that create baseline conditions, then re-evaluating those same measures at set intervals, such as the AASHE STARS provide the most comprehensive way to measure progress. Another, more direct measure, is formally establishment of a program or process, where none existed before (e.g., food-waste diversion program under Waste).

Starting in 2013 all functions of the university will also be evaluated using a Program review, Evaluation, and Planning (PREP) process to strengthen the quality of programs through evidence-based decision-making and reflective planning. All the goals of the sustainability plan will fall under one of the three responsibility areas of the university (academic programs, student affairs, administrative affairs), so will be inherently entered into the PREP process.

The website URL where more information about the sustainability plan is available:

---

The year the plan was developed or last updated:

2009
Climate Action Plan

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Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Diversity and Affordability

Points Claimed  13.75
Points Available  13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

From the institution:

HSU has a range of systems in place to support diversity and affordability on campus. The Office of Diversity and Inclusion recommends and coordinates the implementation of campus policies that seek to institutionalize diversity as a core part of the HSU educational process, and to overcome the historical and social inequities that continue to challenge students, faculty and staff from underrepresented groups. An Advisory Council and Collaborative Working Group are key contributors to these efforts, and are involved in diversity and inclusive student success initiatives across campus. HSU implements an array of assessment strategies relative to measuring campus diversity culture, from annual benchmarking reports and student surveys, to an annual formal review of diversity goals in all degree programs. Additionally, HSU sponsors a variety of programs that support underrepresented students, staff, and faculty, including resource centers, academic support programs, funding for diversity-related projects, and professional networks. HSU participates in several programs that aim to support future faculty. To better serve students from low-income backgrounds, HSU also supports and participates in a range of affordability and access programs, including community-based college preparation programs, grant and scholarship programs, and professional development opportunities for faculty and staff.

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<td>Support Programs for Underrepresented Groups</td>
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<td>Support Programs for Future Faculty</td>
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<td>Affordability and Access Programs</td>
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Diversity and Equity Coordination

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<tr>
<td>2.00 / 2.00</td>
<td>Radha Webley</td>
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<tr>
<td></td>
<td>Director</td>
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<td>Office of Diversity and Inclusion</td>
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Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

Submission Note:

Persons employed by the Office of Diversity and Inclusion:

6 total, including:

3 Full-time employees (Director, Assistant Director, Administrative Support Assistant)
1 Faculty member (1/4-time, as coordinator of HSU’s Bias Response Team)
2 Student Assistants (part-time)

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

Does the institution have a diversity and equity committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Charter/Mission of Diversity and Inclusion Campus Advisory Council
Based on a comprehensive campus-wide action plan compiled by the Office of Diversity and Inclusion, this committee is charged with providing input relative to the ongoing development and coordination of this plan, and to the monitoring of its progress. In addition, the committee is charged with providing input in the review of any new campus initiatives designed to support the goals of this plan, and also in the recommendation of strategies to support inclusive excellence across campus to the appropriate Vice-Presidents. The Office of Diversity and Inclusion collates all campus efforts focused on diversity and inclusive student success, and its Director chairs this council.

Charter/Mission of Diversity and Inclusive Student Success Collaborative
This committee is mandated to “develop and institutionalize a cross-campus model for effective collaboration, coordination, and communication between all campus units that are involved in supporting the success of students who are historically under-represented in higher education, with the intention of supporting HSU’s commitment to inclusive student success.” Additionally, the committee participates in the process of creating structures and mechanisms for collaboration on issues relative to diversity and equity on an ongoing basis.
Members of the committee, including job titles and affiliations:

Members of Diversity and Inclusion Campus Advisory Council:

Director, Office of Diversity and Inclusion (chair)
Associated Students representative
College Dean, as appointed by Provost
Director, Institutional Research and Planning
Faculty Liaison, University Senate Campus Climate committee
Faculty Representative (appointed by the Appointments and Elections Committee) for a 2-year term
Representative from Academic Personnel Services
Representative from Human Resources
Two Student Affairs representatives (appointed by the Vice President of Student Affairs)
Two Representatives from the Diversity and Inclusive Student Success Collaborative

Members of Diversity and Inclusive Student Success Collaborative:

Director, Diversity & Inclusion (chair)
Director, Student Academic Services Outreach Program
Director, Educational Opportunity Program/Student Support Services
Director, Indian Natural Resource, Science and Engineering Program
Director, Indian Teacher and Personnel Program
Associate Dean, Learning Resource Network/Director, Academic and Career Advising Center
Director, Student Disability Resource Center
Director, MultiCultural Center
Associate Director, Housing
Assistant Director, Office of Diversity and Inclusion

The website URL where information about the diversity and equity committee is available:

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
The Office of Diversity and Inclusion is charged with recommending and coordinating the implementation of campus policies that seek to institutionalize diversity as a core part of the HSU educational process, and to overcome the historical and social inequities that continue to challenge students, faculty, and staff from underrepresented groups. The Office also supports cultural programs, educational experiences and professional development opportunities for students, staff and faculty that work to deepen understanding across various groups, to advocate for social justice, and to improve the climate in classrooms and other institutional spaces.

The number of people employed in the diversity office:
6
The website URL where information about the diversity and equity office is available:
http://www.humboldt.edu/diversity

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Radha Webley

Diversity coordinator's position title:
Director, Office of Diversity and Inclusion

A brief description of the diversity coordinator's position:
Under the general direction of the Provost and VP for Academic Affairs, the Director of Diversity and Inclusion leads the university in developing and implementing strategies to increase the retention and success of under-represented students and to address issues of inclusion and exclusion in HSU’s campus climate overall. The Director is responsible for oversight and coordination of all campus policies and initiatives related to diversity and inclusion, and for providing leadership for strategic planning relative to the development and ongoing institutionalization of cross-campus diversity goals. The Director also oversees the development and implementation of strategies to address diversity issues in the hiring and retention of HSU faculty and staff, as well as oversees the implementation of appropriate professional development opportunities for HSU faculty and staff around issues of diversity and inclusion.

The website URL where information about the diversity and equity coordinator is available:
http://www.humboldt.edu/diversity/about.html
Measuring Campus Diversity Culture

**Provisional Score**

2.00 / 2.00

**Responsible Party**

Radha Webley  
Director  
Office of Diversity and Inclusion

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**Criteria**

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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**Submission Note:**

Years assessments were last administered:
- Dissecting Diversity Report – Fall 2012
- Campus Quality Survey – Spring 2012
- PREP Process – Fall 2012
- NSSE – Spring 2008; will be administered again in Spring 2013

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

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**Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?**

Yes

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

Dissecting Diversity Report

Beginning in Spring 2009, the Office of Diversity and Inclusion was charged with developing and implementing an annual process to track, monitor, and report on a range of key indicators of campus diversity at HSU. Our annual Dissecting Diversity Report analyzes data across a range of indicators, including quantitative analysis of student demographics, inclusive excellence (persistence, graduation, and course success), and institutional diversity (faculty and staff), as well as qualitative analysis of self-reported student, faculty, and staff experiences on the HSU campus, with a focus on issues relative to inclusion and exclusion in the campus community. Of particular note, the report includes feedback obtained from hundreds of students through a series of focus groups, which asked students specifically to discuss their personal experiences on campus relative to diversity, inclusion, student success, support networks and resources, and interactions on campus and in the surrounding community.
The report also incorporates data from campus-wide surveys, including the Campus Quality Survey and the National Survey of Student Engagement (NSSE), which are administered by the Office of Institutional Research and Planning and further described below. Each fall, the Dissecting Diversity Report is widely disseminated across campus, and Office of Diversity and Inclusion staff present findings to various stakeholder groups, including administrators, faculty, staff, and students.

Office of Institutional Research and Planning (IRP) Assessments
The Office of Institutional Research and Planning conducts regular assessments on diversity-related topics. Most recently, the IRP conducted the Campus Quality Survey (Spring 2012), which collected data on students’ interactions across the campus and surrounding community, including particular questions related to inclusion and the HSU campus climate. In 2008, the IRP administered the National Survey of Student Engagement (NSSE), which also collected data on students’ experiences at HSU. NSSE will be administered again in Spring 2013.

Program Review, Evaluation, and Planning Process (PREP)
The Program Review, Evaluation, and Planning (PREP) process provides an annual formal review of all degree programs at HSU, with the aim of strengthening the quality of academic programs through evidence-based decision-making and reflective planning. Each department reviews data annually to assess program outcomes, viability, and curriculum, which then forms the basis for short- and long-term planning. One of the five areas for this process requires departments to assess and address Diversity and Inclusive Excellence at the program level.

Year the assessment was last administered:
2012

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Dissecting Diversity Report
The Dissecting Diversity Report is widely disseminated across campus, and is annually used by administrators (including the President’s Executive Council and the Provost’s Council), campus working groups (such as the Enrollment Management Working Group), and academic departments across campus to inform new policy, programs, and initiatives relative to diversity and inclusive excellence. A few examples of initiatives implemented as a result of the Dissecting Diversity Report include: development of a comprehensive strategy for increasing the diversity of the applicant pool for faculty positions; implementation of a formal Bias Response Team, a process for responding to hate/bias incidents on campus; inclusion of diversity-related measures in the new program review process for academic departments; and the development of a residential academic mentoring program designed to offer new students personal support in making the transition to college life and study. A comprehensive list of new policy, programs, and initiatives implemented directly and indirectly as a result of this assessment appears in the early pages of each annual report, available online at

http://www.humboldt.edu/diversity/reports.html

Campus Quality Survey
HSU is using the results of the Campus Quality Survey to help analyze and assess services, academics and campus climate for students, which lays the groundwork for improvement to take place in identified areas. HSU also uses the responses from the survey to inform the campus about how student experiences effect their social and academic integration to assist in the retention and graduation of students. Information about this survey is available online at

http://humboldt.edu/irp/CQS.html
Program Review, Evaluation, and Planning Process (PREP)

Departments – including faculty and administrators – use PREP as a tool to benchmark progress and plan for the coming academic year(s). Thus far, PREP evaluations have resulted in several new initiatives at the department and college level, which are focused on supporting diversity and inclusion within academic programs, including efforts toward course transformation, designing community-building events and structures to more fully engage students, and establishing major-based peer mentoring programs. To better inform coordinated planning, all PREP artifacts are made available to the academic community. Information about this assessment process is available online at

http://humboldt.edu/irp/PREP.html

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

http://www.humboldt.edu/diversity/reports.html
Support Programs for Underrepresented Groups

Provisional Score

2.00 / 2.00

Responsible Party

Radha Webley
Director
Office of Diversity and Inclusion

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

URLs for individual programs appear in the above description fields.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

Diversity Program Funding Grant
The Diversity Program Funding Grants allocate approximately $35,000 per year to support student-, staff-, and faculty-coordinated programs offered on campus that raise awareness, deepen understanding, and/or engage the campus community in dialogue about one or more of the multiple dimensions of diversity and/or increase the participation and retention of historically underrepresented groups in the campus community.

http://www.humboldt.edu/diversity/how_to_apply.html

Educational Opportunity Program (EOP)
Aims to increase access and improve retention of low-income and historically underrepresented students in higher education. EOP provides admissions, academic advising, counseling, tutorial support, and financial assistance to eligible low-income California residents.

http://www.humboldt.edu/eop
Eric Rofes Multicultural Queer Resource Center
Aims to create a focus of learning about issues facing the queer community and to bring students, faculty, and staff together for advocacy and education.

http://humboldt.edu/erc/

Indian Teacher & Personnel Program (ITEPP)
A non-instructional academic support program that provides resources and assists American Indian students in navigating the University system. Offers academic advising and mentoring, community space, use of technological equipment, and a curriculum resource center.

http://www.humboldt.edu/itepp/

Indian Natural Resource, Science and Engineering Program (INRSEP)
A student support program designed for American Indian, Alaska Native, and Native Hawaiian students pursuing degrees in the natural resource and science disciplines. Offers academic advising and mentoring, community space, and career advising and placement. Also houses student clubs and funding opportunities, including the Society for Advancement of Chicanos & Native Americans in Science (SACNAS) Club, the Society for Women in Math and Sciences (SWMS) Club, and the Louis Stokes Alliance for Minority Participation (LSAMP) Scholarship (funded by the National Science Foundation).

http://www.humboldt.edu/inrsep/

Latin@ Peer Mentoring Program (LPM)
Provides peer support, resources, and a network of new friends for freshmen and transfer students who identify, support, or want to learn about Latin@ culture. Offers a 1-unit class for incoming students on effective college strategies and learning opportunities to better navigate the university.

http://www.humboldt.edu/lpm/

MultiCultural Center (MCC)
The MCC, a student-initiated program, promotes understanding of diversity, celebrates differences and welcomes multi-ethnic perspectives. Coordinates campus-wide events and community gatherings, and offers a community space for students to hold and/or participate in clubs and inter-/intra-personal development.

http://www.humboldt.edu/multicultural

Safe Space Training
A Safe Space is a welcoming, supportive and safe environment for lesbian, gay, bisexual and transgender (LGBT) community members. Most LGBT students frequently hear anti-LGBT language and experience harassment related to their sexual orientation and gender expression. These regular events for staff, faculty, and students offer participants tools and strategies they can use to become allies for the LGBT community, thereby promoting inclusion and access for all students.
http://humboldt.edu/safespace/

Student Disability Resource Center (SDRC)
Provides service, support, and resources for students with disabilities to maximize educational opportunities at HSU, including assistance with adaptive technologies, interpreters, note-taking, on-campus transportation, reading services, advising, registration assistance, test-taking facilitation, and more.

http://www.humboldt.edu/disability/

Undergraduate Research and Mentoring Program in the Biological Sciences
Provides academic support, a 2-year academic stipend, and research training opportunities, for undergraduate students from historically underrepresented groups who intend to enroll in graduate school in one of the biological sciences.

http://www.humboldt.edu/urm

Women’s Resource Center (WRC)
The WRC aims to provide the tools, support and safe spaces to empower people to dismantle systems of power, privilege, and oppression. The WRC maintains an activist-oriented resource room, offers grants to students for events/workshops, and coordinates workshops and events throughout the year.

http://www.humboldt.edu/hsuwomen/

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Faculty Diversity Development Grants
HSU Faculty Diversity Development Grants allocate approximately $12,000 per year to help support HSU’s goal of creating a more inclusive and diverse campus community. Projects funded by these grants foster diversity and inclusion across the curriculum, enhance the retention of underrepresented faculty, and/or focus on scholarship related to diversity.

http://www.humboldt.edu/diversity/fac_dev.html

HSU Faculty and Staff of Color Network
An informal network of HSU faculty and staff of color, which meets 1-2 times per year.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:
QWEERSS
Queer Workplayce Exchange for Employee Retention & Student Success. A social group for queer staff, which, through a monthly safe space meeting, provides networking opportunities, forums for discussion, and facilitates mentor/mentee relationships for new staff. Ultimately, the group also plans to develop a queer student-queer staff/faculty mentoring program to support both student and staff/faculty retention.

http://www.humboldt.edu/qweerss

HSU Faculty and Staff of Color Network
An informal network of HSU faculty and staff of color, which meets 1-2 times per year.

The website URL where more information about the programs in each of the three categories is available:
http://www.humboldt.edu/diversity/stud_resources.html
Support Programs for Future Faculty

Provisional Score

4.00 / 4.00

Responsible Party

Radha Webley
Director
Office of Diversity and Inclusion

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

Undergraduate Research and Mentoring Program in the Biological Sciences
http://www.humboldt.edu/urm

California Forum for Diversity in Graduate Education
http://www.ucop.edu/forum-for-diversity/recruiters/

CSU Chancellor’s Doctoral Incentive Program
http://www.calstate.edu/hr/cdip/

California Pre-Doctoral Program
http://www.calstate.edu/predoc/

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :
Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty :

Undergraduate Research and Mentoring Program in the Biological Sciences
Provides academic support, a 2-year academic stipend, and research training opportunities, for undergraduate students from historically underrepresented groups who intend to enroll in graduate school in one of the biological sciences, and who may be interested in potentially applying and competing for future CSU instructional faculty positions.

http://www.humboldt.edu/urm

California Forum for Diversity in Graduate Education
The California Forums for Diversity in Graduate Education, planned by a consortium of public and private colleges and universities from throughout California, have been designed particularly to meet the needs of advanced undergraduates and master's candidates who belong to groups that are currently underrepresented in doctoral-level programs, and who may become future faculty members at a CSU campus. The groups include low-income and first-generation college students and especially African Americans, American Indians, Chicanos/Latinos, Filipinos, Pacific Islanders, Asian American women, and Asian American men in the arts, humanities, and social and behavioral sciences. HSU sends approximately 50 students to the Northern California Forum For Diversity in Graduate Education each fall.

http://www.ucop.edu/forum-for-diversity/recruiters/

CSU Chancellor’s Doctoral Incentive Program
The CSU Chancellor’s Doctoral Incentive Program aims to increase the number of individuals who complete the doctorate and who may be interested in potentially applying and competing for future CSU instructional faculty positions. The program seeks to accomplish this goal by providing financial aid in the form of loans to doctoral students with the motivation, skills, and experience needed to teach the diverse student population of the CSU.

http://www.calstate.edu/hr/cdip/

California Pre-Doctoral Program
The California Pre-Doctoral Program is designed to increase the pool of potential faculty by supporting the doctoral aspirations of California State University (CSU) students who have experienced economic and educational disadvantages. The program places a special emphasis on increasing the number of CSU students who enter doctoral programs at one of the University of California (UC) institutions.

http://www.calstate.edu/predoc/

Louis Stokes Alliance for Minority Participation (LSAMP) Scholarship
Funded by the National Science Foundation and supported by the Indian Natural Resource, Science and Engineering Program (INRSEP), the LSAMP scholarship provides funding to support students from groups which are historically underrepresented in science, technology, engineering, and mathematics (STEM) disciplines, who are interested in pursuing graduate programs, and who may become future faculty members at a CSU campus.
The website URL where more information about the program(s) is available:

http://www.calstate.edu/hr/cdip/
Affordability and Access Programs

Provisional Score

3.00 / 3.00

Responsible Party

Radha Webley
Director
Office of Diversity and Inclusion

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

Submission Note:

URLs for individual programs appear in the above description fields.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

Yes

A brief description of the institution’s participation in federal TRIO programs:

Talent Search TRiO:

Talent Search TRiO is a pre-college program that provides services to help improve the academic strengths and college readiness of students in the 6th through 12th grades. Academic Advisors provide tutoring, mentoring, campus tours, information for parents, and workshops on a variety of topics, including study skills, college preparation, college financial aid, and career guidance, to eligible students. All services are brought to the students' school site. The program serves 10 elementary, middle, and junior high schools, 6 high schools and 1 continuation school in Humboldt and Trinity counties.
TRiO Upward Bound:
TRiO Upward Bound is a federally funded, college preparatory program designed to generate the skills and motivation necessary for postsecondary educational success among limited-income high school students whose parents do not hold a four year college degree. TRiO Upward Bound serves students in six target area high schools in Humboldt and Trinity counties. The program includes a five-week summer session and school-year tutoring, academic advising and monitoring, college and career exploration, and financial aid awareness training offered at school sites.

http://www.humboldt.edu/trioupwardbound/

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students? :

Undergraduate Research and Mentoring Program in the Biological Sciences:
Provides academic support, a 2-year academic stipend, and research training opportunities, for undergraduate students from historically underrepresented groups who intend to enroll in graduate school in one of the biological sciences.

http://www.humboldt.edu/urm

Educational Opportunity Program (EOP) Grants:
Annual need-based grants of up to $1,000 awarded to low-income, first-generation students in the Educational Opportunity Program.

Student Support Services (SSS) Grants:
Need-based grants of up to $3,000 awarded during the freshman year, based on SSS eligibility, Pell Grant eligibility, financial need, and class standing.

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

Institute for Student Success – Professional Development Conference
The Institute for Student Success is a semi-annual one-day professional development event for faculty, staff, and administrators offering a wide range of workshops focused on effective pedagogy, diversity, inclusive communities, and student success.

http://www.humboldt.edu/institute

Institute for Student Success – Book Circles
In order to extend and enrich campus conversations about meeting our students' needs, the Institute for Student Success – in collaboration with the Office of Diversity and Inclusion – offers professional development book circles for faculty and staff each semester. Titles
change each semester, but focus on the core themes of effective pedagogy, diversity, inclusive communities, and student success.

http://www.humboldt.edu/institute/book_circles.html

New Employee Orientation:
All new staff participate in new employee orientation, including a 20-minute segment with the Office of Diversity and Inclusion, which reviews the diversity-oriented goals of the campus and provides new employees with tools and resources they can use to learn more about how to serve students from all backgrounds.

New Faculty Orientation:
Each fall, all new faculty participate in an orientation, including a 1-hour “world-café”-style conversation with the Office of Diversity and Inclusion, which reviews the diversity-oriented goals of the campus and provides new faculty members with tools and resources that will help them develop professionally and better serve students from all backgrounds.

Student Affairs Workshop:
As part of a series of monthly professional development seminars for Student Affairs staff, the Office of Diversity and Inclusion offered a one-hour workshop about diversity-related efforts on campus, with a particular focus on strategies student affairs staff can implement in their own work to make HSU more accessible and inclusive for students from all backgrounds.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

Student Support Services:
Student Support Services programs provides academic, financial aid, advising, mentoring, and career support services to low-income and first-generation students. Two specific Student Support Services are described below.

http://www.humboldt.edu/sss/

Student Academic Services Outreach Program (SASOP):
Aims to increase college enrollment of students who are disadvantaged due to economic, educational, and/or environmental backgrounds. Encourages and assists students in applying to HSU, and provides a comprehensive program of outreach services designed to inform students and parents about admission requirements, financial aid, and educational opportunities available at CSU campuses.

http://humboldt.edu/sasop/

Educational Opportunity Program (EOP):
Aims to increase access and improve retention of low-income and historically underrepresented students in higher education. EOP provides admissions, academic advising, counseling, tutorial support, and financial assistance to eligible low-income California residents.

http://www.humboldt.edu/eop/
Former Foster Youth Programs:  
A newly established program, and run in conjunction with the SASOP and TRiO programs, the Former Foster Youth Program provides advising and support to former foster youth now attending HSU, providing financial, social, cultural, and academic support and referrals designed to build peer community and mentorship and lead to their academic success, persistence, and graduation. This program also supports a campus club for former foster youth: E.L.I.T.E (Excelling and Living Independently Through Education) Scholars.

Note that Talent Search TRiO and TRiO Upward Bound (described above) also prepare students from low-income backgrounds for higher education.

**A brief description of the institution's scholarships for low-income students:**

**CSU Scholarship Programs:**
The Student Academic Services Outreach Program (SASOP) coordinates and promotes CSU Scholarship Programs, including a Future Scholars Scholarship Program and a CSU Graduate Equity Fellowship Program.

[http://humboldt.edu/sasop/activities.html](http://humboldt.edu/sasop/activities.html)

**Louis Stokes Alliance for Minority Participation (LSAMP) Scholarship:**
Funded by the National Science Foundation and supported by the Indian Natural Resource, Science and Engineering Program (INRSEP), the LSAMP scholarship provides funding to support students from groups which are historically underrepresented in science, technology, engineering, and mathematics (STEM) disciplines, and who are pursuing graduate programs.

**Maggie Griffin Scholarship and Ronda Marshall Memorial Scholarship:**
Scholarships for low-income students who are affiliated with a tribal entity, with particular focus on the following California tribes: Hoopa Valley, Yurok, Karuk.

[http://www.humboldt.edu/itepp/family/Nativescholarships.htm](http://www.humboldt.edu/itepp/family/Nativescholarships.htm)

Individual academic departments, student support programs, and the Office of Financial Aid administer nearly 100 need-based scholarships for students each year.

[http://www.humboldt.edu/finaid/scholarships.html#hsu-schols](http://www.humboldt.edu/finaid/scholarships.html#hsu-schols)

**A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:**

Talent Search TRiO, TRiO Upward Bound, and Student Academic Services Outreach Program (SASOP) (all described above) provide workshops and support for parents to help them navigate the higher education experience with their children.

Each fall, the Humboldt Orientation Program (HOP) offers 3-days of orientation programming for families of new HSU students. Parent-specific workshops cover a range of topics, including financing college, resource overviews, meetings with student services officers, campus tours, strategies for supporting your student, and meetings with academic departments and advisors.
A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

Talent Search TRiO and TRiO Upward Bound (described above) also recruit students from low-income backgrounds.

Student Academic Services Outreach Program (SASOP):
Aims to increase college enrollment of students who are disadvantaged due to economic, educational, and/or environmental backgrounds. Encourages and assists students in applying to HSU, and provides a comprehensive program of outreach services designed to inform students and parents about admission requirements, financial aid, and educational opportunities available at CSU campuses.

http://humboldt.edu/sasop/

American Indian College Motivation Day:
Brings approximately 200 high school students from 30 different schools 30 different tribal affiliations throughout Northern California to HSU for a day each fall. Students have the opportunity to be instantly admitted to HSU, and attend workshops led by United Indian Health Services, Tribal affiliates, UC college representatives, and HSU personnel. The day concludes with a College Fair, in which students are exposed to college representatives, several community organizations, and HSU programs.

http://www.humboldt.edu/sasop/aicmd.html

A brief description of the institution’s other admissions policies and programs:

Humboldt State University is an impacted campus at the freshman level and will use supplemental admissions criteria to admit first-time freshmen for the fall 2013 semester. A small percentage of the freshman class may be admitted based on the eligibility index and additional characteristics, including first generation college status, socioeconomic factors, skills or talents that align with or contribute to special university programs, and evidence of overcoming educational obstacles.

http://pine.humboldt.edu/admissions/apply/freshmen_eligible.html

A brief description of the institution’s other financial aid policies or programs:

The HSU Financial Aid Office is committed to assisting students seeking resources to finance their education by administering federal, state and institutional aid programs, and providing a fair, sensitive and confidential environment in which students can receive a variety of counseling and other resources to assist in making informed financial decisions. The Financial Aid Office supports students in applying
for four basic types of financial aid: scholarships (including HSU-specific scholarships and a number of local scholarships administered by outside organizations), grants (including Cal Grants, Pell Grants, State University Grants, Federal Supplemental Education Opportunity Grants, and Bureau of Indian Affairs Higher Education Grants/Scholarships), work-study, and loans (including federal student loans, Perkins loans, and parent loans). Most of these programs are applied for by filing the Free Application for Federal Student Aid (FAFSA).

http://www.humboldt.edu/finaid/

A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:

http://www.humboldt.edu/studentaffairs/
Gender Neutral Housing

Provisional Score

0.25 / 0.25

Responsible Party

Jeremy Davis
Assistant Director
Housing

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

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

A brief description of the program, policy, or practice :

In 2008, Humboldt State University implemented a themed living community called Gender Neutral. This community is an intentional living community affirming the cultural experiences of lesbian, gay, bisexual, transgender, intersex, queer, non-identifying, and questioning residents as well as their allies. The community also functions as gender-free housing. It allows same sex/gender roommates, opposite sex/gender roommates, or other sex/gender-identity roommate pairings. Residents who have not already chosen a roommate can elect to be assigned a roommate who is also interested in gender-free housing options. Students are only assigned to live in this area by choice and placements are gender blind.

For the next academic year of 2013-2014, this community will be renamed The Rainbow Community. Residence in this community requires the completion of a supplemental application to ensure residents are supportive of the mission. It is open to all students (regardless of identity), including first-year students.

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

http://humboldt.edu/housing/communities.html
Employee Training Opportunities

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<th>Provisional Score</th>
<th>Responsible Party</th>
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<td>Dave Bugbee</td>
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<td>Associate Vice President</td>
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<td>Human Resources</td>
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Submission Note:


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

Does the institution make cultural competence trainings and activities available to all employees?: Yes

A brief description of the cultural competence trainings and activities:

In addition to the multitude of Training and Professional Development opportunities available on campus, several trainings and activities are offered regarding cultural competence.

The campus implements a bi-annual Institute on Student Success that incorporates key note speakers, workshops and book circles on topics relating to student success. Our recent Fall 2012 event invited a keynote presentation on Cultural Competency in the Classroom followed by workshops that included Alleviating Stereotype Threat in Classrooms, Interrupting Offensive Behavior, and Facilitating Difficult Dialogues in the Classroom. Our Fall 2012 book circles include the titles Teaching Unprepared Students by Kathleen Gabriel, Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude Steele, and The First Generation Student Experience by Jeff Davis.

Other recent trainings that have specifically focused on cultural competence include Strategies for Avoiding Unconscious Bias in the Hiring Process, Supporting and Serving a Diverse Student Population, Bias Response Trainings, and Responding to Students of Concern. The Multicultural Center on campus also provides several opportunities for employees and students aimed at promoting cultural competence including a Multicultural Convocation, Humboldt Pride event, Campus Dialogue on Race, Latinologues, Moon Festival, Indigenous People’s Week, National Coming Out Day and much more.

The Employee Orientations welcome verbal and written information from multiple departments including Diversity and Inclusion, Student Disability Resource Center, Employee Assistance Program, Multicultural Center, and more. The campus also offers training in
Sexual Harassment Prevention, Disability Awareness, and LGBT Safe Space Training.

The website URL where information about the trainings and activities are available:

http://training.humboldt.edu/
Student Training Opportunities

Provisional Score

0.25 / 0.25

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Submission Note:

The MultiCultural Center (MCC), a student-initiated program, promotes understanding of diversity, celebrates our differences and welcomes multi-ethnic perspectives. The MCC is a welcoming place where people are invited to gather to EXPLORE identity and history, EXPERIENCE culture and traditions, EXPRESS feelings and ideas and EMPOWER each other to work for social justice. The MCC is a safe place to express opinions and to challenge the status quo, it provides a place to cross boundaries and eliminate popular stereotypes. The MCC mission is to build, nurture and sustain an inclusive "multicultural" community.

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

Does the institution make cultural competence trainings and activities available to all students? :
Yes

A brief description of the cultural competence trainings and activities :

The MultiCultural Center (MCC) runs numerous programs and events each year that are open to all students, which provide formal to informal opportunities to gain cultural competency from their peers, staff, faculty, and surrounding community. One particularly large event is the Social Justice Summit during the spring semester; currently in its nineteenth year.

The website URL where information about the trainings and activities are available :

http://www.humboldt.edu/multicultural/
Human Resources

Points Claimed  12.75
Points Available  19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

From the institution:

There are a number of collective bargaining units to ensure that faculty, non-management, and graduate student assistants are given a sustainable compensation. While management positions are non-union, they are protected by the CSU Chancellor’s Office policies and guidelines for equity and market salary increases and benefits. HSU employees are participate in the California Public Employees Retirement System (CalPERS). CalPERS strives to achieve the highest return possible while maintaining minimal risk to foster energy savings, sustainable growth and sound environmental practices. Professional development training in sustainability is offered to University employees via the Human Resources Department. Specific campus trainings, like Storm Water Pollution Prevention and General Environmental Compliance, help raise awareness of sustainability amongst campus staff and faculty.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Sustainable Compensation</td>
<td>8.00 / 8.00</td>
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<tr>
<td>Employee Satisfaction Evaluation</td>
<td>0.00 / 2.00</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Sustainability in New Employee Orientation</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Employee Sustainability Educators Program</td>
<td>0.00 / 5.00</td>
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<tr>
<td>Childcare</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Employee Wellness Program</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Socially Responsible Retirement Plan</td>
<td>0.25 / 0.25</td>
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</tbody>
</table>
Sustainable Compensation

Provisional Score
8.00 / 8.00

Responsible Party
Dave Bugbee
Associate Vice President
Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

Submission Note:

http://www.calstate.edu/LaborRel/Contracts_HTML/contracts.shtml

http://www.calstate.edu/Benefits/index.shtml

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

Total number of employees working on campus (including contractors) :
1347

Number of employees (including contractors) that the institution ensures earn sustainable compensation :
1347

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :
All regular employees are paid above minimum wage. Faculty, non-management staff, and graduate student assistants are covered by collective bargaining agreements, which support sustainable compensation. There are twelve collective bargaining units on the HSU campus. A list of all positions and their wage ranges can be found at

http://www.calstate.edu/HRAdm/SalarySchedule/salary.aspx

Salaries for campus employees are reviewed regularly by the respective collective bargaining units and California State University Labor Relations. Adjustments are made as necessary to maintain appropriate compensation and benefits.

A list of benefits can be found at:

http://www.calstate.edu/Benefits/index.shtml

Management positions are defined by the Higher Education Employer-Employee Relations Act. While management positions are non-union they are governed by CSU Chancellor's Office policies and guidelines, which include provisions for equity and market salary increases and benefits, and faculty retreat rights.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2012

The website URL where information about the institution’s compensation policies and practices is available:

http://www.calstate.edu/HRAdm/SalarySchedule/salary.aspx
Employee Satisfaction Evaluation

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<td>Associate Vice President</td>
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**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

**Submission Note:**

Humboldt State University does not currently evaluate employee satisfaction in a way that meets this credit. We plan to develop an employee satisfaction evaluation in the future.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Staff Professional Development in Sustainability

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Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

The Training and Professional Development website (training.humboldt.edu) offers a rotating list of opportunities available for staff, faculty and students. As trainings pass, they are removed from the list in order to make way for the multitude of other offerings available.

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

Does the institution make training and professional development opportunities in sustainability available to all staff? : Yes

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

Recognizing that individuals deserve relevant, comprehensive and effective training opportunities, the Human Resources Department at Humboldt State University is dedicated to providing meaningful programs that address the evolving needs of our employees.

The Human Resources Department is pleased to organize a schedule of trainings each semester that focus on technology development, workplaces processes, leadership essentials, safety at work and home, navigating HSU [Humboldt State University], employee assistance and wellness, Fierce Conversations, and a communication toolkit. Several trainings are offered in each of the seven areas and additional trainings are added throughout the semester by both Human Resources and various other departments on campus. Staff, faculty and
students across the university are invited to participate in campus trainings. Opportunities are advertised through multiple means including the distribution of a training schedule booklet, a Training and Professional Development website, flyers, campus-wide emails and word-of-mouth.

Sustainability is incorporated into a variety of professional development activities across campus including division meetings, user groups, campus clubs and more. Specific campus trainings also focus on raising awareness regarding sustainability including a Fall 2012 series focused on Environmental Stewardship. This series includes multiple trainings on topics including Household Hazardous Waste and Pollution Prevention, Storm Water Pollution Prevention and General Environmental Compliance. Another Fall 2012 series, Safety and Health at Work and Home, incorporates sustainability in its coverage of Hazards Present in the Work and Home Environment, Hazardous Materials and Managing Risk, Physical Hazards in the Work and Home Environment and Injury and Illness Prevention Planning. Additionally, the campus offers trainings in Disaster Preparedness, Emergency Management, and Bloodborne Pathogens. Our campus Employee Orientations also offer a good venue for providing information on sustainability with various departments providing information on environmental health and safety, recycling, waste reduction and more.

Other training and professional development opportunities are also available to our employees. In an effort to promote collegiality, we offer a Tune in at Noon series that brings fun and dynamic topics such as Zumba, origami, travel and more to participants. Our employees are also welcome to utilize both the Human Resources Library as well as the campus library for books, manuals and videos available on a variety of topics. Qualified employees are also encouraged to take advantage of our Fee Waiver Program which allows the individual to take university classes at little or no charge.

While this information does not encompass every offering available on campus, it does provide insight into some of our Professional Development activities.

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

http://training.humboldt.edu/
Sustainability in New Employee Orientation

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<td>Associate Vice President</td>
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Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

New employees are invited to a mandatory employee orientation program where general conditions of employment are reviewed, benefits information is provided and employment related questions are answered. Representatives from the Departments of Public Safety, Environmental Health and Safety, Diversity and Inclusion, Human Resources and Payroll present valuable information to the employees covering items such as emergency management, earthquake preparedness, ergonomic evaluations, proper disposal and more. New employees are also given an orientation binder that includes additional information including recycling procedures, composting locations, battery disposal, health topics and much more.

The Sustainability Office actively engages newly hired faculty and staff members via presentations, as well as by information included in new hire orientation packets. For example, the University’s Sustainability & Waste Coordinator works with Academic Personnel Services (www.humboldt.edu/aps)

) to present on campus sustainability initiatives during the new faculty orientation world café held in the fall semester; with HSU Dining Services (www.humboldt.edu/housing/dining)

) to present during their Fall orientation of all newly hired dining staff; and with HSU Residence Life (www.humboldt.edu/housing/current/index.php

) to present to their new Community Advisors. Furthermore, the Sustainability Office provides Academic Personnel Services and Human Resources (stars.aashe.org

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with a brochure to include in all new hire orientation packets. Last, the Sustainability Office avails itself for one-on-one meetings with newly hired staff and faculty members. The Sustainability Office includes the following information in its brochures and presentations for new employees:

- Sustainability Office website, contact information, and services
- Campus composting, recycling, and waste reduction efforts, including bottled water phase-out
- Student groups that can help new hires with energy savings and waste reduction in their offices
- Zip Car, Jack Pass and alternative transportation options to and from campus
- Self-guided Sustainability Tour to learn more about campus initiatives


The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Provisional Score

0.00 / 5.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

Submission Note:

We do not currently have a program that fits the PAE-15 criteria, although, we do offer the a Green Workplace Assessment for those faculty and staff interested. The student driven program is designed to increase awareness of sustainability and energy efficiency in the workplace for staff and faculty at Humboldt State. The program rewards those offices taking the initiative to be sustainably minded, and will help others interested in becoming more balanced with the workplace and the environment. We are working toward an employee peer-to-peer formal training program with institutional sponsorship for the future.

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

Provisional Score

0.25 / 0.25

Responsible Party

Dave Bugbee
Associate Vice President
Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

The HSU Children's Center provides affordable high quality child care and education for HSU students, staff & faculty families. The program is accredited by the National Association for the Education of Young Children.
Younger Toddlers: 12 to 18 months
Middle Toddlers: 18 through 24 months
Older Toddlers: 24 through 36 months
Discovery: 2 1/2 through 3 years
Preschool: 3 through 5 years

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

http://www.humboldt.edu/childrencenter/
Employee Wellness Program

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Submission Note:

- [http://www.humboldt.edu/ombuds/](http://www.humboldt.edu/ombuds/)
- [http://www.humboldt.edu/hpl/ewp.shtml](http://www.humboldt.edu/hpl/ewp.shtml)
- [http://www.humboldt.edu/diversity/](http://www.humboldt.edu/diversity/)

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

The Employee Assistance Program (EAP) provides free and confidential counseling for employees and family members. The EAP can help address concerns with job stress, marital or family problems, substance abuse, emotional or other life crises (referral services also available).

The Healthy-U Program helps employees of the University incorporate exercise into their daily routine. We offer formal exercise classes as well as other activities if your preference is a less structured workout. The links below offer 1) Current exercise classes available for the current semester and 2) Pool and Weight Room Membership forms.

The HSU Ombudsperson serves as a facilitator and a resource person. The primary aim of the Ombuds office is to promote a positive campus environment by: faculty/staff conflict, campus housing, fear of retaliation grade appeal, discrimination/harassment, judicial affairs and enrollment.

Other means to access employee assistance are through Campus Police, EAP confidential phone line, Human Resources Department website

- [http://www.humboldt.edu/hsuhr/](http://www.humboldt.edu/hsuhr/)
- Office of Diversity and Inclusion
The website URL where information about the program, policy, or practice is available:
http://www.humboldt.edu/hsuhr/
Socially Responsible Retirement Plan

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<tr>
<td>0.25 / 0.25</td>
<td>Cindy Darnall-Stevens</td>
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<tr>
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<td>Benefits &amp; Workers' Compensation Administrator</td>
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<td>Human Resources</td>
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Submission Note:

URLs for additional retirement plans offered to employees:
- VALIC; http://www.valic.com/_633_130975.html
- Fidelity; http://plan.fidelity.com/CalState
- TIAA-CREF; http://enroll.tiaa-cref.org/csui/
- and ING, https://enrollbyinternet.ingretirementplans.com/static/eenrollbyinternet/
- Nationwide RetirementCompany
- https://www.nrsservicecenter.com

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

Does the institution offer a socially responsible investment option for retirement plans? :
Yes

A brief description of the socially responsible investment option for retirement plans:

The primary retirement plan for employees of Humboldt State University is the California Public Employees Retirement System (CalPERS). CalPERS has generated strong long-term returns by effectively managing investments to achieve the highest possible return at an acceptable level of risk. The CalPERS portfolio is diversified into several asset classes, so any weaknesses in one area are offset by gains in another. The Board follows a strategic asset allocation policy that targets the percentage of funds invested in each asset class.

CalPERS’ goals are to achieve positive financial returns, while fostering energy savings, sustainable growth and sound environmental practices. CalPERS has undertaken investing in environmental technology programs, and has a long standing commitment to sustainable investments. CalPERS’ principal job is to provide retirement benefits to more than 1.6 million members and their families. Their investment priority is to grow a portfolio in a way that ensures meeting their commitments to their members—not just today but when the graduates of today retire in 40 years’ time.
In the past few years, CalPERS has committed multi-million dollar funds toward a program that targets investments in environmental technology solutions that are more efficient and less polluting than existing technologies. These include recycling; minimizing the use of natural resources; and reducing emissions, refuse, and contamination to air, water, and land. The primary objective of the program is to achieve attractive investment returns over the long-term and help increase the adoption of environmental and clean technologies to the broader marketplace.

The University also offers 403(b), 401(k) and 457 tax-deferred saving plans: The 403(b) plans which are offered to employees and administered by the California State University include VALIC; MetLife; Fidelity, TIAA-CREF, and ING. Employees also have the option of investing in a deferred compensation plan—401(k) and 457, administered by the State of California and underwritten by Nationwide Retirement Company.

Of these plans, TIAA-CREF and Nationwide both offer socially responsible investment funds to employees.

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

http://www.calpers.ca.gov/
Investment

Points Claimed  2.75
Points Available  16.75

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

From the institution:

The HSU Advancement Foundation has a Finance and Investor Responsibility Committee that monitors and reviews investment reports on a quarterly basis as a way of addressing social and environmental concerns. All meetings of the FIRC are open to the public and agendas, minutes and other meeting materials are posted to the Advancement Foundation’s website. The University also has a student-managed sustainable investment fund, The Humboldt Energy Independence Fund (HEIF), which was formed in 2007. The funding for this program is generated by a $10 student fee which creates real world experience opportunities for student interns in design and implementation of projects. Past Projects have included HVAC building retrofits, installation of automated hydration stations, a waste diversion study and installation of a photovoltaic system.

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<tr>
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<td>Committee on Investor Responsibility</td>
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<tr>
<td>Shareholder Advocacy</td>
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<td>Positive Sustainability Investments</td>
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<td>Student-Managed Sustainable Investment Fund</td>
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<td>Sustainable Investment Policy</td>
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<td>Investment Disclosure</td>
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</table>
Committee on Investor Responsibility

Provisional Score

2.00 / 2.00

Responsible Party

Frank Whitlatch
Interim Vice President
University Advancement

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? :

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 Humboldt State University Advancement Foundation (HSUAF), an auxiliary of The California State University and a nonprofit public benefit corporation, provides expertise, fiduciary oversight, and advocacy to increase charitable giving and manage the university’s endowment. The HSUAF includes a committee on Finance and Investor Responsibility (FIR). The FIR addresses social and environmental concerns by monitoring investor responsibility and ensuring that reports on investor responsibility are generated and reviewed at least annually.

Members of the CIR, including affiliations :

Ken Davlin, Chair
Oscar Larson & Associates

Dan Johnson, Vice Chair
The Danco Group
Recent examples (within the past 3 years) of CIR actions:

The Committee reviews Socially Responsible Investing reports on a quarterly basis.

The website URL where information about the committee is available:

http://www.humboldt.edu/hsuaf/policies/
Shareholder Advocacy

Provisional Score

0.00 / 5.00

Responsible Party

Frank Whitlatch
Interim Vice President
University Advancement

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

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<td>Interim Vice President</td>
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Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

Submission Note:

HSU currently does not invest in CDFI's, Sustainable Investment Funds or Mutual Funds with positive screens, but we would like to pursue investing in a local sustainable business in the future.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
**Student-Managed Sustainable Investment Fund**

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<td>TallChief Comet</td>
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<td>Director, Office of Sustainability</td>
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**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

Yes

**A brief description of the student-managed sustainable investment fund :**

The Humboldt Energy Independence Fund (HEIF) was established in 2007 with the urging of the students. The fund is generated from a $10 student fee and uses this capital to provide funding for student designed projects that reduce the environmental impact of energy use by the campus. HEIF is unique in that it also funds student positions within the program. Student positions include managerial roles, proposal development, as well as campus studies, and project implementation positions. These positions give students real world experience designing and implementing projects while interacting with mentors, which can include faculty, the Office of Sustainability, Plant Operations, Facilities Planning, and the Schatz Energy Research Lab. Projects that receive funding are selected by a student majority committee that includes staff and faculty members. Projects approved in the past include HVAC building retrofits, a waste diversion study, installation of a photovoltaic system, and automated hydration stations. All projects are implemented with student involvement whenever feasible.

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

http://humboldt.edu/heif/
## Sustainable Investment Policy

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<td>Frank Whitlatch</td>
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<td>Interim Vice President</td>
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**Submission Note:**

The Board of Trustees of the California State University adopted a resolution urging all auxiliary boards, which make corporate investments to issue statements of social responsibility. These precepts are followed by Humboldt State University Advancement Foundation when examining past and considering future investment policies and the Foundation Board of Directors recognizes and accepts its social responsibility with respect to the investment of funds. For this reason the FIRC was created.

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?**

Yes

**A brief description of the sustainable investment policy:**

The FIRC has been recently created and changed to include considering taking sustainability actions. They only meet quarterly, so taking actions towards creating a new policy can require many meetings, discussions, and eventually approval - it's a timely process.

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

http://www.humboldt.edu/policy/PHSUAF-11-09HSU-Advancement-Foundation-Investment-Policy
Investment Disclosure

Provisional Score

0.25 / 0.25

Responsible Party
Frank Whitlatch
Interim Vice President
University Advancement

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :
Yes

A brief description of the institution’s investment disclosure practices :

HSU and the HSUAF follow the state open-records law that requires public universities to disclose their records. All information regarding the HSUAF’s investments is overseen by the Finance & Investor Responsibility Committee, which meets at least quarterly to monitor and review the investment performance. All meetings are open to the public and all meeting materials, including detailed investment/fund information and allocations, are posted on the HSUAF’s website, including agendas and minutes.

The website URL where information about investment disclosure available :
http://www.humboldt.edu/hsuaf/board/minutes-agendas.php
Public Engagement

Points Claimed 19.87
Points Available 31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

From the institution:

In the past year alone HSU has teamed up with more than 74 community organizations. The HSU Center for Service Learning and Academic Internships (CSLAI) has created numerous partnerships and volunteer programs with outside organizations including Food for People (county food bank), United Way, and the Friends of the Dunes Humboldt Coastal Nature Center. As well as being a member of AASHE, Humboldt State University is also a proud member of the Alliance to Save Energy, the Power Save Green Campus Program and the North Coast Plug-in Electric Vehicle Coordinating Council. Sustainability in continuing education is addressed with the Ecotourism Planning & Management Certificate Program, which is for those interested in careers in the rapidly growing field of ecological tourism. This program is offered online and is designed to be completed in one year. The University’s graduation pledge, which was created in 1987, received 948 signatures in 2012 and promised that HSU graduates will take into account social and environmental consequences of any job considered and strive to improve these aspects for the organization in which they work.

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<td>Inter-Campus Collaboration on Sustainability</td>
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<td>Sustainability in Continuing Education</td>
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<td>Community Service Participation</td>
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<td>Community Service Hours</td>
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<td>Graduation Pledge</td>
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<tr>
<td>Farmers' Market</td>
<td>0.00 / 0.25</td>
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Community Sustainability Partnerships

Provisional Score

| 2.00 / 2.00 |

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution’s sustainability partnerships with the local community :

The University partners with the local community for activities ranging from service projects to performing analyses that offers sustainable solutions for real world problems. In the last year alone HSU teamed up with more than 74 community partner organizations. Some of these partnerships that focus on sustainability in the last few years include:

The HSU Center for Service Learning and Academic Internships (CSLAI) has maintained a sustainability partnership with the local County Food Bank, Food for People, for over six years with manifold efforts to address food security, hunger and sustainability needs. Two food drives are organized each year: the holiday food drive gathers on average over 1,000 pounds of canned and packaged food donations each year both on campus and in surrounding neighborhoods; the second drive at the end of the Spring semester collects unused “meal points” from students in the residence halls and transfers these points into dollars to purchase healthy protein foods for their summer Backpack for Kids program (in 2012 alone, over $4000 worth of food was donated to this program).

Other activities of the CSLAI include raising plant starts to distribute to local senior housing projects and low income groups to enable them to grow their own produce. The CSLAI also spearheaded a local campaign for the National Garden Writer’s Association’s Plant-a-Row for the Hungry program, in which rows of produce are planted and donated to the local Food Bank. This campaign distributed program materials and garden resources, but also developing a Plant-A-Row Wiki collaboration tool that allows K-12 Educators and schools in Humboldt County to share garden-based education materials.

Each year the CSLAI also organizes an average of 300 students in a half day event serving dozens of sites in the community in order to address community and sustainability needs and build capacity at sites that include local elementary schools, a tribal health center, a homeless youth shelter, the Humboldt County food bank, trails, community gardens, coastal cleanup on local beaches, etc. The HSU Day of Caring is organized in a partnership with the local United Way of the Wine Country.

In Spring 2012, HSU environmental engineering students from Lonny Grafman’s Introduction to Design class worked on new green innovations and installations at the Friends of the Dunes’ Humboldt Coastal Nature Center. Ten student teams designed and installed a wide range of projects including an outdoor amphitheater, solar-powered trail lighting system, interpretive displays and a beach grass baler.
The website URL where information about sustainability partnerships is available:

http://www.humboldt.edu/servicelearning/
Inter-Campus Collaboration on Sustainability

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Provisional Score: 2.00 / 2.00

Responsible Party:

TallChief Comet
Director, Office of Sustainability
Facilities Management

---

Criteria

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

---

Submission Note:

Numerous faculty participate in organizational and conference activities related to sustainability, but there is not currently a process to effectively catalog those activities.

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

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

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


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

AASHE, the Alliance to Save Energy, the Power Save Green Campus Program and the North Coast Plug-in Electric Vehicle Coordinating Council.

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

Staff have been attending the joint California UC/CSU/CCC sustainability officers meetings held in conjunction with CHESC and regularly participating/organizing in monthly conference calls with other CSU sustainability officers.

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

stars.aashe.org
Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

Submission Note:

Course count does not include the listings from the Osher Lifelong Learning Institute (OLLI).

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

10

Total number of continuing education courses offered :

88

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

The Ecotourism Planning & Management Certificate Program is for those interested in careers in the rapidly growing field of ecological tourism. The program offers a distance-learning (online) course of instruction in the concept and practice of sustainable, ecology-based tourism. It is designed to be completed in one year, beginning with Course 1 in the fall and concluding with Course 3 in the summer.
Upon completion of the program, students will understand the following:
- Global and national trends in tourism
- Principles of ecology-based tourism
- The tourism planning process
- The role of ecotourism in community development
- The role of education and interpretation in ecotourism
- Sustainable architectural and site designs
- Principles of tour guiding and itinerary planning
- How to identify and market the ecotourist

Year the certificate program was created:
1996

The website URL where information about sustainability in continuing education courses is available:
http://www.humboldt.edu/ecotour/
Community Service Participation

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**Criteria**

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

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

**Submission Note:**

This information is not currently centrally captured by Humboldt State. The figures for this credit were determined from surveying clubs and organizations on campus. These groups were not asked to list the students participating in this service to respect the privacy of our students, consequently if students are involved with multiple groups there is a possibility they are double counted in this response. Even so, this number of students still probably a conservative estimate since several groups that are known to provide community service opportunities to students did not provide a response to the survey.

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

The number of students engaged in community service:

1594

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

7238

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

http://www.humboldt.edu/servicelearning/
Community Service Hours

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**Criteria**

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

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

**Submission Note:**

This information is not currently centrally captured by Humboldt State. The figures for this credit were determined from surveying clubs and organizations on campus. There were several groups that are known to provide community service opportunities to students that did not provide a response to the survey.

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

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

73660

**Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

7238

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

http://www.humboldt.edu/servicelearning/
Sustainability Policy Advocacy

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Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

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<td>4.00 / 4.00</td>
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<td>Interim Vice President</td>
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Criteria

**Part 1**

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

**Part 2**

Institution has signed on to participate in the Designated Suppliers Program.

**Submission Note:**

Humboldt State University is a member of the Fair Labor Association as well as the Designated Suppliers Program. We currently do not have trademark licensing for apparel bearing the institution’s logo, but we do support fair working conditions as well as the health, safety, and security of domestic and global workers.

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

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

No

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

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

Yes

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

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Graduation Pledge

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<td>Clubs &amp; Activities Coordinator</td>
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"---" indicates that no data was submitted for this field

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

A brief description of the graduation pledge program :

Graduation Pledge Alliance (GPA)

The GPA program was founded at HSU in 1987 and actively promotes graduating students to take a pledge that they will commit to consider the environmental and social consequences of any future employment opportunity.

In 2011-12 The Graduation Pledge Alliance (GPA) Program collected 948 signatures from graduating seniors, an increase of 6.5% over the prior year, from graduating seniors pledging to explore and take into account the social and environmental consequences of any job considered and try to improve these aspects of any organization for which they work. GPA also partnered with a Business Marketing class to research ways to more actively involve the pledge into student life.

The pledge reads as follows: “I pledge to thoroughly investigate and take into account the social and environmental consequences of any job opportunity that I consider.”

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

http://now.humboldt.edu/news/hsu-celebrates-graduation-pledge/
## Community Service on Transcripts

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**Submission Note:**

The enrollment in the class averages approximately 50 students each term, and it continues to grow every term. The class number was changed as of Fall 2012 from SP 121 to SP 121S.

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

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

Yes

**A brief description of the practice :**

Students who donate their time and get involved in local community volunteering projects via the Youth Education Services office at Humboldt State University, have the option of registering for a 1.0 semester unit class, SP 121S “Community Volunteering”. This class is listed on a student’s transcript and a student can earn a total of up to 3 semester units of academic credit for volunteering in the community.

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

http://www.humboldt.edu/yes/volunteer_opportunities.html
## Farmers' Market

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

**Provisional Score** 4.00

**Points Claimed** 4.00  
**Points Available** 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

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<td>Innovation 4</td>
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Innovation 1

Provisional Score

1.00 / 1.00

Responsible Party

Zo Divine
Associate Director
Center for Indian Community Development

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

CICD products and accomplishments have had lasting impact. For example, CCID was instrumental in pursuing federal dollars in the early 1990s for the construction of the Hoopa Valley Tribe’s essential Fire Suppression facility. The Center acted as publisher, editor and distributor for the 1st and only Tolowa Language Dictionary, Georgiana Trull’s Yurok Language Conversation Book, and the Hoopa Dictionary as well as the “Now You’re Speaking…” series all of which remain in circulation and high use. CICD has provided teacher training, grantsmanship workshops, curricula development, given legislative testimony, and credit-bearing university level course. CICD’s role in the revitalization of California Indian languages has been pivotal. Beginning in the early 1960s, the Center worked closely with California Indian language speakers to develop utilize and teach Native languages writing systems, curricula and publications.
In 2004 CICD produced, published and distributed Building and Buying Green in Indian Country: A Practical Guide for California Tribes at the request of the State Integrated Waste Management Board. This book is still in circulation and is more important than ever.

In January 2013, the northern most adobe building located on the Hoopa Reservation was listed on the federal registry of historic places. This 140 year old adobe was originally built as part of a US military base under General Ulysses Grant. The still intact building saw many uses over the past century and is a concrete reminder of the Tribe’s history. CICD directly coordinated the efforts between the Hoopa Valley Tribe, contract archaeologists, culture bearers and university faculty over the last five years to achieve this listing.

CICD provides very direct and practical educational experiences to students and faculty while at the same time promoting a large vision of “community development”. It facilitates relationships between a university community and the people it lives among while providing significant services to the Indian community. Through CICD, HSU is highlighted as a willing partner, a regional resource and hopefully a promising educational destination.

With complete access to the heart of California Indian Country and 11 federally recognized Tribes, CICD provides regular opportunity for the HSU campus community and others to learn from Native American communities, individuals and cultures and to apply that knowledge. All of the CICD resources are dedicated to HSU’s mission and vision of outreach to Indian Country.

CICD has continued to address community issues important to the University. A HSU core value (Office of the President, 2010) recognizes that “Native American culture is the unique ecosystem and special communities of our region”. The Center has always been a highly flexible resource to fulfill the CSU system’s vision that each University serve its local regional constituents.

CICD provides the means and context for the campus to address a central aspect of its stated mission and vision: “outreach to Native American communities including unique opportunities for Native American educational programs and for educating non-native people about those rich cultural heritages”; promotion of cultural literacy, not just diversity, with an inside-out approach that starts with SELF, not “them” within the campus culture and facilitate strengthening of existing linkages with a particular focus on Native American communities.

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

A brief description of the innovative policy, practice, program, or outcome:

Humboldt State University’s Center for Indian Community Development (CICD) was established in 1966 to provide services to American Indian communities. Its staff, materials, and resources are dedicated to this mission and to developing beneficial partnerships between Humboldt State University (HSU) and its Tribal constituents.

CICD was designed to provide support through a broad spectrum of services, approaches and resources. CICD’s projects and activities range from one-time events which take only a few weeks of attention or multi-phase, multi-year commitments. The Center’s clients include federally recognized and un-recognized tribal nations, Native American agencies and organizations, American Indian individuals and State and federal agencies. CICD has collaborated with its clients on hundreds of regional, state-wide, and national projects. Through direct outreach to Indian Country, HSU faculty and students gain practical experience in addressing and facilitating significant services.

CICD’s services have been as varied as the needs and interests of Indian Country. They have included:

• American Indian languages and material development.
• Ethnographic and linguistic research and coordination for linguistic and ethnographic projects.
• Grant writing and grants administration.
• Development of materials and resources such as books, audio and video resources, language curricula, and Tribal archives.
• Representation of American Indian communities’ interests in public forums and assisting in negotiations between the Tribal governments and federal, state, and local governmental agencies.
• Planning, coordination, and production of conferences, workshops, seminars, educational courses, and meetings.
Technical assistance.
Providing a conduit for Humboldt State University resources including faculty, services, and materials to Tribes, American Indian communities and organizations.
Presentations and training including grantsmanship, curriculum development, Native American history, federal Indian law, linguistics, and cultural traditions.
Research and development for general services such as needs assessments, distance learning opportunities, program development, and support for American Indian activities and projects.

A letter of affirmation from an individual with relevant expertise:
CICD STARS Innov ltr.pdf

The website URL where information about the innovation is available:
http://www.humboldt.edu/cicd/
Innovation 2

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

There are 23 hydrogen fueling stations in California, most of which are located in Southern California, and 14 additional stations are in planning and construction phases. HSU’s fueling station is the northernmost station in the Hydrogen Highway and the first station to be constructed in a rural location.

Now that the industry-norm compressor power has increased due to improved technology of the hoses, tanks, nozzles and plumbing used, limited driving range for vehicles in the north is no longer an issue.
A brief description of the innovative policy, practice, program, or outcome:

The Hydrogen Fueling Station has been on campus since 2008 after being designed and built through a collaboration involving Environmental Engineering students and the Schatz Energy Research Center engineers and is currently home to two Toyota FCHV-advanced fuel cell hybrid Toyotas. Due to the recent 2012 upgrade, HSU’s Hydrogen Fueling Station is maintaining its link as part of California’s Hydrogen Highway, a statewide network of fueling stations. The significance of this upgrade is the new 700-bar compressor that will allow a fully charged vehicle to travel roughly 400 miles to the nearest fueling stations in the Bay Area and Sacramento. With this upgrade the fueling station will now serve not only daily commuting needs but longer trips as well. The upgrade from the previous 350-bar compressor was funded by a $241,000 award from California Department of Transportation. The Hydrogen Fueling Station is only one of the many ways that the Schatz Lab promotes clean renewable energy and hydrogen for transportation.

A letter of affirmation from an individual with relevant expertise:

SERC H2 Innov ltr.pdf

The website URL where information about the innovation is available:

Innovation 3

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<th>Provisional Score</th>
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<td>Director, Office of Sustainability</td>
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Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

The RePower Humboldt strategic plan summarizes the key findings and recommendations of the study and charts a course for near- and long-term activities that can help Humboldt County realize its shared community vision for a sustainable energy future. This study finds that Humboldt County has the opportunity to satisfy the majority of its energy needs using local renewable resources. This can be accomplished by aggressively implementing energy efficiency, utilizing abundant biomass, wind, wave and small hydro energy resources, and electrifying the transportation and heating sectors. For example, by the year 2030, with only a 15 percent increase in overall energy costs, the county could meet over 98 percent of its electricity demand, displace 33 percent of its heating load, and supply 13 percent of its transportation energy needs with local renewable energy.
A brief description of the innovative policy, practice, program, or outcome:

In cooperation with the Redwood Coast Energy Authority, the Schatz Energy Resource Center at HSU has developed a comprehensive development plan that would maximize Humboldt County’s long-term reliance on local renewable energy resources. The purpose of the project is to build a Renewable Energy Secure Community (RESCO) to meet our local energy needs while securing a sustainable energy future while controlling costs to Humboldt county residents. The project strives for less reliance on energy sources from outside the area/country, reduced greenhouse gas emissions, creation of local jobs and economic stimulus and finally less reliance on fossil fuels. The study also aims to increase money re-circulating in the local economy and to establish more predictable, less volatile energy prices. This will entail the development of multiple renewable resources because the combination will provide the most reliable and cost-effective solution to the county’s resource dependency problem.

A letter of affirmation from an individual with relevant expertise:

RCEA-HSU-STARS-letter.pdf

The website URL where information about the innovation is available:

http://now.humboldt.edu/news/repower-humboldt-plan-pivots-on-local-renewable-resources/
Innovation 4

Provisional Score

1.00 / 1.00

Responsible Party

TallChief Comet
Director, Office of Sustainability
Facilities Management

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Submission Note:

Both of these programs allow Environmental Resource Engineering students the opportunity to gain hands-on experience in their field of study while serving another community. In Bhutan, HSU students installed Smart Grid devices to stabilize electricity use in the community of Rukubji. In the Dominican Republic, HSU students used recycled materials to create classrooms for the elementary students of La Yuca and Las Malvinas. Both projects were successful in creating change and spreading conservation awareness in their respective communities, while upholding access to education in areas facing economic challenges.

"---" indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

Improving the human condition and our environment is a core part of the HSU vision. Frequently, faculty and students apply this vision to their activities beyond our borders.

BHUTAN: A Humboldt State University team, composed of Environmental Resources Engineering undergraduate and graduate students, related faculty, and Schatz Energy Research Center engineers, has enabled a small community of rural electricity users to stabilize their isolated renewable energy mini-grid and curb brownouts by installing GridShare "smart grid" devices in Bhutan. The GridShare devices, which were designed and made by HSU students, allow residents in the village of Rukubji to monitor their electric system and adjust their use of large appliances to maintain a more reliable electric supply for the entire village. A display in each resident’s kitchen activates a green LED light when there is enough electricity available for them to run their high-power appliances, such as rice cookers and water boilers. A red LED light notifies users when to limit their use of high-power appliances and use only low-power appliances, such as lights and TVs. The GridShare further enforces this limit by temporarily cutting power to a household that attempts to plug in a large appliance when the red LED is lit.

While in Bhutan, the Humboldt State team conducted an extensive outreach program to educate the Rukubji community about Grid Shares and discuss ways to manage their electric power consumption. The Humboldt State team made bilingual posters and pamphlets, hosted community meetings, conducted in-home visits and led educational programs for 4th-6th grade students in the schools. To fund this project, HSU’s Renewable Energy Student Union won a $75,000 People, Prosperity and the Planet (P3) design award from the U.S. Environmental Protection Agency. This initial pilot project was successful and demonstrated the potential for innovative demand-side management strategies, like the GridShare, to improve the quality of electricity provided by isolated renewable energy-powered mini-grids. The project involved collaboration with the Bhutan Power Corporation, the Bhutan Department of Energy, and the village of Rukubji. More information is available at

http://www.schatzlab.org/projects/developingworld/gridshare.html

DOMINICAN REPUBLIC: A diverse team of Humboldt State students and Dominican students collaborate with a Dominican University (UNIBE), a local architecture group (Colectivo Revark), and local communities to develop and build appropriate technologies through the Practivistas Program. The Practivistas Program directed by ERE faculty member, Lonny Grafman, has worked with ERE, non-ERE students, and community members in Mexico for five years and in Dominican Republic for two years building and sharing appropriate technologies. Past projects include improved cookstoves, rainwater catchment systems, adobe homes, solar vaccine refrigeration, biogas digestion, and more. These initiatives are developed and shared through community meetings and online.

In Summer 2011, Humboldt State students studied appropriate technology and Spanish while working with community members of La Yuca to build a schoolroom from plastic bottles and cement, lit with solar and homemade wind power from bike parts and industrial waste, that catches its own rainwater for cleaning and drinking. In Summer 2012, students returned to Dominican Republic to continue the learning and community collaboration. Students worked with community members of La Yuca to make the renewable energy system more hurricane safe and durable, and to make the rainwater catchment more potable and tested. In addition, students worked in Las Malvinas to design and build a classroom from plastic bottles, cement, sawdust, papercrete and industrial wood waste for 25 grade school students. More information is available at

http://www.practivistas.org
A letter of affirmation from an individual with relevant expertise:
DR-BHUTAN Innov ltr.pdf

The website URL where information about the innovation is available:
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