

# Assessing Campus Sustainability While Teaching Sustainability:

## *Integrating Academics and Operations*



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# A snapshot of where we are

-- Released April 22, 2005 --

Available on the web at  
[www.csuchico.edu/bei](http://www.csuchico.edu/bei)



*Today Decides Tomorrow*

**DECISIONS  
FOR A  
SUSTAINABLE  
TOMORROW**



**SUSTAINABILITY ASSESSMENT  
OF CALIFORNIA STATE UNIVERSITY, CHICO**

**APRIL 2005**

Assessment was the next step in the greening of our campus: *Chico Verde*

*“What gets measured, gets done”*

# The Chico State Assessment

Designed as a year long  
“Service Learning” project  
for two existing classes

## *GEOG 104: Environmental Issues*

Undergraduate general education

## *GEOG 305: Applied Geography*


Graduate/Senior Seminar

## HOW TO READ THIS DOCUMENT

The assessment results that follow are divided into six main indicators:

- + Energy
- + Water
- + Transportation and Planning
- + Materials, Waste
- + Purchasing
- + Learning and Governance for Sustainability

Each indicator follows a format with the following sections:

Indicator section	Description of purpose for the section
Why does this indicator matter?	Sustainability is a broad and deep topic, so each indicator section begins with a description of the indicator's importance in the broadest possible sense. The goal of these opening segments is simple: connect the impacts of on-going, day-to-day campus activities and the bigger picture of our social, economic and environmental well being.
What did we measure? How is Chico doing?	For each indicator area, we have a combination of quantitative information and narrative to describe the state of the campus. This is intended primarily as description and context, not as a "grade" or judgment. Throughout this document we refer to other campuses as inspiration and examples. However, we do not intend to imply that every example is necessarily relevant in every detail, as we refer to many institutions, large and small, public and private.
What can we learn from others?	We attempt to offer a few potential opportunities for consideration by the campus community and by relevant campus decision makers. It is beyond the purview of this document to provide specific technical recommendations, but these opportunities can provide fodder for discussion and goal setting.
Opportunities and Ideas	For each indicator, the students in the class brainstormed specific visualizations of a significantly more sustainable future. These "pie in the sky" ideas are <i>not</i> recommendations! However, we believe they supply important points of reference as we consider the changes necessary in our society.
	

A note on depth: We make no apologies about not measuring everything – no assessment can look at every possible issue of importance. The goal throughout has been to choose a few key topics that, taken as a whole, could provide us with a snapshot of how the institution is doing.















Teams of students for each indicator:

- Energy
- Water
- Waste
- Purchasing
- Transportation
- Health & Safety
- Learning & Governance

Hired Consultant

Josh Skov at Good Company

University Funded

VP for Academic Affairs

VP for Business & Finance



# Lessons Learned

## **Can be undertaken as a class project**

Possible in a single semester

Great academic benefit of connecting  
assessment and subject matter

EHS is “compliance driven”

Vehicle to stitch together campus

# Professionalism Protocol

Tips for making your meetings efficient, productive, and enjoyable for everyone.

## **Before the Meeting**

Block out sufficient time to prepare beforehand. Make certain you understand exactly what information you need to get.

Write down a clear list of questions to refer to in the meeting.

Understand her/his role in a larger organizational context

Try to think about the issues you are meeting about from her/his perspective

## **During the Meeting**

Always be on time (aim for ten minutes early).

Greet with a smile and thanks for the opportunity.

Speak clearly and concisely.

Wear a professional appearance and demeanor.

Maintain a positive attitude and smile a lot.

Listen carefully and take adequate notes.

Ask questions for clarification and don't feel embarrassed.

Be respectful of their time.

Establish a maximum meeting time at the very beginning and watch the clock as you go.

## **After the Meeting**

Debrief right away – what did you learn? Are your notes complete and legible? Did you get all the information you needed? If not, did you find out who you need to contact next?

Send a brief follow-up thank you email

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# Sustainability Reader

David Orr, *What is Education For?*

David Orr, *The Problem of Education*

Earthwatch, *Growth: of What, for What?*

Earthwatch, *Indicator: Salmon*

Joshua Skov, *Sustainability Pathways Toolkit for Universities and Colleges*

Cammie Kirk, *Sustainability: Take the Long View*

Rappaport and Creighton, *Effective Campus Environmental Assessment*

David Orr, *Planning to Learn*

Christopher Uhl, *Process and Practice, Creating the Sustainable University*

McDonough and Braungart, *The Next Industrial Revolution*

Donella Meadows, *Dancing with Systems*

Donella Meadows, *Leverage Points*

# Seven Elements of High Quality Service Learning

Integrated Learning  
High Quality Service  
Collaboration  
Student Voice  
Civic Responsibility  
Reflection  
Evaluation


[Service Learning 2000 Center]

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**Vehicle to stitch together campus**

**80 people participated!**





# CALIFORNIA STATE UNIVERSITY, CHICO

DRAFT Campus Master Plan



# Campus Designed for Sustainability



***CSU Chico Master Plan 2004***

***AC MARTIN PARTNERS***



# Thank You



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