

Occidental College

The following information was submitted through the [STARS Reporting Tool](#).

Date Submitted: Feb. 27, 2015

STARS Version: 2.0

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Occidental College is a small, private liberal arts college located in northeast Los Angeles, CA.

Operational Characteristics

Criteria

n/a

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

Endowment size:

330,700,000 US/Canadian \$

Total campus area:

120 Acres

IECC climate region:

Mixed-Dry

Locale:

Large city

Gross floor area of building space:

1,553,893 Gross Square Feet

Conditioned floor area:

1,270,875 Square Feet

Floor area of laboratory space:

69,046 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

489,745 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	7
Coal	35
Geothermal	0
Hydro	6
Natural gas	22
Nuclear	9
Solar photovoltaic	12
Wind	8
Other (please specify and explain below)	1

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

The 1% is from an unidentified, out of state source. I have not been able to gather any additional information from our utility regarding the source.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	14
Fuel oil	0
Geothermal	0
Natural gas	86
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

31

Full-time equivalent enrollment:

2,134

Full-time equivalent of employees:

660

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,176

Total number of graduate students:

0

Number of degree-seeking students:

2,176

Number of non-credit students:

0

Number of employees:

932

Number of residential students:

1,626

Number of residential employees:

10

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,226	0
Number of sustainability courses offered	15	0
Number of courses offered that include sustainability	21	0

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

14

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

38

Number of years covered by the data:

One

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

[Academic Courses_1.xlsx](#)

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

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

<http://www.oxy.edu/academics/course-catalog>

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

We went through the course catalog and identified courses based on the description and knowledge of the professor/department.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

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

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

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

64

Total number of graduates from degree programs:

447

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

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

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

Environmental Science: "Environmental Science is a Concentration that explores earth processes and ecosystems and develops skills that students need for environmental analysis and problem-solving. The Environmental Science Concentration is designed for students who want to more fully understand the biological and geologic foundation of Environmental Science and provides them with a shared academic experience and expertise within a specific scientific field. Participation in a core of introductory courses establishes the interdisciplinary breadth necessary for understanding complex environmental problems."

Urban and Environmental Policy: "Occidental's Urban and Environmental Policy (UEP) major is an interdisciplinary program for students who want to change the world. It combines politics, planning, environmental policy, public health, urban studies, economics, sociology, and other disciplinary approaches. The UEP program recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, eat, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, food and resource issues, education, immigration, air and water quality, water and energy supply, poverty and social welfare, criminal justice, race and gender and class relations, globalization, and other topics at the local, state, national and international levels.

The UEP major is a unique combination of classroom learning and hands-on experience in the field of public affairs and civic action. Students learn the skills of social science and public policy analysis with special emphasis on applying those skills in the real world. It is an intensive major designed for students with a strong interest in such public service careers as government, law, human services, urban and/or environmental planning, public health, community organizing, social work, journalism and communications, socially responsible business, or academia."

Marine Biology: "The marine emphasis is designed for biology majors who are interested in pursuing careers or graduate school in the marine sciences. Marine science is one of the most integrative fields in biology with research topics ranging from molecular methods for the classification of marine bacteria to the effects of global warming on fisheries. "

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

<http://www.oxy.edu/academics/college-wide-learning-goals>

Undergraduate Program

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Urban and Environmental Policy

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

"Occidental's Urban and Environmental Policy (UEP) major is an interdisciplinary program for students who want to change the world. It combines politics, planning, environmental policy, public health, urban studies, economics, sociology, and other disciplinary approaches. The UEP program recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, eat, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, food and resource issues, education, immigration, air and water quality, water and energy supply, poverty and social welfare, criminal justice, race and gender and class relations, globalization, and other topics at the local, state, national and international levels."

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

<http://www.oxy.edu/urban-environmental-policy>

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

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

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

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

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

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

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

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

Yes

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

Urban and Environmental Policy

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

"Occidental's Urban and Environmental Policy (UEP) major is an interdisciplinary program for students who want to change the world. It combines politics, planning, environmental policy, public health, urban studies, economics, sociology, and other disciplinary approaches. The UEP program recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, eat, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, food and resource issues, education, immigration, air and water quality, water and energy supply, poverty and social welfare, criminal justice, race and gender and class relations, globalization, and other topics at the local, state, national and international levels."

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

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

Environmental Science Concentration

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

"Environmental Science is a Concentration that explores earth processes and ecosystems and develops skills that students need for environmental analysis and problem-solving. The Environmental Science Concentration is designed for students who want to more fully understand the biological and geologic foundation of Environmental Science and provides them with a shared academic experience and expertise within a specific scientific field. Participation in a core of introductory courses establishes the interdisciplinary breadth necessary for understanding complex environmental problems. Further specialization gives students a strong background in Biology or Geology, preparing them to become involved in research projects, fieldwork, internships, and environmental studies. Students will receive their Bachelor of Arts in Biology or Geology with an Environmental Science Concentration, enabling them to pursue graduate work in Biology, Geology or Environmental Science, and professional careers in these and related fields."

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

<http://www.oxy.edu/environmental-science>

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

This credit was marked as **Not Applicable** for the following reason:

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

California Environment Semester:

Join a group of first-year students and three faculty learning about natural science, economics, and the environment of California. The spectacular California landscape will be our laboratory as we investigate the geology, biology and economics of our environment through data collection, laboratory and computer analysis, critical thinking and writing, and classroom learning. Multi-day field trips during the school week introduce you to your fellow CES classmates while hiking and camping in State and National Parks throughout California. All of your coursework in Fall semester will be taken with your CES peers.

The California Environment Semester (CES) is an innovative team-taught program designed to engage students critically and actively in synthesizing knowledge and ideas about an important topic. Students taking CES will enroll in four connected classes (for a total of 16 units): CSP 1, BIO 106, ECON 101, and GEO 105. In these classes you'll work closely with faculty from more than one academic field, developing new, cross-disciplinary perspectives; you'll engage in intensive reading, writing, and discussion; you'll participate in field

experiences beyond the classroom; you'll learn to think and work collaboratively, as a member of a diverse intellectual community.

In addition to satisfying three Core requirements, CES classes may count toward seven different programs of study: Biology, Economics, Environmental Science, Geology, Politics, Diplomacy and World Affairs (DWA), and Urban and Environmental Policy (UEP).

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

<http://www.oxy.edu/core-program/courses/csp-1-california-environment-semester>

Sustainability Literacy Assessment

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

A brief description of how the assessment(s) were developed:

A brief description of how the assessment(s) were administered:

A brief summary of results from the assessment(s):

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

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

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

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	Yes
Public Engagement	---
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Using our campus tree inventory system ArborPro, students are learning about the carbon sequestration of the trees.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

The campus has an extensive sub-metering system that is available to faculty, students, and staff to utilize. Each semester the system is used for dorm energy competitions.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Dining has a Sustainability Intern that helps the department investigate and implement sustainable practices and educational outreach to students about product procurement.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

The campus has a 1MW solar array that produces approximately 13% of the campus annual energy consumption. The sub-metering of the system is available to the public and students are encouraged to use the data for research projects.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

FEAST, the student led club has been working with the Ground Department on planting native, drought tolerant plants around the campus.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

The campus has an extensive sub-metering system that is available to faculty, students, and staff to utilize. Each semester the system is used for dorm energy competitions.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

Recently, the Board of Trustees approved a \$3.5M green revolving fund that will be used to finance projects that can demonstrate a reduction in utility usage.

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

19

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

142

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

11

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

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

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

Elizabeth Braker- Biology
 Gretchen North- Biology
 Jonathan Williams- Biology
 Daniel Pondella- Biology
 Andrew Udit- Chemistry
 Sanjeev Khagram- Diplomacy and World Affairs
 Bevin Ashenmiller- Economics
 James Sadd- Environmental Science
 Alexandra Puerto- History
 Clair Morrissey- Philosophy
 Daniel Snowden-Ifft- Physics
 Keith Naylor- Religious Studies
 John Lang - Sociology
 Jan Lin- Sociology
 Peter Dreier- Urban and Environmental Policy
 Robert Gottlieb- Urban and Environmental Policy
 Martha Matsuoka- Urban and Environmental Policy
 Bhavna Shamasunder- Urban and Environmental Policy
 Mark Vallianatos- Urban and Environmental Policy

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

This inventory was created based on faculty profiles and knowledge of faculty currently engaged in research related to sustainability. Knowledge about these projects was gathered through individual conversations and publicized information about the research projects.

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

Faculty research projects from the last three years have covered a wide variety of inter-disciplinary topics such as:

- Studies on alternative energy, resulting in the installation of a solar array on campus.
- Water purification methods and applications for various regions/cultures/climates
- Economics of recycling, revolving green funds, resource management
- "Greening" of religion in America
- Transportation and equity in Los Angeles
- Sustainable food and sociology of food
- Corporate social responsibility and environmentalism in the UN

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

Yes

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

The Undergraduate Research Center gives students grants to conduct summer research on a topic of their choice. Students who choose to do research on a topic relating to sustainability frequently do so because it gives them the chance to get involved with various academic and/or administrative departments across campus and do hands-on research on issues that affect our campus. From physics research on our campus solar array, to sociological research on the sustainable food movement with Campus Dining, sustainability provides unique interdisciplinary, hands-on research opportunities for our students.

The presence of research opportunities for students and faculty is an important factor in the sustainability-related projects and policies that are implemented on campus. The campus Sustainability Committee also considers sustainable learning objectives and opportunities for student research.

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

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

Yes

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

Students who conduct research through the Undergraduate Research Center need a faculty sponsor/mentor. If a student conducts research related to sustainability, the faculty mentor must participate (to some extent) in the research as well. In addition, faculty recognize the opportunities for research that are created through campus sustainability projects such as the solar array, and are therefore encouraged to do related research. The Physics Department has created numerous research project opportunities for students around the solar array.

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

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

No

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

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

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

No

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

Our library staff and the Center for Digital Learning and Research provide equal support to all students, regardless of their research topic. Our library network provides students with free access to almost any research material that exists, and when the material cannot be obtained for free through our network, the library covers the cost of purchasing it. This allows students to have access to the most up-to-date, high quality research materials on any topic. The library supports students during the research process and will help students identify and obtain the best resources for their project, including materials on sustainability.

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

<http://scholar.oxy.edu/sunburst.html>

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

Number of divisions covered by a policy assuring open access to research:

A brief description of the open access policy, including the date adopted and repository(ies) used:

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

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

Student Educators Program

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

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

Submission Note:

<http://www.oxy.edu/orientation>

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

2,101

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

UEP246 and UEP247: Sustainable Oxy- Campus Greening

Number of students served (i.e. directly targeted) by the program (1st program):

2,101

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

This is a student taught 2-unit for-credit course offered in both fall and spring semesters every year. It is open to the entire student body and there are no prerequisites.

This course is designed to assess and develop recommendations regarding environmental issues related to the Occidental campus. Students will evaluate the College's current practices, such as energy and water use, transportation and parking, building construction and maintenance, landscape and grounds maintenance, hazardous and solid waste generation and management, educational and outreach strategies, and how the College's environmental issues relate to the larger Northeast Los Angeles community. Students will then assess potential best practices that can be developed and introduced at Occidental and that have been introduced at other College campuses to reduce resource use and the College's overall ecological footprint, while also seeking to identify how the College can itself play a positive role in increasing the environmental sustainability of its neighboring community.

The course is also designed to develop environmental leadership skills among those who are assigned a leadership role in the class, as well as all the student participants. The course will have student leaders helping develop key campus sustainability targets and strategies for change.

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

The student course-leaders are selected from various sustainability clubs on campus based on interest. Therefore, the class leaders are recognized and respected leaders in campus sustainability initiatives.

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

Students do not receive formal training, but they are mentored by faculty members in the Urban and Environmental Policy department at the college. The student educators (with faculty assistance) develop a unique syllabus each semester based on the leaders' interests and experience.

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

This course receives the same institutional support as all other for-credit courses, but the class does receive some additional support from the Center for Community-Based Learning at the college.

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

Residential Advisers Program

Number of students served (i.e. directly targeted) by the program (2nd program):

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

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

Our Residential Advisers (RA) program includes several peer-to-peer sustainability education/outreach components.

The first portion is the sustainability education that RAs receive before school starts each fall. Most RA training is conducted by older, more experienced RAs, with Residential Education staff oversight. This training includes education about a variety of sustainability related services and activities across campus, from alternative transportation options and reusable to-go containers in the dining hall, to the campus thrift store and recycling 101.

RAs put on programs throughout the year for their residents and are encouraged to sponsor at least 1 program related to sustainability. RAs are also required to do educational spreads on the dorm bulletin boards. These bulletin boards frequently feature spreads educating students on campus sustainability efforts and tips on how to live more sustainably in the dorms.

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

RAs are selected through an application process with Residential Life. The students selected to serve as RAs are frequently highly engaged in campus life.

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

RAs receive formal training on a variety of topics, including campus sustainability. They arrive on campus several weeks early to go through formal training and orientation.

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

This is a part of the Residential Education program.

Name of the student educators program (3rd program):

New Student Orientation

Number of students served (i.e. directly targeted) by the program (3rd program):

500

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

"O-Team" is a group of students who serve as the new student orientation leaders. Each semester (specifically in the fall) orientation is held for all new incoming students. The orientation program includes a sustainability module that gives students an overview of sustainable services, programs, and activities around campus. An O-Team leader oversees a small group of new students throughout orientation and walks them through the various education modules, including sustainability education.

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

O-Team leaders are selected through an application process with the Office of Student Life. They tend to be highly engaged students who are involved in a wide variety of campus activities and are natural leaders.

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

O-Team leaders go through orientation/training prior to the start of the Orientation Program each semester.

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

This is a part of the New Student Orientation program.

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

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

<http://www.oxy.edu/center-community-based-learning/cbl-classes/education-action>

Student Orientation

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

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

100

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

Green tours are student-led tours that feature how Oxy is reducing the effects of climate change and what students can do to help. The tour includes destinations as the FEAST garden, the solar array, and the on-campus bike share program where students can rent bikes for free. The ReCycle Sale offers gently used supplies collected from Oxy students who moved out of their residence halls the previous semester and then are sold to new students at reduced prices. Proceeds benefit Oxy's sustainability programs.

In addition, student orientation packets include information on recycling and composting, campus dining reusable to-go containers, the Bengal Bus (student transportation), Zipcar program, and many other sustainability related services.

O-Team leaders also receive training on campus sustainability so that they are able to answer new student questions.

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

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

Submission Note:

Addition informationa about sustainable food system initiatives:

<http://www.oxy.edu/food-studies/scholarship/initiatives>

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

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

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

Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

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

All of the following groups are student-governed.

F.E.A.S.T (Food, Energy and Sustainability Team)- Manages the on-campus organic garden and creates programming around sustainable food and other related issues.

Oxy Green Tours- Created a "Oxy Green Tour" to compliment the traditional admission tour. They also work on sustainability issues across campus such as composting, alternative transportation, etc.

Renewable Energy and Sustainability Fund- Student managed sustainability fund that funds all manner of sustainability projects on campus from permanent infrastructure changes to academic programs.

Sustainable Move-Out- This group collects unwanted items from students at the end of each semester, and organizes a thrift-shop style sale at the beginning of each new school year.

The website URL where information about student groups is available:

<http://www.oxy.edu/life-oxy/sustainability/student-initiatives>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

We have a student run organic garden on campus (the FEAST garden), where students learn how to garden and grow food. They also have 6 chickens. The beds in the garden are planted with seasonal crops, and the food is used in potlucks and other events for the entire campus community.

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

<http://www.oxy.edu/urban-environmental-policy/our-projects/organic-garden>

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

Sustainable Move-Out- This group of students collects unwanted items from students at the end of each semester, and organizes a thrift-shop style sale at the beginning of each new school year.

We also have a student managed sustainable coffee shop called the Green Bean, which focuses on purchasing sustainable products. All of their disposable service items are compostable. They serve fair trade coffee, pastries from a local bakery, and other

local/organic/sustainable food items.

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

<http://www.oxy.edu/green-bean>

A brief description of the sustainable investment or finance initiatives:

Students assess themselves a \$10 fee every semester to finance the student run Renewable Energy and Sustainability Fund. The Fund is entirely run and operated by students. Anyone from the Oxy community can submit a proposal to receive funding from the Fund. Projects must be related to sustainability, and benefit the entire campus community in some way. Fifty percent of the funds must be used on permanent infrastructure upgrades/changes.

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

<http://www.oxy.edu/asoc/environmental-stewardship/sustainability-fund>

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

This year marked the 100th anniversary of the Los Angeles Aqueduct. Accordingly, we've had a year long speaker series on water issues locally and globally. These talks are open to the entire campus community, and are mandatory for first year students.

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

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

Occidental College has hosted multiple art events this year related to our water theme. Artists have curated exhibits and installations on campus that explore our relationship with water.

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

<http://www.oxy.edu/events/artists-talk-conjunction-devon-tsuno-watershed>

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

Oxy Engage, the new student orientation program offers wilderness trips each year that follow leave no trace principles. Whether it's camping on the beach or backpacking through the mountains, each trip is lead by a professional who specializes in outdoor educational experiences.

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

<http://www.oxy.edu/oxyengage>

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

This current school year (2013-14) has a theme of Water. Water is a key sustainability issue, especially because of our location in Southern California, and the droughts we have experienced in the last few years. The Water theme specifically relates to our freshman core program, and corresponds with the new student summer reading book, *The Big Thirst*, by Charles Fishman.

Throughout the year, we have had multiple speakers come to campus to discuss the different social, political, environmental, and economic aspects of water. Academic departments have also gotten involved in the dialog around water, from the Chemistry department's demonstration of different methods for purifying water, to Diplomacy and World Affairs departments discussions about the politics of water around the world.

The website URL where information about the theme is available:

<http://www.oxy.edu/news/talking-water-power>

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

The Food Justice House is a housing option that allows students to live in a sustainable living community. Although called Food Justice, the students living in this house follow a range of sustainability principles, from energy and water conservation, to composting, and even growing some of their food in their garden.

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

A brief description of sustainability-focused student employment opportunities:

Campus Dining employs two student Sustainability Interns that work on everything from sustainable food procurement, to waste management.

There are also student employment opportunities working with the Urban and Environmental Policy Institute on their Farm to School program, and other initiatives.

The Green Bean has a staff of over 60 students. Sustainable Move-out also employs students to collect items and organize the sale.

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

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

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

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

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

Outreach Materials and Publications

Responsible Party

Sustainability Office

Sustainability Coordinator

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

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

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

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

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

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

A brief description of the central sustainability website:

We are currently in the process of developing a new sustainability website which will be connected to the new Office of Sustainability and provide a central location for all information relating to sustainability across campus, from academics, to our physical plant. Website goes live in June 2014.

Although not quite as extensive as our planned new website, our existing sustainability website provides lots of information on sustainable projects and initiatives happening across campus.

The website URL for the central sustainability website:

<http://www.oxy.edu/life-oxy/sustainability>

A brief description of the sustainability newsletter:

N/A

The website URL for the sustainability newsletter:

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

Sustainability news is disseminated using the main Oxy Facebook, Twitter and Instagram accounts through the communications department.

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

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

All student research is published on our website, through the library.

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

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

Buildings are labeled as being LEED certified, but the signs don't indicate specific sustainable features.

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

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

Campus Dining has extensive signage about local/organic/humane food options on a daily basis. They also provide overall info on the sustainability of their operations.

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

<http://www.oxy.edu/campus-dining/sustainability>
Campus Sustainability Data Collector | AASHE

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

Succulent gardens and the rain garden are labeled.

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

A brief description of the sustainability walking map or tour:

At orientation, students are given brochures which highlight activities and restaurants within walking distance of Oxy.

In addition, we have a sustainability tour of campus that's led during Admitted Students Day, Alumni Weekend, and Orientation.

The website URL of the sustainability walking map or tour:

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

Our website contains multiple pages devoted to getting around the city using alternative transportation. Our campus is conveniently located close to transit stops that can take you almost anywhere, and our neighborhood is very bike friendly. We also have several campus operated transit options including the Bengal Bus, Bike Share Program and Zipcar. Information on these sustainable transportation options are location on the "Getting Around Town" and "Sustainable Transportation" pages of our website.

<http://www.oxy.edu/life-oxy/sustainability/transportation>

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

<http://www.oxy.edu/los-angeles/getting-around-town>

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

Our website provides resources to help people navigate using public transit. Our Bike Share program also carries LA DOT bike maps that they give to campus bike users.

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

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

Students receive information on sustainable practices and services during orientation.

Throughout the year, we periodically sponsor Dorm Conservation Challenges. During these events, we educate students on incorporating sustainability into dorm life through educational posters, bulletin boards, and activities.

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

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 Oxy Weekly regularly features stories on sustainable projects and events, ranging from food, transportation and waste, to our solar array and energy and water conservation initiatives.

The link attached is the most recent example of a newspaper story on sustainability. These stories are actively searched out by the newspaper staff, and we communicate with them on a regular basis to help spread the word about sustainability initiatives. There is no designated sustainability column or reporter.

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

<http://occidentalweekly.com/news/2014/04/22/earth-day-fair-to-bring-clubs-together-around-sustainability/>

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

We publish disposal guides that cover most materials used on campus and the proper waste stream to dispose of each item (compost, recycle, trash, e-waste, etc.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Dorm Conservation Challenge

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

In the 2013-14 school year, we held two conservation challenges between the dorms to encourage resource conservation and teach students about how to reduce their footprint. The first challenge (in the fall semester) included both water and electricity. The second challenge (in the spring semester) focused specifically on water. This program was successful in teaching students ways to conserve resources in their daily lives, and raise awareness about scarcity and the importance of conservation.

Water is a serious issue in our Southern California region, so this program allowed students to engage with the issue and learn about how water impacts our campus and our region.

The conservation challenges saved approximately 30,000 gallons of water each time, meaning that residential students cut their daily water use by approximately 3 gallons per day.

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

We've seen a significant increase in the number of students interested in water conservation and native, drought tolerant landscaping initiatives. Several student groups and individuals are now working with Facilities to implement water conservation projects.

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

The name of the campaign (2nd campaign):

Winter Break Shut-Down

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

Before winter break in 2013, we undertook an educational campaign with the employees to encourage everyone to turn off all electronics, appliances, etc. before leaving for winter break. Through the campaign, we taught conservation practices that can be applied throughout the year, and supported all suggestions with information on why these practices are important for them and the college.

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

Following the outreach campaign, we saw the largest reduction to date in utility consumption during winter break as compared to business as usual.

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

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

We've been working with the entire campus community to improve knowledge of our waste management system and best practices for waste. We've focused education on our composting program to ensure that our compost is free of contaminants. We recently conducted a waste audit in the Quad and engaged with the community about how to self-sort waste and common problems we encounter with our

waste.

We are in the process of building a Sustainability Coalition on campus which will serve as a formal network of individuals and groups in our campus community who are interested in sustainability. Our Earth Day Fair was the official kick-off event for building the coalition and served to bring the community together around campus sustainability. By holding the event in the Quad, we were able to engage groups who are not usually interested in sustainability. We hope to see positive impacts across campus resulting from the Earth Day event and the Sustainability Coalition, as awareness about sustainability spreads.

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Employee Orientation

Criteria

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

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

Staff Professional Development

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

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

Community Partnerships

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

Inter-Campus Collaboration

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

Yes

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

We have been involved with the Real Food Challenge since 2008, and have shared experiences and lessons learned with numerous campuses across the country. Our Campus Dining Intern for Sustainability Research and Implementation recently presented at a Real Food Challenge seminar on our progress and lessons learned.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

- Real Food Challenge
- Billion Dollar Green Challenge
- Sustainable Endowments Institute
- California Student Sustainability Coalition- We've been in contact with the CSSC to discuss the creation of a Sustainability Coalition on our campus.

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

I've worked closely with CalTech while researching and writing a proposal for a revolving green fund. They are located very close to our campus, and have a very successful green fund, so they have been a valuable resource for us as we develop a proposal that will work for our unique campus.

We've also shared our experiences with them sourcing local and organic food for Campus Dining. They are just beginning to get involved in the Real Food movement, while we've been involved for several years, so we've been able to swap advice on these two initiatives.

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Criteria

Part 1

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

Part 2

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

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

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

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

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

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

Trademark Licensing

Criteria

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

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

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Criteria

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

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

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

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

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

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

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

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

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

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

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

Yes

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

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

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The Clean-Air Cool-Plant Campus Carbon Calculator was used to generate our GHG emissions.

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

Yes

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

We worked with an independent consulting company called Sightlines to complete our GHG inventory. They verified the accuracy of all raw data we provided during the process.

Scope 1 and Scope 2 GHG emissions::

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

Scope 1 GHG emissions from stationary combustion	<i>3,327 Metric Tons of CO2 Equivalent</i>	<i>3,327 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>553 Metric Tons of CO2 Equivalent</i>	<i>553 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>4,447 Metric Tons of CO2 Equivalent</i>	<i>4,447 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>52 Metric Tons of CO2 Equivalent</i>	<i>52 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

We compost all pre and post consumer food waste from our dining hall, as well as disposable service items, including coffee cups, compostable cutlery, napkins, compostable containers, etc.

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,626	1,626
Number of residential employees	7	7
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,114	2,114
Full-time equivalent of employees	660	660
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2012	June 30, 2013

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

We just completed our first GHG inventory, so our baseline is the most recent fiscal year included in the inventory.

Gross floor area of building space, performance year:

1,553,893 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>69,222 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>2,330 Metric Tons of CO2 Equivalent</i>
Commuting	<i>1,179 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>91 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>---</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>440 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>1,274 Metric Tons of CO2 Equivalent</i>

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

Student study abroad air travel.

A copy of the most recent GHG emissions inventory:

[FY13 Greenhouse Gas Inventory.xlsx](#)

The website URL where the GHG emissions inventory is posted:

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

We recently installed a solar array on campus that will produce 13% of our annual electricity needs. Over the last several years, we have seen a significant drop in emissions through infrastructure and efficiency upgrades. We are also looking at ways to reduce employee commuting.

Outdoor Air Quality

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

We installed 5 free electric vehicle charging stations on campus to encourage faculty, staff, students, and the surrounding community to embrace clean air vehicles. This effort has been very successful and the number of electric vehicles coming onto campus has dramatically increased over the last year.

Additionally, we are actively upgrading the vehicles in our campus fleet to improve our outdoor air quality. Many of our vehicles are electric, and we are continuing to phase out older, polluting vehicles. We are also exploring switching from gas to electric powered equipment.

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

No

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

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

	Weight of Emissions
Nitrogen oxides (NO_x)	---
Sulfur oxides (SO_x)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O₃)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Total floor area of eligible building space (operations and maintenance):

1,271,755 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

1,271,755 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

[Green Cleaning Product Policy.docx](#)

The date the guidelines or policies were formally adopted:

Aug. 1, 2006

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

Most routine cleaning supplies and sanitary paper products used on campus are Green Seal Certified. We purchase Green Seal certified products whenever possible. Sanitary paper products also contain mostly recycled content, up to 100%.

In addition, all buildings have energy, gas and water sub-meters that allow us to monitor energy and water consumption, and track savings resulting from conservation efforts.

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

All products used by the cleaning and maintenance staff are centrally purchased by the Director of Maintenance, who ensures compliance with the purchasing guidelines. These guidelines are a central part of the campus maintenance program.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

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

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

We use the LEED rating system. We currently have one LEED certified building on campus. Swan Hall is certified LEED Gold, and Johnson Hall (still awaiting final confirmation of rating) is expected to receive a minimum of LEED Silver.

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

48,339 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	38,551 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	---

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

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

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

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

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

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

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

9,788 Square Feet

A copy of the guidelines or policies :

[LEED v4 for Building Design and Construction Checklist.xls](#)

The date the guidelines or policies were adopted:

July 1, 2011

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

We pursue a minimum of LEED Silver certification for all new construction and renovation projects.

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

All construction and renovation projects are managed and overseen by Facilities Management. Sustainability is an important part of Facilities operations, and we ensure that all construction plans align with our green building standards.

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

Indoor Air Quality

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

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

1,553,893 Square Feet

Gross floor area of building space:

1,553,893 Square Feet

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

Our IAQ management program is overseen by our Environmental Health and Safety Manager, and the IAQ complaint system is based on the EPA IAQ program. Preventive maintenance (e.g. filter changes) is scheduled regularly to maintain high IAQ. However, when unforeseen issues do arise, building occupants are trained to bring any concerns to the attention of Facilities Management. Once a concern has been registered, building occupants are interviewed and asked to identify the problem with as much detail as possible. They are then given an occupant diary form which helps track the problem over time in hopes of finding a pattern. Facilities Management also issues work orders to investigate the HVAC systems and other potential sources of problems. Corrective actions are taken based upon this discovery process.

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

Real Food Purchasing Goals:

<http://www.oxy.edu/campus-dining/sustainability/real-food-challenge>

We recently worked with our vending contractor to provide healthier options in our vending machines. We removed items high in sugar and fat, and replaced them with more nutritious items such as trail mix, protein bars, dried fruit, etc.

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

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

25

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

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

Sample Real Food Items:

1. Fingerling Potato Mix from Weiser Farms; Grown in San Bernardino County; Purchased from LA Specialty
2. Honeycrisp Apples from Windrose Farm; Grown near Paso Robles; Purchased from LA Specialty
3. US Farmed Organic Catfish; Raised in Missouri; Purchased from Superior Seafood
4. Organic Bacon from Organic Prarie; Purchased from UNFI

This is only a small example of our sustainable food purchasing, however it demonstrates our efforts to source all types of foods from local, community based, ecologically sound, and humane sources.

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

No

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

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

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

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

Campus Dining Sustainability Mission Statement:

Campus Dining is committed to integrating sustainability into every facet of our organization. From our food to our facilities, we aim to reduce our footprint and be on the cutting edge of sustainable practices and education. We seek to find a balance between the environmental, social and economic aspects of the food system. We strive to serve quality food that demonstrates consciousness of the producers, the animals, and the earth.

We use the criteria developed by the Real Food Challenge (RFC) as our guide to purchasing and serving sustainable food. We continuously endeavor to replace old sources, products and practices with new and better alternatives that benefit the environment, the community, and your dining experience, including:

- o Serving real food: sourced locally, in season, and without the use of harmful chemicals.
- o Serving the most humane and natural animal products: cage free eggs; free range and hormone/antibiotic-free chicken, beef, and pork.
- o Serving fish from sustainably managed fisheries
- o Serving foods that are produced using fair labor practices
- o Serving foods that are affordable to our customers
- o Supporting local farmers and small businesses in our community, and participating in community events.
- o Reducing the distance each meal travels

Sustainable Food Goals (by 2020):

- 40% Real Food by 2020
- 40% humane animal products/ecologically sound fish
- 50% local/ecologically sound produce
- Reduce dependence on plastic water bottles and decrease usage to under 50,000 bottles per year (currently at approximately 85,000/year)
- Purchase all coffee and chocolate from organic and/or fair trade certified sources.

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

Real Food Challenge Calculator. We track every single invoice for every purchase for the entire year to ensure that our calculations are accurate, which is above and beyond the 2 month sample the Real Food Challenge suggests.

Total annual food and beverage expenditures:

3,614,488.39 US/Canadian \$

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes

Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	Yes

Has the institution achieved the following?:

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

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

Although we are still working with the administration to sign the Real Food Campus Commitment, we took the Real Food Challenge in 2008 and have been participating ever since. We report our real food percentage every year and use the official Real Food Calculator to track invoices and sustainable food purchasing. We also follow several of the Real Food Challenge best practice recommendations, including having a Food Systems Working Group within Campus Dining that meets regularly to work on these issues.

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

<http://www.oxy.edu/campus-dining/sustainability>

Low Impact Dining

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

23

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

Real Food Calculator.

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

Yes

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

Yes

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

Yes

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

Every station in our dining hall has at least one vegan and vegetarian option during each meal period. These options are marked on the menus with a (V) for vegan or a (VL) for vegetarian containing dairy.

We have Meatless Mondays at our Homestyle station every week, where there is no meat served whatsoever.

We have a vegan and vegetarian dining guide on our website, and send out Tweets highlighting vegan and vegetarian options daily.

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

We have switched many of our daily animal products to local, organic and/or humane varieties. We also have an Organic Bar dinner twice a week which features organic and humane animal products.

Campus Dining frequently partners with the Veg Club to sponsor events and themed meals that raise awareness about the impact of animal-derived food options, and encourage students to go vegetarian.

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

http://www.oxy.edu/sites/default/files/assets/Hospitality_Services/Vegan_Options_Marketplace_2013_0.pdf

Annual dining services expenditures on food:

3,614,488.39 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

853,924.02 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

307,137.98 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	110,225.50 <i>MMBtu</i>	110,225.50 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	50,777 <i>MMBtu</i>	50,777 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,460,836 <i>Gross Square Feet</i>	1,460,836 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	136,658 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,175
Cooling degree days	2,130

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2012	June 30, 2013

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

The baseline was adopted to correspond with our first greenhouse gas inventory.

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

Buildings are maintained by an EMS system which keeps buildings between 68-72 degrees Fahrenheit, depending on outdoor temperatures.

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

All exit signs across campus contain LED lights, as well as some of our outdoor lighting. We are currently in the process of updating the lighting across campus by retrofitting existing light fixtures with LED lights. We have already retrofitted fixtures in 2 buildings.

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

Occupancy sensors have been installed in several of our campus buildings, including classrooms, residence halls, and administrative spaces. Occupancy sensors are a standard design feature for all renovations and new constructions, and they have been installed in some of the older buildings as well.

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

N/A

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

N/A

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

N/A

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

I work closely with our utility companies to take advantage of rebate opportunities for building retrofits. We are currently in the process of completing a low-flow plumbing retrofit of the whole campus, installing a VFD on our pool pumps, and upgrading our campus lighting.

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

Energy and water sub-meters have been installed in every campus building. The data is accessible to the entire campus community via an online data monitoring platform. This data is used consistently by Facilities Management to track our performance and identify conservation opportunities. The data is also used by the academic program and student life as a part of research projects and conservation initiatives.

We also use an EMS system to manage campus HVAC and emergency lighting systems.

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

Facilities Management has committed to installing efficient appliances, equipment and systems as our existing equipment fails and needs replacing. In addition, our energy conservation program looks for opportunities across campus to upgrade/retrofit existing infrastructure that is not due to be replaced.

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

N/A

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

N/A

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

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

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

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

Total energy consumption, performance year:

50,740.11 MMBtu

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

We have a 1-MW solar array on-site that generates approximately 11% of our total campus energy needs. It was only live for about 4 months during the performance year, which is why the generation for that year was only approximately 4.5% of our needs.

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

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

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

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

<http://www.oxy.edu/life-oxy/sustainability/solar-array>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

Submission Note:

We are currently in the process of creating a sustainable landscaping master plan which will more formally address many of these credits. We are working with a local landscape architect who specializes in native habitats, preservation, habitat reconstruction, and biodiversity. The final product, to be completed by 2015, will include a plan for increasing the sustainability of our existing landscape (switching to more native plants, drought resistant, etc.), policies for sustainable landscape management, habitat preservation, and a biodiversity survey of campus.

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

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

	Area
Total campus area	120 Acres
Footprint of the institution's buildings	34.80 Acres
Area of undeveloped land, excluding any protected areas	40 Acres

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

We do not currently have an official sustainable landscape management plan, however we're in the process of creating one. In the mean time, we have several policies/programs in place that aim to protect and responsibly manage our campus grounds and landscape.

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

40 acres of our campus are completely natural landscapes, with native vegetation. Invasive species are removed whenever they are identified.

We have a comprehensive tree management plan that protects the health, well-being, and value of our campus trees.

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

All of our greens waste is collected by the City of Los Angeles and turned into mulch that is used on City landscaping.

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

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

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

We have a Corrugated Metal Pipe (CMP) Sand Filter System that captures rainwater, filters out debris and hydrocarbons, and allows the storm water to percolate into the ground.

We are also beginning construction on a bioswale at the front entrance to the campus. Most storm water runs down to this area of the campus, so the bioswale should capture rainwater instead of letting it run off campus.

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

Not applicable.

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

The College has preserved certain areas of our campus (specifically the top of the hill) as natural spaces, and intends for these spaces to remain undeveloped. A few of these spaces have been used to achieve LEED points. These areas serve the community and are used daily for hiking and walking.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Purchasing

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

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

Electronics Purchasing

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

No

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

The electronics purchasing policy, directive, or guidelines :

We do not have an official policy regarding electronics purchasing, however our ITS department has made an effort to purchase items that are EPEAT and Energy Star qualified. Most of the desktop computers (primarily Dell Optiplex 390) in offices and computer labs across campus are both Energy Star and EPEAT certified.

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

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

The total expenditures on cleaning and janitorial products includes everything from cleaning supplies, to equipment, maintenance supplies (lightbulbs, filters, etc.) and repairs.

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

[Green Cleaning Product Policy_1.docx](#)

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

Routine, general cleaning products used on campus are Green Seal Certified and sanitary paper products contain recycled content.

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

This policy was created by Facilities Management, who is in charge of purchasing all cleaning products used on campus.

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

Yes

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

117,160.15 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

335,713.04 *US/Canadian \$*

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

No

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

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

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

The website URL where information about the institution’s green cleaning initiatives is available:

[Campus Sustainability Data Collector | AASHE](#)

Office Paper Purchasing

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

In the past, most of the paper we purchased contained over 50% recycled content, but we had some major issues with the paper getting jammed in our campus copy machines. Last year, we still purchased some paper with recycled content, but most of the paper was from virgin pulp, which resolved many of the jamming issues. I hope to learn more about how other schools deal with this issue so that we can increase both the amount of paper containing recycled content, and the amount of recycled content in our campus copy paper.

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

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

No

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

The paper purchasing policy, directive or guidelines:

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

followed :

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

Yes

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

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	17,000 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

119,490 US/Canadian \$

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

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

The letter uploaded serves as an example of Campus Dining's outreach to business partners and their attempts to improve the sustainability of ingredients used. So far, Campus Dining has been successful in getting two vendors to switch certain items over to more sustainable options. This work will continue.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[Letter to Campus Dining Vendors.docx](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Campus Dining is working with their vendors to improve the sustainability of certain items and ingredients that we purchase, in accordance with the Real Food Challenge principles.

The Bookstore sources apparel exclusively with unionized, sweat-free apparel companies. Although these companies were selected for their existing practices, they know that our business is contingent upon their labor record.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The guidelines for the Bookstore and Campus Dining are overseen by each department. These guidelines were developed by the departments, so they have a stake in ensuring compliance.

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

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

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

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

Responsible Party

Sustainability Office
Sustainability Coordinator
Facilities Management

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

103

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	27
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

We've installed electric vehicle charging stations in multiple parking lots around campus, and intend to continue phasing electric vehicles into our fleet. Most of the vehicles used on campus are already electric, and help reduce vehicle pollution in the immediate vicinity. As older vehicles get to the end of their usable life, we are looking to alternative fuel and power vehicles to replace them.

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

Student Commute Modal Split

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

77

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	23
Walk, bicycle, or use other non-motorized means	62
Vanpool or carpool	15
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

We conducted a survey on student commuting methods.

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

34

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	66
Walk, bicycle, or use other non-motorized means	27
Vanpool or carpool	3
Take a campus shuttle or public transportation	4
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

We conducted a survey on employee commuting habits.

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

Support for Sustainable Transportation

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Ample bike parking is located throughout campus and around the perimeter of our athletic facility (which is located at the main entrance to campus) to accommodate bicycle commuters. Our athletic facilities, which include employee specific locker rooms with showers, are open and available to students and staff 16 hours a day during the week, and modified hours during the weekend.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

We have a very small and very hilly campus. Bike parking is located in several areas around campus as appropriate, but we cannot accommodate bike racks outside of every building. We have long-term bike storage located inside of one of our main parking garages.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Our campus is small and very hilly, so we are primarily a pedestrian campus. The entire lower portion of campus is pedestrian only. Campus roads and parking areas are located around the perimeter of campus so that vehicle traffic will not interrupt campus life or interfere with pedestrian traffic.

Due to the hilly geography, few people actually ride bikes through campus except as a part of leaving/returning to campus. The neighborhood around Occidental College, however, is incredibly bike friendly. All of the major streets around campus have bike lanes, and the neighborhood council has removed parking spots outside of local businesses in order to install new bike parking and street porches. These features make the neighborhood very bike and pedestrian friendly, and have encouraged students to own bikes.

We also provide bike parking and storage options on campus.

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

Yes

A brief description of the bicycle sharing program:

Bike Share is a student service that is entirely student run and operated. Open several times a week, Bike Share enables students to rent bikes for up to a week at a time. In addition to renting bikes, Bike Share also operates a bike repair shop that is open to the entire Oxy community. They have the ability to repair damaged bikes and also teach bike owners how to do their own maintenance and repairs.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

The Student Activities Center offers free transit passes to students. Although we have reached out to Metro on multiple occasions, we are not a large enough institution to qualify for Metro pass discounts or subsidies. This is an issue we are continuing to explore.

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

Yes

A brief description of the GRT program:

Students without their own transportation are guaranteed rides to local hospitals and clinics in the case of (non-emergency) illness or injury beyond the capacity of our campus Health Center.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

We have multiple carpool and ride share programs available. The Bengal Bus is a ride-share program by and for students that makes trips to local shopping areas, as well as weekend trips to the beach and other sight-seeing locations. Facilities Management also offers a vanpool program that is frequently used for class trips, athletic teams, and employee trips. Finally, parking spots for carpool parking

permits are located in preferred parking locations.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

We host two zipcars on campus that are available to students, staff, and the local community.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

We have 5 Level 2 electric vehicle recharging stations on campus, which are distributed between two different parking structures.

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

Condensed work weeks are available June 1- August 31.

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

Yes

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

The College owns over 40 homes in the surrounding community and rents them to college employees.

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

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

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

Waste Minimization

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	209 Tons	209 Tons
Materials composted	100.70 Tons	100.70 Tons
Materials reused, donated or re-sold	3 Tons	3 Tons
Materials disposed in a solid waste landfill or incinerator	441 Tons	441 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,676	1,676
Number of residential employees	10	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,170	2,170
Full-time equivalent of employees	660	660
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2012	June 30, 2013

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

All baseline years used in this survey correspond with the year of our first greenhouse gas inventory.

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

We recently conducted a waste audit with the Green Bean, the student operated coffee shop. All of the Green Bean's disposable service items are compostable, so they have compost, trash and recycling waste streams. They are the only location on campus where the user is required to sort their own trash into these three waste streams (all other self-sort locations are trash and recycling only). This waste audit was useful in identifying what items are being miss-sorted, what types of items make up the trash, and how we can improve our waste education and separation.

We've also conducted a few pseudo-audits of our paper recycling stream after we were informed by our waste service provider that our loads were contaminated. These experiences are educational for the students and useful for the staff. The paper recycling audits resulted in new paper recycling bins for our dormitories.

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

Most disposable service items in our dining hall and other food options are compostable. We purchase/serve condiments in bulk containers to avoid waste from individual packaging.

We've done a lot of education around bottled water and installed water bottle filling stations on many of our campus water fountains to encourage the use of reusable water bottles.

Campus Dining purchased reusable to-go containers and gives diners a discount for using a reusable container rather than a disposable container. We also charge \$.50 for disposable containers. All residential students are automatically enrolled in the program. All other campus users can opt in.

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

There is no formal program to facilitate the reuse of materials generally, however the Sustainability Office works with departments across campus to help them recycle unwanted (and unusable) items such as old furniture, books, and e-waste.

Facilities Management oversees a program for the reuse of all campus furniture. Departments with excess furniture, or departments looking for additional furniture work with Facilities to exchange furniture.

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

The institution has made a significant effort to make all resources available online, rather than in hard copy. Human Resources provides all employee resources, from the employee hand book to benefit information, online.

The academic program has shifted to using online platforms for class readings and assignment submissions, rather than using hard copies.

Several departments across campus are working with outside vendors to go paperless and get invoices electronically.

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

All campus printers (excludes personal desk top printers) are set to automatically print double-sided.

Since 2010, all library printers have had a release-to-print function which ensures that every job printed is actually picked up. This program has saved 160,000 sheets of paper since January 1, 2014.

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

The Sustainable ReCycle program is a student run program aimed exclusively at eliminating waste resulting from the residence hall move out process. Student workers collect, clean, organize, and store thousands of donations at the end of each Fall and Spring semester, to be sold in a store during move-in in the fall. Items not suitable to be included in the sale, such as used bedding, are donated to charity.

Remaining items are disposed of via trash and recycling. In 2013, 136 bags of clothes, shoes, and bedding were donated to charity, and over 2,000 items such as school supplies, room accessories, and small pieces of furniture worth over \$10,000 retail were diverted from landfills and sold back to returning students and first-years at very reduced prices in Fall 2013.

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

Facilities Management keeps left over materials from construction/ renovation and maintenance projects in order to reduce waste and material costs. These materials are either used in the future for repairs, or are repurposed and used as needed throughout campus. Our carpenters are great at using left over materials to fabricate new items.

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

Although no formal food waste audits have been conducted, all post-consumer food waste from our dining hall is placed on a conveyor belt, and composted by our dish room staff. During this process, the dish room staff informally surveys the food remaining and can inform our Campus Dining administration if they see specific trends in the food remaining.

This process has allowed us to adjust our menus to more closely align with student preferences.

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

All pre-consumer food waste from our kitchens is composted. Our head chef has worked closely with the kitchen staff to ensure that minimal food waste is produced during the food prep process. We receive fresh food deliveries daily to ensure that all food is fresh, and to prevent spoilage. Most food is served the day it is delivered, which virtually eliminates food waste due to spoilage.

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

In order to minimize post-consumer food waste, our dining service provides a la carte service. We also do not have any trays in our dining hall. This prevents customers from over loading their plates/trays and wasting food. Our serving staff has been trained on portion size.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

All disposable service items used in the Green Bean, a sustainable coffee lounge, are compostable. These items include numerous paper items such as napkins, plates, pastry bags, coffee sleeves, etc. It also includes "plastic" cold coffee cups, which are ASTM D 6400 certified and compostable.

Our dining hall also uses many compostable items including napkins, paper plates, paper sandwich wrapping paper, pastry bags, and paper cups. They also use compostable deli containers that are certified by the Biodegradables Product Institute (BPI).

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Our main dining hall provides reusable, dine-in service ware for all customers. We also have an "Eco-Clamshell" reusable to go container program that all residential students are automatically enrolled in at the start of each semester, which reduces the number of disposable containers used for dining out.

All of the disposable service items (except for the containers) are compostable, including flatware, cups, napkins, etc.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

We charge \$.50 for plastic to go containers and give Eco-Clamshell users a \$.25 discount with each purchase.

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

All left over food is sent to a local food bank- the Union Station

The website URL where information about the institution's waste minimization initiatives is available:

Waste Diversion

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The number used for materials diverted only includes our traditional paper, plastic, glass, and aluminum recycling, our campus composting, our e-waste and our greens waste. This number does not include scrap metal, furniture, tires, or any of the other bulky/non-traditional items that are diverted on an irregular basis.

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

Materials diverted from the solid waste landfill or incinerator:

310 Tons

Materials disposed in a solid waste landfill or incinerator :

559 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

We have a comprehensive waste management program on campus.

We compost all eligible waste produced in Johnson Student Center, which includes the dining hall, coffee shop (The Green Bean), and the student center offices/services. We purchased a 40 yard trash compactor to handle our compostable waste.

The rest of campus has both paper and general recycling programs. In the fall of 2013, we purchased fire suppressant paper recycling bins for all of our residence halls, allowing paper recycling bins to be located in the hallways on each floor, where the general recycling is located.

Electronics recycling is offered through our Bookstore, which also accepts used printer cartridges.

All of our greens waste is collected and turned into mulch, which is then used by the City as a part of their landscaping program.

The Green Bean coffee shop requires customers to separate their own waste and compost, so it serves an educational purpose, as well as a practical one. The Green Bean has undertaken multiple outreach and educational efforts to teach students to sort their waste and divert it from landfill.

Furniture, scrap metal, and other bulky/construction materials are recycled on an as-needed basis.

A brief description of any food donation programs employed by the institution:

We donate surplus food to the Union Station Homeless Services.

A brief description of any pre-consumer food waste composting program employed by the institution:

All pre-consumer food waste goes directly from our dining hall kitchen to our compost-only trash compactor. The compostable material is picked-up and composted at a local industrial composting facility.

A brief description of any post-consumer food waste composting program employed by the institution:

All dishes from our dining hall are sent to the dish-washing area via a conveyor belt. Before loading dishes into the dish-washer, Campus Dining staff scrape remaining food scraps off of each plate into compostable trash bags, which are placed in our compost-only trash compactor. The compostable material is picked-up and composted at a local industrial composting facility.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

371.51 Tons

Construction and demolition materials landfilled or incinerated :

77.11 Tons

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

All major new construction and renovation projects must achieve a minimum of LEED Silver status. Construction and demolition waste is recycled as a part of this process.

Hazardous Waste Management

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" 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:

The use of CFLs and FLs is reduced with some installations of motion sensors in building remodels that minimize lights being on when no one is present. This helps extend bulb life.

Waste paint is recycled to our theater workshop for use for scenery painting. Better controls are being implemented for purchasing paint as we change to another supplier.

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

Hazardous waste is disposed via local companies to various licensed TSDFs (Treatment, Storage & Disposal Facilities). Recycling options are utilized for waste paint, used oil, coolant & metallic mercury. Most other wastes are incinerated to help limit our future liability.

Universal waste (fluorescent bulbs, HIDs, etc) are recycled.

Batteries: lead acid, lithium, nicad are recycled,

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Release incident: a metallic mercury containing chemistry department apparatus was accidentally put in building trash, which was taken out for disposal to the campus compactor. Prior to being picked up for disposal off campus, the problem was discovered. A hazardous waste company was hired to find it, separate any contaminated trash, and decontaminate the equipment. Under a reportable quantity spilled, but a large portion of trash had to be disposed as hazardous waste. Lots of lessons were learned.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The last 6 months were a time of major clean-out of off-shelf like chemicals that had accumulated. Unfortunately, recycling options were minimal for the majority. Better controls on chemical purchases to better manage inventory in the future.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

We have centralized drop-off locations for recycling E-waste that are accessible to both employees and students.

E-waste is collected from campus & recycled about 3 times annually by EH&S. Companies who keep the material in North America are hired for the pickup.

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

Educate the campus community about safety protocols and special trainings for workers with higher risk responsibilities.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	Baseline Year
Total water use	97,866,824 Gallons	97,866,824 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	97,866,824 Gallons	97,866,824 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	1,626	1,626
Number of residential employees	10	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,134	2,134
Full-time equivalent of employees	660	660
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,271,755 <i>Square Feet</i>	1,271,755 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	91 <i>Acres</i>	91 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2012	June 30, 2013

A brief description of when and why the water use baseline was adopted:

Baseline was adopted to correspond with our first greenhouse gas inventory.

Water recycled/reused on campus, performance year:

12,000,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

Our central chiller plant was retrofitted to operate at 5 cycles, which means that the water is reused 5 times before being blown down. This process saves millions of gallons of water a year (rough estimates indicate approximately 12 million gallons are saved over having the plant run at 1 cycle).

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

All buildings are equipped with sub-meters to measure domestic water consumption. Our turf sports fields, which are the largest consumers of irrigation water, have irrigation sub-meters.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Currently undertaking a low-flow plumbing retrofit of over 250 showers, toilets and urinals across campus. Project is projected to reduce annual consumption by 2.5 million gallons.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Plumbing fixtures in all major renovation and new construction projects are replaced with more efficient alternatives.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

We recently adopted a native plant palette for all future landscape design. We are in the process of creating a Landscaping Master Plan that will recommend areas of campus that need to be converted over to more native and water-efficient ground cover.

A brief description of any weather-informed irrigation technologies employed by the institution:

60% of the irrigated spaces on campus are connected to a Maxicom Rainbird weather-based irrigation controller. The other 40% are connected to standard irrigation controllers which are adjusted seasonally.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Rainwater Management

Responsible Party

Sustainability Office

Sustainability Coordinator

Facilities Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

We receive little rain in Southern California, and 2013 was the driest year in California history (we only received about 3.5 inches all year). Despite the challenges that a hilly campus presents, any of these rainwater management practices are not practical or necessary in our climate. Even our rain garden requires non-rain irrigation most of the year.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

No

A brief description of the institution's Low Impact Development (LID) practices:

We don't have an official LID policy, but our campus is located on a hillside, so much of our campus integrates the natural features of the area. In addition, as a historical campus, we are committed to preserving the natural landscape. Certain natural areas of campus are designated as preserves and can never be developed.

We are currently developing a new Landscape Master Plan which will further embrace the natural movement of water on our campus and recreate some natural features that were covered up. In the next few months, we will be starting construction on the first two projects of our Landscaping plan, both of which include bioswales to manage water movement in sloped areas.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Storm water Infrastructure:

- CMP (Corrugated Metal Pipe) sand filter system (large) under parking lot filters & infiltrates 3/4 inch rain event on 1/2 acre parking lot.
- 1 small raingarden with 1650 gallon cistern capacity. Takes about a 2" rain event to fill both tanks. Tanks overflow into a bioswale. Captured stormwater irrigates a small garden area.
- Hydro-Cartridge filter system in one stormdrain.

<http://stormwater-filters.com/products/hydrocartridgesystems.html>

United Stormwater drain inserts in 2 larger stormdrains.

Bioswale at the Alumni Center. There is also a drywell at the northwest end of the property.

General: A weekly effort is made campus-wide to pick up trash & debris that might be carried off by storm water events. This is done by the Grounds crew using blowers & a street sweeper every Thursday. This action helps prevent solids & trash from traveling off-site during a rain event. Some of our storm drain systems have debris capture and/or filtering capacity. These systems are inspected & cleaned prior to rain events, and as necessary to remain properly functioning.

Future: Planning for more bioswales and permeable paving options for future hardscape projects to help limit the amount of runoff. Our hilly campus presents challenges.

A brief description of any rainwater harvesting employed by the institution:

N/A

Rainwater harvested directly and stored/used by the institution, performance year:

3,000 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

We have a corrugated metal pipe (CMP) sand filter water recycling system that collects storm water from a 1/2 acre parking lot area, filters out trash and hydrocarbons, and allows it to percolate back into the ground. This system accommodates a 3/4 inch rain event.

We have a Hydro-cartridge filter system in one large storm drain.

We have United Stormwater drain inserts in 2 large storm drains.

A brief description of any living or vegetated roofs on campus:

N/A

A brief description of any porous (i.e. permeable) paving employed by the institution:

None currently, but this is a significant part of our Landscape Master Plan. We plan to remove an entire road that runs through campus and replace it with permeable paving stones.

A brief description of any downspout disconnection employed by the institution:

N/A

A brief description of any rain gardens on campus:

We have a rain garden on campus that collects the run-off from the roofs of two buildings and collects it in 2-825 gallon cisterns. It takes about a 2" rain event to fill both tanks. Tanks overflow into a bioswale. Captured stormwater irrigates a small garden area.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

N/A

A brief description of any bioswales on campus (vegetated, compost or stone):

We currently have two bioswales. One along the edge of our rain garden and one outside of our Alumni Center. Two more to be completed by fall 2014.

A brief description of any other rainwater management technologies or strategies employed by the institution:

We have a dry well outside of our Alumni Center.

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

available:

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The campus Sustainability Committee was actively involved in making recommendations for the College's Strategic Plan, which now includes sustainability in everything from the academic program to our campus infrastructure.

We recently completed our first greenhouse gas inventory.

The Sustainability Committee also worked on the solar array and electric vehicle charging station projects.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

- Review and monitor the College's use of resources, including utilities, materials, food, outside services, contractors, and suppliers
- Consider strategies for increasing campus sustainability in the near and long-term

- Set reduction goals for our greenhouse gas emissions and resource consumption
- Develop and maintain a Sustainability Action Plan, and establish priorities to inform the annual operating and capital budget processes
- Pursue new projects in sustainability
- Implement outreach and communication programs for spreading information and awareness about campus sustainability
- Recommend educational programs that promote sustainability
- Conduct an annual assessment of College sustainability efforts and produce an annual Sustainability Report to transparently communicate progress
- Explore business case for a revolving fund as a funding mechanism for sustainability
- Establish and administer loans from the Green Revolving Fund, manage project implementation, monitor savings, and facilitate loan repayment

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

- Keegan McChesney, Student, Rep. from Student Sustainability Fund
- Dylan Bruce, Student, Campus Dining Sustainability Intern
- Bevin Ashenmiller, Professor of Environmental Economics
- Daniel Snowden-Ifft, Professor of Physics
- Tom Polansky, Director of Facilities Management
- Michelle Hill - Assistant Director of Energy Services (Chair)
- Amy Munoz, Associate Vice President for Hospitality Services
- Bruce Steele, Environmental Health and Safety Manager (Ex-Officio)

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

<http://www.oxy.edu/sustainability/sustainability-committee>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The office consists of:

Michelle Hill- Assistant Director of Energy Services

Open Position - Sustainability Coordinator

Alexis Harrington - Student Sustainability Fellow

Stewart Renehan - Student Sustainability Fellow

Open Position - Student Sustainability Fellow

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2.30

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Michelle Hill - Assistant Director of Energy Services

A brief description of each sustainability officer position:

- Chair campus Sustainability Committee- create policies, programs, projects around campus sustainability.
- Coordinate broad campus sustainability efforts
- Pursue sustainability within Facilities Management
- Serve as liaison between students, faculty and staff
- Supervise student Sustainability Fund and other student groups and projects related to sustainability

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

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	No	No
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	No	No
Investment	Yes	Yes

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

From the Strategic Plan:

"Within the next 5-7 years nearly a third of Oxy's faculty will be on the cusp of retirement. While this poses challenges of transmitting the same culture of dedication to scholarship, mentorship and excellent teaching to younger faculty, it also offers the opportunity to rethink the outlines of a liberal arts and sciences education. The current curriculum generally reflects the perspectives and structures of the 20th century, but also includes innovative programs such as the California Environment Semester and Campaign Semester. As the College prepares students for an increasingly complex, interdependent and pluralistic world in the 21st century, intentional discussions about the shape and focus of the curriculum, different pedagogies, digital scholarship, career discernment and new fields of study may lead to significant changes in Oxy's educational environment."

Although not expressly stated, sustainability is understood to be included in this statement. The California Environment Semester, which combines social, economic, and environmental disciplines/study, is a semester-long sustainability focused pattern of study for first years.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

Dean of the College

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Education/Outreach sub-committee of the campus Sustainability Committee is creating a Sustainability Coalition on campus, to bring together all of the groups on campus (both academic and co/extra-curricular) that work on issues of sustainability. Creating a united group around sustainability on campus will allow sustainability to have a more cohesive presence on campus. It will also give groups support for the various projects and programs they are working on.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

As a kick-off event for the Coalition, they are planning an Earth Day Fair in the quad. The Fair will highlight the work of each individual group and celebrate the shared goals of making our campus, community, and world more sustainable. In the future, the Coalition will organize events throughout the year that bring the campus community together around issues of sustainability.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Michelle Hill - Assistant Director of Energy Services
Bevin Ashenmiller- Environmental Economics professor (co-chair of the Sustainability Committee)
Dylan Bruce- Student and member of the Education/Outreach sub-committee
Keegan McChesney- Student and member of the Education/Outreach sub-committee

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Urban and Environmental Policy Institute (UEPI) on campus is actively engaged in public engagement efforts around sustainability. From Farm to School food programs and food hubs, to alternative transportation and bike policy, their efforts relate to multiple different aspects of sustainability. One of their visible projects has been working on the CicLAvia events, which shut down streets in downtown Los Angeles and open them up to bike riders and pedestrians.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

All of UEPI's work involves public engagement, so the overall success of their organization and the number of people impacted are the measurable objectives.

Accountable parties, offices or departments for the Public Engagement plan(s):

Urban and Environmental Policy Institute
Sustainability Committee

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

We are currently doing efficiency upgrades for our building systems, adding renewable energy sources, retrofitting lighting and plumbing fixtures, etc.

We are also working to educate building occupants on conservation measures.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

We want to reduce our energy and water consumption by 20% by 2020.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management
Sustainability Committee

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

We want to reach 40% real food by 2020. We are continuing to search for more sustainable options and phasing out items that have more sustainable alternatives. As supply and distribution networks become more stable, we can make improvements in sustainable animal products.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

40% real food by 2020. Reduce plastic water bottle use to under 50,000 bottles/year.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Campus Dining
Food Systems Working Group
Sustainability Committee

A brief description of the plan(s) to advance sustainability in Energy:

Increase energy efficiency of buildings and systems. Explore options for more on-site renewable energy generation. Conserve energy through improved scheduling and building controls.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

20% reduction by 2020

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management
Sustainability Committee

A brief description of the plan(s) to advance sustainability in Grounds:

Landscape Master Plan- native and drought tolerant garden plans, tree maintenance and preservation, biodiversity and habitat restoration/preservation, organic fertilizers, upgrade irrigation system and controllers, remove hardscape to promote infiltration.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Reduce water used for irrigation, increased % of maintained grounds with native and drought tolerant landscaping, decreased spending on inorganic fertilizers, decreased flooding and storm water run-off during large rain events.

Plan will be implemented over the next 5-10 years.

Accountable parties, offices or departments for the Grounds plan(s):

Grounds and Maintenance
Facilities Management
Landscape Plan Committee

A brief description of the plan(s) to advance sustainability in Purchasing:

Create purchasing policies for copy paper that require a minimum of 10% recycled content.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Eliminate purchasing of 100% virgin paper. To be implemented Fall 2014.

Accountable parties, offices or departments for the Purchasing plan(s):

Michelle Hill - Assistant Director of Energy Services
Business Office
ITS

A brief description of the plan(s) to advance sustainability in Transportation:

Eliminate free parking on campus, enforce carpooling parking pass, facilitate employee carpooling program, increase the number of EV charging stations on campus, increase bike infrastructure on campus

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Create employee carpooling program in summer of 2014, begin charging for parking in the fall of 2015. We are currently increasing bike infrastructure

Accountable parties, offices or departments for the Transportation plan(s):

Sustainability Committee
Michelle Hill - Assistant Director of Energy Services
Human Resources
Campus Safety
Facilities Management

A brief description of the plan(s) to advance sustainability in Waste:

We are expanding composting to additional areas of campus. Increasing the number, visibility, and accessibility of recycling bins. Promoting zero-waste student events.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

We want to see a measurable increase in our diversion rate every year.

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management
Campus Dining

A brief description of the plan(s) to advance sustainability in Water:

Currently retrofitting campus with low-flow plumbing fixtures. Investigating the feasibility of including grey-water systems in new construction projects. Landscape changes to reduce water needed for irrigation.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Reduce water use 20% by 2020.

Accountable parties, offices or departments for the Water plan(s):

Michelle Hill - Assistant Director of Energy Services
Sustainability Committee

A brief description of the plan(s) to advance Diversity and Affordability:

1. Building and Sustaining a Diverse Community

- Establish definitions and reporting standards
- Conduct a campus climate survey
- Expand efforts to promote diverse applicant pools for faculty searches
- Develop a policy to promote diverse applicant pools for administrative searches
- Create a community dialogue around admission pipelines
- Create an alumni and parent engagement five-year plan
- Conduct a feasibility study for a major scholarship fundraising initiative

2. Enhancing the curriculum, improving the Oxy experience and facilitating participation in high-impact academic and co-curricular experiences

- Dedicate funding to support faculty who will work on a proposal for a minor in Africana Studies.
- Continue the academic theme program and encourage regular themes on Access and Diversity
- Lead a discussion about how to recognize faculty and student participation and service on issues around diversity.
- Conduct regular community conversations and training for faculty, staff and administration, and students.
- Consider the ombudsperson position
- Review Intercultural Community Center resources
- Defining high-impact activities
- Develop a detailed plan for promoting participation in high-impact activities
- Create a committee to explore developing a winter break/spring term MSI-like program for 2015.
- Create a committee to explore hosting a national conference on diversity and high-impact practices in 2015.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Two campus-wide conversations are planned for this semester to discuss the definitions of diversity, reporting standards, and the scope of how and what we should assess in regards to the current and future landscape of diversity.

The final outcome will be a Diversity Plan for the College, which will be presented in the spring of 2015.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Dean of College
Dean of Student
Admissions
Institutional Advancement

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

As of September 2014 the Board of Trustees approved a \$3.5M green revolving fund for the college. The green fund will invest in sustainable projects that provide a significant return on investment, demonstrating that sustainability is economically viable and beneficial in addition to being environmentally beneficial.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Through the fund the campus will demonstrate significant resource conservation management.

Accountable parties, offices or departments for the Investment plan(s):

Sustainability Committee
Michelle Hill - Assistant Director of Energy Services

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

We have not adopted a formal institution-wide definition of sustainability, however all of the definitions used across campus agree on the same principles that sustainability is an interdisciplinary concept that covers environmental, social, and economic factors, and seeks to reduce the environmental impact of human activities, increase equity and promote equality.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

From the Strategic Plan:

"Implement a campus environmental stewardship and sustainability plan that addresses how to engage the campus community in environmentally sound practices, increases permeable surfaces and the use of native and other water-conserving plants, enhances the entrance to the campus, and extends a commitment to the use of solar power and other innovative technologies."

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

<https://www.oxy.edu/our-story/strategic-plan-2012-2017>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---

Prioritization of programs and projects

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Support for Underrepresented Groups

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Support for Future Faculty Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

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

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Sustainability Office

Sustainability Coordinator
Facilities Management

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

Submission Note:

Although we do not have a formal CIR group, the campus community periodically makes recommendations to the investment committee on responsible investments. Within the last year, the community presented a proposal to the Board of Trustees to divest from any company involved in manufacturing military style assault weapons that are available to the general public. This motion was approved.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

350 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	3.50 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	3.50 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the 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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Michelle Hill

Assistant Director of Energy Services
Facilities Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

We recycle all of our used cooking oil, but approximately 40 gallons/yr goes to making soap.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Recycled Cooking Oil Hand Soap

A brief description of the innovative policy, practice, program, or outcome :

We collect used cooking oil from our dining hall and recycle it to make hand soap. The company, Further Products, distills the oil, extracts the resulting glycerin, and uses it to make soap. This soap is provided in restrooms in our Administrative Building, which completes a perfect sustainable circle by bringing our waste back to campus in the form of a new product. As far as we know, we are the only college (at least locally) doing this.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

We are recycling 10 gallons of used cooking oil every few months to create a new product that comes back to campus. We are trying to not only minimize waste and divert waste from landfill, but also close our consumption loop by bringing the new product back to campus.

This soap has served as an educational tool for our campus to see the direct results of recycling. It's difficult for people to understand the positive impacts of recycling when they never see what happens to items after they are disposed of. By providing the soap in campus restrooms, we are able to give our campus community a visual representation of recycling and what it means to close our waste loop.

A letter of affirmation from an individual with relevant expertise:

[Further Products- Innovation Credit.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No

Dining Services	Yes
Energy	No
Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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