



University of California, San Diego

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

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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:

Doctorate

Institutional control:

Public

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

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	Yes	Yes
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	Yes	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:

UC San Diego does not have a agricultural school.

Reason for excluding medical school:

UC San Diego's School of Medicine is included in our institutional boundary.

Reason for excluding pharmacy school:

UC San Diego's Skaggs School of Pharmacy and Pharmaceutical Sciences is included in our institutional boundary.

Reason for excluding public health school:

UC San Diego does not have a public health school.

Reason for excluding veterinary school:

UC San Diego does not have a veterinary school.

Reason for excluding satellite campus:

UC San Diego does not have a satellite campus.

Reason for excluding hospital:

UC San Diego's Health System is excluded from the institutional boundary because the health system will be filing their own report in the near future.

Reason for excluding farm:

UC San Diego does not have a farm

Reason for excluding agricultural experiment station:

UC San Diego does not have a agricultural experiment station

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

The square footage numbers here ONLY include Main Campus.

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

Endowment size:

459,700,000 US/Canadian \$

Total campus area:

1,200 Acres

IECC climate region:

Mixed-Dry

Locale:

Urban fringe of large city

Gross floor area of building space:

15,815,228 Gross Square Feet

Conditioned floor area:

14,233,705 Square Feet

Floor area of laboratory space:

4,254,186 Square Feet

Floor area of healthcare space:

787,027 Square Feet

Floor area of other energy intensive space:

132,672 Square Feet

Floor area of residential space:

4,142,000 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	0.40
Geothermal	0
Hydro	0.04
Natural gas	86.20
Nuclear	3
Solar photovoltaic	0.80
Wind	2.60
Other (please specify and explain below)	4.40

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

The 4.4% of "Other" is Landfill Gas and Digester Gas. The remaining 2.7% of the mix is unspecified by our power supplier.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	0
Geothermal	0

Natural gas	100
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

Submission Note:

<http://legacy-its.ucop.edu/uwnews/stat/statsum/fall2012/statsumm2012.pdf>

UC San Diego does not have the number of non-credit students

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

Number of academic divisions:

7

Number of academic departments (or the equivalent):

112

Full-time equivalent enrollment:

28,561

Full-time equivalent of employees:

20,412

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

22,676

Total number of graduate students:

5,618

Number of degree-seeking students:

28,224

Number of non-credit students:

0

Number of employees:

28,071

Number of residential students:

11,509

Number of residential employees:

1,686

Number of in-patient hospital beds:

563

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

Academic Courses

Responsible Party

Suresh Subramani

Executive Vice Chancellor for Academic Affairs
Office of the Chancellor

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*.

Submission Note:

This information is currently being updated to meet a 2016 STARS deadline.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,541	754
Number of sustainability courses offered	18	2
Number of courses offered that include sustainability	140	75

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

19

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

29

Number of years covered by the data:

Three

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

[Collection of Sustainability Courses_1.pdf](#)

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

The current course inventory only includes undergraduate courses. It is being updated to included graduate courses.

<http://sustainability.ucsd.edu/involve/education.html>

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

<http://sustainability.ucsd.edu/involve/education.html>

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

The Council of Undergraduate Education Committee (which comprises faculty who serve as departmental undergraduate vice chairs for education or equivalent and undergraduate program directors) reviewed and updated the campus listing of environmental/sustainability courses and self-identified new additions to the course collection in Fall 2013. The original list - compiled in 2005 by Mr. Chris Cohen (now at UC San Diego's Scripps Institution of Oceanography) - identifies courses listed in the UC San Diego General Catalog with an "environmental" or "sustainable" emphasis. Instead of developing a new definition for "sustainable or "environmental" courses, in the 2009 report, Sustainability Solutions Institute (SSI) used Mr. Cohen's list as a starting point and adopted a broad construction of "environmental" and "sustainable" courses. In Fall 2013, faculty used the terms in the updated STARS material to determine the appropriate classification. After we created the 2014 course list, our campus Institutional Research Office generated a new report of unique courses offered at least once for the three-year period, Fall 2010 through Spring 2013, to generate the final report. Then we compared how many unique courses were offered on campus during the same period against the new report.

The UCSD Office of the Dean of the Graduate Division provided graduate course information in January 2015.

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	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	Yes

Physical education	No
Performance arts	No

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

Barbara Sawrey

Vice Chancellor Academic Affairs
Undergraduate Education

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.

Submission Note:

A knowledge of diversity, equity, and inclusion is required of all candidates for a bachelor's degree who begin studies at UC San Diego in lower-division standing in fall 2011 or thereafter, or in upper-division standing in fall 2013 or thereafter.

<http://ucsd.edu/catalog/front/UgrdDegReq.html>

UCSD's undergraduate education is organized into six colleges. Each college has its own distinctive educational philosophy and programmatic theme, general education requirements, neighborhood within the UCSD campus, and active student life.

Along with general education course requirements in the sciences, mathematics, fine arts, and humanities, students at UCSD's Marshall College must complete a 3-quarter (1-year) core sequence called Dimensions of Culture (DOC), which explores the development of American society through a complex tapestry of issues related to asymmetries of power associated with gender, class, racial, ethnic, and other hierarchies. All 3 courses address the social and political implications of inequality and the various collective movements that have struggled to gain access to rights and resources.

<http://admissions.ucsd.edu/colleges/marshall/index.html>

UCSD Warren College students must take ethics and society courses. Warren College designed Ethics and Society, PHIL or POLI 27 and PHIL or POLI 28, to help students learn how to make moral decisions, engage in moral reasoning, and understand the positions of others in the great moral conflicts of our time.

<http://warren.ucsd.edu/academics/ethics-and-society.html>

Finally, sustainability learning objectives are incorporated in majors that have an environmental or sustainability component as listed above and posted on departmental and program websites. The campus does not have separate URL for sustainability learning objectives.

Graduate learning objectives can be found at

https://academicaffairs.ucsd.edu/_files/ug-ed/asmnt/lo-programs/WASC_7.1b.pdf

"---" 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:

147

Total number of graduates from degree programs:

6,335

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:

Environmental Engineering
Marine Biology
Environmental Systems
Ecology, Behavior and Evolution
Urban Studies and Planning
Environmental Chemistry
Earth Sciences

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

Environmental Engineering
- to provide a sound introduction to the basic sciences that underlie the disciplines of environmental engineering
- to provide a thorough training in methods of analysis, including problem formulation and the mathematical and computational skills required by environmental engineers

Marine Biology
- understand the diversity of marine organisms, their evolutionary history, biogeography, interactions with other organisms, and adaptations to their environments.
- synthesize knowledge of physical and chemical processes of oceans and the biology of organisms to ask questions about natural history and ecology.

- form hypotheses about marine-related scientific questions and understand how experiments are executed to test those hypotheses.
- have an appreciation for the impact of habitat perturbation on marine organisms, and subsequent ecosystem-level consequences and feedbacks.
- have a sense of community responsibility and develop awareness of scientific issues in marine biology within the larger social context.

Environmental Systems

- apply their understanding of the fundamentals of science and mathematics to the description and quantification of the interactions of the atmosphere, hydrosphere, lithosphere, and biosphere, including humans.
- demonstrate capacity to investigate, diagnose and propose solutions to environmental problems in complex multi-issue, multi-stakeholder milieus and create practical solutions to environmental issues through innovative practices as shown through capstone projects and successful completion of internships at relevant organizations.
- have a sense of community responsibility and develop awareness of scientific issues in the larger social context.

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

<http://academicaffairs.ucsd.edu/ug-ed/asmnt/learning-objectives.html>

Undergraduate Program

Responsible Party

Barbara Sawrey

Vice Chancellor Academic Affairs

Undergraduate Education

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):

Environmental Engineering Program

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

The environmental engineering major focuses on conveying an understanding and awareness of the fundamental processes associated with human industrial activity that have environmental implications, and on equipping the next generation of engineers with the tools to develop technologies that enable sustainable economic growth.

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

<http://mae.ucsd.edu/undergrad/programs#enveng>

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

Environmental Systems

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

Environmental Systems – 4 majors

- Environmental Policy
- Ecology, Behavior and Evolution
- Environmental Chemistry
- Earth Science

There can be little doubt that in the twenty-first century the global human community is facing a substantial growth in the environmental consequences of providing food, energy, materials, and basic services to a population of more than six billion inhabitants. The Environmental Systems Program recognizes the growing demand for environmental specialists and is designed to prepare undergraduates to enter a broad spectrum of environmental careers and graduate programs in, for example, the natural sciences, the social sciences, public policy, law, and business.

This interdisciplinary program recognizes that local, national, regional, international, and global environmental problems do not fit neatly into traditional academic departments. A measurable part of society's inability to effectively manage complex environmental problems stems from the lack of specialists who can apply analytical tools that cross disciplinary boundaries. Many environmental specialists possess little training in the natural sciences including both the fundamental ideas and methodologies of the earth and environmental sciences. The environmental systems major was created to address both of these shortcomings.

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

<http://physicalsciences.ucsd.edu/programs/esys/>

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

Marine Biology Major - Offered by Scripps Institution of Oceanography

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

Undergraduates in this major will develop an understanding of the biology of marine organisms and the biological and physical processes that affect these organisms, their populations, and their coastal and oceanic ecosystems. The major requires a foundation in the natural sciences, a rigorous core of marine biology courses and a unifying laboratory/field course that engages students more directly in the discovery process and in analyzing and interpreting data.

Majors select electives from a growing set of upper division Scripps Institution of Oceanography courses in marine biology and related disciplines. The marine biology curriculum takes advantage of UC San Diego's unique physical location along the Pacific Ocean. Laboratory work and field trips to intertidal zones, salt marshes, and other marine ecosystems are important components of the instructional program.

Ocean sciences are relevant to many contemporary environmental issues and problems and central to understanding earth-system evolution, dynamics, climate and sustainability. A major in marine biology is an appropriate start for students who are seeking a career or graduate studies in marine biology and related biological disciplines, a career in fields such as marine conservation, or simply interested in the major to broaden their base of knowledge and experience in the biological sciences.

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

<http://siundergrad.ucsd.edu/>

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

Environmental Chemistry Major –

<http://www-chem.ucsd.edu/undergraduate/majors-minor/environmental-chemistry.html>

Urban Studies and Planning Major –

<http://usp.ucsd.edu/>

Ecology, Behavior and Evolution Major –<http://biology.ucsd.edu/undergrad/majors/ecology-behavior-evolution.html>

Earth Sciences Major –

<https://scripps.ucsd.edu/undergrad/earth-sciences-bs>

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):

Environmental Studies Minor

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

The Environmental Studies minor offers students from every major a basic grounding in the scientific, technical, social, and cultural issues presented by the interaction of human beings with their environment and the need to build a more environmentally sustainable future.

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

<http://www.ucsd.edu/catalog/curric/ENVR.html>

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

Marine Sciences (Minor)

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

Scripps Institution of Oceanography offers an undergraduate minor program in Marine Science. The minor curriculum is designed to complement the strong disciplinary training of UC San Diego basic science majors by providing a broad interdisciplinary perspective
[STARS Reporting Tool](#) | [AASHE](#)

with an environmental focus.

Ocean-related science is relevant to many contemporary environmental issues and problems and central to understanding earth-system evolution, dynamics, climate and sustainability.

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

<https://scripps.ucsd.edu/undergrad/marine-science-minor>

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

Earth Sciences (Minor)

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

A minor in earth sciences consists of twenty-eight units of earth sciences courses, at least twenty of which must be upper-division, focused on geology, geochemistry, or geophysics. Students interested in the earth sciences minor should meet with the earth sciences academic advising staff to discuss their curriculum choices.

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

<https://scripps.ucsd.edu/undergrad/earth-sciences-minor>

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

Urban Studies and Planning Minor –

<http://usp.ucsd.edu/undergraduate-program/minor.html>

Environmental Systems Minor –

<http://physicalsciences.ucsd.edu/programs/esys/esys-minor.html>

Graduate Program

Responsible Party

Kim Barrett

Dean of Graduate Studies

Office of Graduate Studies

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*.

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

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

Yes

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

Master of Advanced Studies in Marine Biodiversity and Conservation (MAS-MBC)

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

The program is a one-year full-time program that equips current and future professionals with the knowledge they need about marine ecosystems from the scientific, economic, and policy perspectives, as well as provide important cultural and communications skills. Scripps Institution of Oceanography manages the curriculum for this professional graduate degree.

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

<https://scripps.ucsd.edu/masters/mas>

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

The Master of Advanced Studies in Climate Science and Policy (MAS-CSP).

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

The program is a one-year full-time program designed to provide advanced training in climate science and policy for working professionals in the fields of government, industry and education. Scripps Institution of Oceanography will manage the curriculum for this professional graduate degree.

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

<https://scripps.ucsd.edu/masters>

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

PhD. Scripps Institution of Oceanography

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

The Scripps PhD program is organized into three separate academic programs: the Climate-Ocean-Atmosphere Program; Geosciences of the Earth, Oceans, and Planets; and the Ocean Biosciences Program. Each of these programs is responsible for all graduate educational activities in its area, including teaching, advising, and examining. Prospective PhD students will apply directly to one or more of the academic programs.

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

<http://scrippseducation.ucsd.edu/>

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

Additional graduate degrees at Scripps include: Earth Sciences, BS/MS, terminal MS degrees in Oceanography and Marine Biology, and Joint Doctoral Program with San Diego State University in Geophysics. More info here:

<https://scripps.ucsd.edu/masters>

In addition to Scripps Institution of Oceanography, the Rady School of Management and the School of International Relations and Pacific Studies have sustainability graduate degrees. More info here:

<http://rady.ucsd.edu>

and

<http://irps.ucsd.edu/programs>

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Rachel Rigoli

Programs Abroad Advisor
Student Affairs – International Education

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:

UC San Diego offers an Education Abroad Program (EAP) at the International Summer School, University of New South Wales in Australia, focusing on energy and sustainability. The Energy Tomorrow: Energy and Management program is a five-week course for engineering students exploring energy and sustainability with a focus on new developments in energy efficiency and renewable energy technologies. The course is based on 75-hours of lectures, tutorials, laboratory work, demonstrations, site visits, computer simulations, assignments, and discussion periods, and allows students to travel across Australia. Lecture topics include: world energy, energy and sustainable development, energy storage, energy and the process industries, emerging energy technologies, and renewable energy.

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

http://eap.ucop.edu/Documents/OurPrograms/Australia/1314/UNSW_summer/Energy_Tomorrow_2013.pdf

Sustainability Literacy Assessment

Responsible Party

Anna Levitt

Assistant Campus Energy Manager
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.

Submission Note:

UC San Diego does not conduct a sustainability literacy assessment.

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

Incentives for Developing Courses

Responsible Party

Suresh Subramani

Executive Vice Chancellor for Academic Affairs
Office of the Chancellor

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.

Submission Note:

<http://sciencestudies.ucsd.edu/minor/index.html>

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

No

A brief description of the program(s), including positive outcomes during the previous three years:

UC San Diego does have a related incentive program: faculty incentives to develop courses focused on diversity and inclusion.

To provide course diversity and encourage new courses, ladder-rank faculty may be provided \$1,500 for new or substantially revised courses approved by UGC as fulfilling the DEI. Course proposals should be developed through a mini-grant and review process. This proposal should be submitted along with the syllabus and DEI response form to the DEI Standing Committee. Up to 10 new courses will be supported by this mechanism annually.

In 2015, the Executive Vice Chancellor is also implementing an Excellence in Teaching Diversity Award that all faculty who teach a course fulfilling the DEI requirement will be eligible to receive. The Standing Committee will be establishing the criteria for the award and calling for nominations later this academic year.

This information, along with the list of courses already approved, is available at the Academic Affairs website:

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

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

<http://academicaffairs.ucsd.edu/ug-ed/diversity/index.html>

Campus as a Living Laboratory

Responsible Party

Sara McKinstry

Campus Sustainability Manager
Vice Chancellor for Resource Management & Planning

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	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	Yes
Other	No

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:

Sky Imagers

UC San Diego students are working with Professor Jan Kleissl from the UC San Diego Jacobs School of Engineering to build and deploy Sky Imagers, ground-based short term solar forecasting system that provide solar plant operators and electric system operators with information about upcoming adjustments to power output. Clouds are tracked through the sky and shadows are projected to the ground where the fluctuating solar power output may impact voltage regulation equipment. This technology helps anticipate and mitigate such impacts and facilitates the expansion of solar power. UC San Diego's undergraduate and graduate engineering students oversaw the instrumentation development from concept to a pre-commercial device with deployments at UC San Diego, LA, Maui and, potentially,

Spain. UC San Diego Rady School of Management MBA students joined this living laboratory by supporting the commercialization of university research. They solicited feedback from customers and worked with scientists and engineers to develop plans for commercialization of their research. The Sky Imager has already received accolades and has won a Department of Energy award.

Weather Monitoring Stations

UC San Diego students have designed, built and deployed a network of five weather-monitoring stations as a key step toward helping the university use ocean breezes to cool buildings and identify the sunniest rooftops to expand its solar power. Two professors at the Jacobs School of Engineering, Jan Kleissl and Paul Linden, and two from the California Institute for Telecommunications and Information Technology (Calit2), Doug Palmer and Bill Hodgkiss, are mentoring graduate and undergraduate students on the project. Grants from Wells Fargo & Company and campus groups enabled students to install the wireless weather stations on campus rooftops and poles to study their performance. Wells Fargo is funding several sustainability projects at UC San Diego, including \$20,000 for the weather-monitoring stations. “This important energy management project at UCSD will help to protect our environment, save energy resources and save costs to consumers,” said Barry Neal, director of Environmental Finance at Wells Fargo. To learn more about UC San Diego Weather Monitoring Station information, visit

http://www.youtube.com/watch?feature=player_embedded&v=IsTgh5PMGD0

Climate Action Plan

A team of more than 30 students is updating the campus’s Climate Action Plan for 2014, which is the campus’s guiding document to:

- Establish a target date for achieving and maintaining climate neutrality
- Establish interim goals and actions for reducing GHG emissions
- Determine how the campus will include sustainability in curriculum, student experience, and research
- Set goals for reducing emissions and waste impacts through purchasing, campus operations, transportation, and water use
- Develop methods for tracking progress and securing financing

It will continue to be a student-led effort to update the plan regularly, to ensure that the campus is on track to achieve air and climate goals, and to continue expanding those goals.

PowerSave Campus Program

The PowerSave Campus Program consists of paid interns, for credit interns, and volunteers. The team works closely with faculty, staff, and administrators as well as other student organizations, to integrate energy efficiency through education and outreach, green workforce development, academic infusion, and measurable energy savings. PowerSave Campus is a student organization co-funded by a non-profit organization, The Alliance to Save Energy, and UC San Diego Facilities and Management. In 2013, the program directly outreached to 1,962 students and indirectly interacted with 12,137 students.

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:

U.S. Green Building Council Student Group at UCSD (USGBC) has worked with UC San Diego to green buildings on campus. Using the Leadership in Energy and Environmental Design (LEED) rating system, students have helped certify buildings on campus. Some LEED certified buildings students have helped certify are the Mission Bay Aquatics Center and the Sustainability Program Office. Students are currently working on LEED certifying the Recreation, Intramural, and Athletics Complex (RIMAC) building.

In 2013, PowerSave Campus contributed to building energy efficiency projects that saved 150,371,561 kWh and 4,821,920 therms. The majority of these projects were major HVAC retrofits of laboratory buildings; the PowerSave interns provided education to the building occupants after construction was complete, on the new features of their building and the importance of their role in keeping the building operating efficiently. PowerSave interns are also currently working on teaching a dorm energy audit class to on-campus residents in order to reduce the amount of energy they use. They are also working on installing motion sensors on the lights in Price Center student center and Geisel Library. PowerSave Campus has also been developing a program that will, in 2014, offer “Green Lab Certification” to laboratories on campus. Laboratory buildings consume more energy than any other space type on campus.

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:

Students have worked with UC San Diego Housing and Dining on measuring and assessing their waste stream through trash sorts and analyzing waste purchases and services. The students have helped increase the number of reusable mugs used to purchase coffee and have proposed ways to mitigate plastic from dining services procurement and their waste stream. Students have also made recommendations and managed Fair Trade Policies and marketing for campus dining services. Students also own and operate a vegetarian food co-op called the Food Co-Op.

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:

All projects listed above under the “Air and Climate” and “Buildings” questions are directly related to energy.

Additional projects include students working with professors and researchers to develop innovative ways to save energy on campus:

- Sleep Server is a project of the UC San Diego Microelectronic Embedded Systems Laboratory at the Computer Science and Engineering department. Computer scientists partnered with Microsoft Research to create a plug-and-play hardware prototype for personal computers that induces a new energy saving state known as “sleep talking.” Normally, PCs can be in either awake mode—where they consume power even if they are not being used—or in a low power sleep mode—where they save substantial power but are essentially inactive and unresponsive to network traffic. The new sleep talking state provides much of the energy savings of sleep mode and some of the network and Internet-connected convenience of awake mode. The primary researcher who developed the SleepServer is Yuvraj Agarwal who began his research as a UC San Diego computer science Ph.D. student. UC San Diego computer science and engineering professors Rajesh Gupta and Stefan Savage served as his advisors. Agarwal now advises several graduate and undergraduate students on this efficiency project as it is being deployed and monitored UC San Diego. To learn more about Sleep Servers visit

<http://mesl.ucsd.edu/yuvraj-old/research/sleepserver.html#faq>

- In 2013, the student-led PowerSave Campus initiative contributed to building energy efficiency projects that saved 150,371,561 kWh and 4,821,920 therms. The majority of these projects were major HVAC retrofits of laboratory buildings; the PowerSave interns provided education to the building occupants after construction was complete on the new features of their building and the importance of their role in keeping the building operating efficiently. PowerSave interns have also taught dorm energy audit classes to on-campus residents in order to reduce the amount of energy they use.

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:

Roger's Community Garden at UCSD (formerly the Neighborhood Community Garden) is a student-led garden serving UC San Diego and the San Diego community. We are located on a quarter acre of land behind the Dance Building and La Jolla Playhouse. Our main purpose is to offer land to students, staff, faculty, and alumni, to grow herbs, flowers, fruits and vegetables. Additionally, in pursuit of our overall mission, we are developing multiple other projects, such as composting programs, workshops on sustainable agriculture and nutrition, lectures and teach-ins on surrounding social justice issues, and an annual seminar jointly taught by garden faculty advisors and students. As a student-led project, we strive to support the community that supports us, and give back to those who have given so much to us. We hope that through our efforts we can add a something special to our campus.

Groundskeeping staff in Facilities Management have a pilot sustainable landscaping site on campus to test the growing of trees and plants for on-campus use. In addition, Resource Management & Planning is partnering with faculty and students in Urban Planning to pilot a food forest on campus that will provide hands-on education around sustainable landscaping, food security, water conservation, soil health, and carbon sequestration.

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:

The interns in procurement and contracts are performing tasks such as outreach, resources, and data analysis/visualization to help develop and promote UC San Diego sustainability initiatives. One project that interns are working on is developing a consistent process for verifying and identifying products as "green," so that they can be called out as such on the University's online Marketplace.

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:

Students in Associated Students are working with UC San Diego on establishing permanent bike paths on campus to encourage more students to commute via bicycle. Students have also created a UC San Diego Transportation Task Force to find alternative ways for students to commute to campus such biking, busing, and carpooling.

<http://as.ucsd.edu/site/page/view/transportation>

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:

Students on campus have decreased the amount of waste on campus by hosting “Kill the Cup.” This event encouraged students to reduce the usage of disposable coffee cups and increase the amount of reusable mugs and bottles.

<http://killthecup.com/about/>

Students on campus organize many major anti-waste events, including the Thrifting Trunk Show, which collects and resells unwanted clothing, and RecycleMania, which has EcoNaut students engaging other students to use less and recycle more. During RecycleMania students also donate used athletic gear to inner city youth. Finally, the EcoNauts do trash audits to educate others about waste minimization and recycling.

<http://hdh.ucsd.edu/sustainability/whattodo.asp>

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:

Students work with faculty and staff at UC San Diego to update the university's water action plan. The purpose of the UC San Diego's Water Action (WAP) plan is to identify the measures the campus is or will be implementing to reduce potable water use, and establish benchmark goals to go beyond the 20% reduction in water use on campus. The Student Sustainability Collective also does outreach and education to students around water issues.

Students in UC San Diego Housing and Dining have created an awareness program for students living in dorms and on campus housing to conserve water and reduce water waste. They have also created a pledge for students to take to conserve water.

<http://hdh.ucsd.edu/waterpledge/>

- As part of a UC San Diego Mechanical and Aerospace Engineering Class requirement, a group of engineering students worked closely with Environmental Health & Safety and Housing, Dining & Hospitality staff to design, build, and install a rain barrel collection and treatment system at Foodworx, a popular dining facility on campus. The system is designed to collect roof runoff, which is used to irrigate a planter box. The water passes through a media blend specifically designed to remove storm water pollutants such as heavy metals. The system prevents runoff from the roof from running across hardscape and into the street, picking up pollutants along the way and carrying them into the storm water conveyance system. The system includes informational posters on the barrel to educate the campus community on ocean protection and water conservation.

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:

Student organizations and representatives from Associated Students, the Student Sustainability Collective, Power Saves, and elsewhere sit on various committees, task forces, planning project teams and more to help advance sustainability efforts, from bicycle and pedestrian planning to updating the university's climate action plan. Student representatives are part of the university's Sustainability Advisory

Council as well, and their are sustainability related elected position (like environmental justice) as part of student government.

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:

The Associated Students Associate Vice President of Diversity and team interns focus on campus diversity and affordability. Some of their goals are to establish active communication between Associated Students and the greater UC San Diego and San Diego communities; organize campaigns on a variety of issues to increase diversity awareness and social justice to promote a more cohesive campus community; collaborate with the Campus Community Centers, International Center, and Office for Students with Disabilities on events; and promote SPACES, OASIS, AS Alliance Commission, and AS Women's Commission. These resources have been created and can be utilized by students on campus.

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:

Students working at The Zone, a student lounge that encourages health and well-being, have been promoting a healthy student community. They have hosted events that promote student development for a healthy lifestyle and introduce well-being resources to other students. Some events include yoga, stress relief techniques, and meditation sessions. They also help students connect environmental and human health through events during Earth Week. Students interns work at The Zone to educate the campus community.

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:

A.S. Council nearly unanimously passed a resolution presented by the UC San Diego Student Sustainability Collective proposing UCSD divest from fossil fuels, including coal, oil and gas. This decision makes UC San Diego the third UC campus student government — after UC Berkeley and UC Santa Barbara, who voted on similar bills earlier this month — to pass legislation regarding fossil fuel divestment. These campuses are three of 256 universities participating in the ongoing, nationwide campaign that calls on universities to freeze new investments in fossil fuel companies, divest from direct ownership and commingled funds — including fossil fuel public equities — and ultimately rid endowment funds of fossil fuel stocks.

In response to student demand, In September 2014, the University of California announced it became a signatory of the United Nations-supported Principles for Responsible Investment, the first American public university to join the leading international network of institutional investors committed to including environmental, social and governance factors in their investment decision making. The UC System also joined Ceres (a climate network aimed at investors) and began the process for hiring a Director of Sustainability in the CIO office with the plan of building a small staff to focus on sustainable investing.

<http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-principles-responsible-investment>

In 2014, the University System of California (of which UCSD is part) also announced it would be:

- Allocating \$1 billion over five years for direct investments in solutions to climate change.
- Establishing and implementing a framework for sustainable investment with the goal of completion by the end of the current fiscal year (June 30, 2015)
- Integrating environmental, social and governance (ESG) factors as a core component of portfolio optimization and risk management.
- Evaluating all strategies for achieving ESG goals as soon as practical, including whether to use divestment.

<http://regents.universityofcalifornia.edu/governance/policies/6301.html>

<http://regents.universityofcalifornia.edu/governance/policies/6302.html>

<http://www.universityofcalifornia.edu/press-room/uc-combat-climate-change>

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:

Students working for UC San Diego Housing and Dining have developed an educational and entertaining way to learn more about the awesome sustainable aspects of campus. Community members can sign up for an EcoTour and spend approximately 30 minutes touring UCSD via electric cart, with sightseeing tailored and individualized based on interest and demographic (i.e. Mesa resident, Revelle staff member, etc). EcoTours stop at features such as LEED rated buildings, solar water heating, hydration stations, low flow toilets, aerated faucets, efficient washers and driers, water efficient landscaping, etc. UCSD also offers LEED Green Building tours every quarter, which are filled to capacity through June 2015. Finally, UCSD often hosts tours for local and national corporate partners (Sony, Target, and more) around our climate and energy operational initiatives.

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:

N/A

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

<http://sustainability.ucsd.edu/>

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

Sandra Brown
Vice Chancellor
VC-Research

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.

Submission Note:

Development of a Sustainability Research Inventory is in progress.

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research: UC San Diego does not track this information. We are specifically aware of 36 departments; however, as you can see from the balance of our responses, there are undoubtedly many more that fit these criteria.

UC San Diego boasts over 3,357 faculty who are involved in research. Of our faculty, over 1,700, are lead principal investigators with active funded grant awards that combined is more than \$1 billion.

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

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

700

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

3,357

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

36

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

112

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:

As a key part of the Strategic Plan developed by faculty, administrators, postdoctoral scholars, graduate and undergraduate students, staff, alumni and other members of the UC San Diego community, Chancellor Pradeep K. Khosla and Vice Chancellor for Research Sandra A. Brown are committed to significant investments in scholarship and science that will keep the university at the forefront of socially beneficial research. UC San Diego's research enterprise is focused on four strategic avenues of inquiry: understanding and protecting the planet; enriching human life and society; exploring the basis of human knowledge, learning, and creativity; and understanding cultures and addressing disparities in society.

Examples of newly funded efforts in 2015 include a Sustainable Power and Energy Center and a Sustainable Science Design Laboratory.

http://ucsdnews.ucsd.edu/feature/frontiers_of_innovation_program_seeds_seven_multidisciplinary_projects?utm_campaign=thisweek&utm_medium=web&utm_source=tw--web

A sampling of UC San Diego departments and faculty engaged in sustainability research include:

Arts and Humanities

<http://muir.ucsd.edu/minors/index.html>

<http://literature.ucsd.edu/affiliated-programs/tws/index.html>

<http://history.ucsd.edu/people/faculty/hunefeldt-christine.html>

Biological Sciences

<http://biology.ucsd.edu/biosections/ebe/research-topics/global-env-change.html>

<http://biology.ucsd.edu/biosections/ebe/index.html>

<http://labs.biology.ucsd.edu/schroeder/index.html>

California Institute for Telecommunications and Information Technology (Calit2)

http://www.calit2.net/research/academic_partners_energy.php

<http://cisa3.calit2.net/>

Ecology, Behavior, and Evolution

<http://biology.ucsd.edu/bioresearch/fac-sections.html#ebe-tab>

Environmental Engineering

<http://maeresearch.ucsd.edu/kleiss/>

Environmental Systems

<http://physicalsciences.ucsd.edu/programs/esys/contact.html>

<http://physicalsciences.ucsd.edu/programs/esys/>

Ethnic Studies

<http://www.ethnicstudies.ucsd.edu/faculty/index.html>

Jacobs School of Engineering

<http://maeweb.ucsd.edu/enviroeng>

Sample of Organized Research Units

<http://ff21.ucsd.edu/>

<https://iem.ucsd.edu/>

<http://www.calit2.net/>

<http://biocircuits.ucsd.edu/>

<http://www-ferp.ucsd.edu/>

<http://globaljustice.ucsd.edu/>

Physical Sciences

http://www-chem.ucsd.edu/faculty/profiles/prather_kimberly_a.html

http://www-chem.ucsd.edu/faculty/profiles/pomeroy_robert_s.html

<http://physics.ucsd.edu/research/plasma/index.php>

Rady School of Management

<http://rady.ucsd.edu/news/newsletter/2012/fall/us-israel/>

San Diego Supercomputer Center

<http://ucsdnews.ucsd.edu/newsrel/science/07-08GreenLightProj.asp>

School of International Relations/Pacific Studies

<http://igcc.ucsd.edu/research/environment-and-health/>

<http://empac.ucsd.edu/about/index.html>

<http://usmex4.ucsd.edu/research/public-goods-survey/>

School of Medicine

<http://gph.ucsd.edu/research/active-projects/Pages/default.aspx>

<http://globalhealth.ucsd.edu/Pages/default.aspx>

http://pathology.ucsd.edu/immunology_and_infectious_disease.htm

<http://famprevmed.ucsd.edu/research.html>

Scripps Institution of Oceanography

<http://sio.ucsd.edu/>

<https://scripps.ucsd.edu/research/>

<https://scripps.ucsd.edu/undergrad>

Skaggs School of Pharmacy and Pharmaceutical Sciences

<http://drugdiscovery.ucsd.edu/technology/Pages/marine-natural-products.aspx#research>

<http://gerwick.ucsd.edu/research.html>

Social Sciences

<http://usp.ucsd.edu/about/index.html>

<http://www.anthro.ucsd.edu/faculty-staff/profiles/parish.shtml>

<http://econ.ucsd.edu/CEE/>

<http://globaljustice.ucsd.edu/working-groups/>

Urban Studies and Planning

<http://usp.ucsd.edu/faculty/index.html>

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

In 2013, UC San Diego undertook our first steps toward creating a permanent inventory of sustainability research on our campus. The information collected is a starting place, not a final or verified document. In fact, we are aware of additional sustainability work on campus that was not captured by this initial survey. We are working to verify the information gathered, and to refine the process of the survey. UC San Diego looks forward to improving our responses based on survey results over the next few years.

Going forward, the UCSD Campus Sustainability Manager and student interns will work with deans and associate deans, center directors, the VC for Research, and Sponsored Research to collate information on sustainability-related research across campus.

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

THE KEELING CURVE

Charles David Keeling and the Scripps Institution of Oceanography at UC San Diego (SIO) began the discussion around climate change as a result of human interaction with nature in 1958. With a current annual expenditure approaching \$200 million and a fleet of four

research vessels plus the research platform FLIP, SIO encompasses physical, chemical, biological, geological, and geophysical studies of the oceans, earth, and atmosphere. SIO offers graduate and undergraduate educational programs in marine biology, oceanography, and earth sciences. These efforts ensure SIO remains at the forefront of the climate change discussion and all facets of sustainability research.

AEROSOLS

Current research being performed at SIO involves making measurements of atmospheric aerosol chemistry and developing and using new analytical methods for these measurements. Conventional analytical methods for analyzing aerosols involve isolating particles on filters with subsequent analysis performed in the laboratory. The processes often disturb the aerosol because the particles evaporate or react before analysis. To overcome these difficulties, we developed aerosol-time-flight mass spectrometry (ATOFMS). This represents the first analytical technique capable of providing the precise size and chemical composition of individual aerosol particles in real time. Some examples of aerosol systems currently being characterized in the laboratory using ATOFMS include suspended dust, sea salt, and a variety of combustion particles. Most recently, a much smaller ATOFMS has been developed and flown over Colorado, northern and southern California, and most recently the Caribbean. In regional and international studies, these instruments are being used to study the direct effect of aerosols on visibility, pollution levels, cloud formation, and the global radiation balance. Controlled laboratory studies assist in sorting out data obtained from atmospheric studies, which are complicated by the numerous chemical processes occurring at any time. The information obtained can generate new models for atmospheric processes which will be directly applicable in efforts to control ozone depletion, improve air quality, and develop an understanding of the impact of aerosols on global climate.

FORECASTING THE SPREAD OF EPIDEMICS

Social networks, as well as studies of behavior, evolution, politics, genetics, and big data, are emerging as rich areas of scholarship and science. Understanding social phenomena, and delving into the nature of human creativity, is increasingly important in a shrinking world. For example, by a deeper understanding of human social network structure, UC San Diego researchers and their colleagues at Harvard, created and proved a new method of forecasting epidemic outbreaks. This is basic research that has important implications for improving the health of our society. Additionally, this same research has shown the same forecasting method works for the epidemic flow of online information as well.

The website URL where information about sustainability research is available:

<http://sustainability.ucsd.edu/>

Responsible Party

Sandra Brown
Vice Chancellor
VC-Research

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:

In 2014-2015, the University of California Office the President provided all UC's (including UCSD) with funding for student communications and research as part of UC's Global Food Leadership Initiative and Global Climate Leadership Initiative. UCSD currently has 4 GFLI student fellows and in 2015 2 GCLI fellows.

In 2013, UC San Diego launched an Undergraduate Research Portal. This Portal is intended to be a one-stop-shop for all things related to undergraduate research, and is fully integrated with Port Triton, the UCSD student job board. This Portal permits faculty and external partners to post research opportunities and provides a site where each student can maintain his/her research profile. Additionally, students can link to hands-on research opportunities, scholarship and grant applications, and information about conferences and seminars. They also benefit from faculty mentoring in many areas, including writing and presenting professional papers. The power of the Portal to match students with sustainability and general research opportunities has made this new tool a major success on campus and in the community.

The Environmental Systems Program and the Urban Studies and Planning program both require all students to complete a senior internship/research project that can be focused on sustainability.

The Marine Sciences minor has as "research track" which encourages research in environmental/earth/marine sciences. Other majors (Earth Sciences and Ecology; Behavior; Evolution) encourage independent undergraduate research in sustainability topics through formal units (199s) and summer projects.

The Sustainability Resource Center provides students with guidance on finding research opportunities among the hundreds of faculty and staff active in sustainability.

UC San Diego's Muir College sponsors the interdisciplinary environmental studies minor. Additionally, Muir sponsors a Freshman Seminar, ENVR87- The Greening of Muir College, in which first-year students get hands-on experience doing research projects in areas of sustainability relating to Muir College. Themes of past seminars have included: water use, energy use, and waste disposal.

UC San Diego is one of the major campuses on the Clinton Global Initiative University (CGIU) Network with an emphasis on sponsoring student research projects on Environment and Climate Change.

The Global TIES program is an innovative humanitarian engineering program of the Jacobs School of Engineering at the University of California, San Diego. Global TIES puts multi-disciplinary teams of undergraduates to work building the dreams of not-for-profit organizations and their clients in San Diego and in developing countries around the world. Renowned UC San Diego faculty and researchers advise the teams, and students receive course credit for their work. Global TIES teams give students an invaluable opportunity to apply their skills in a real world setting, while learning firsthand the role that engineering and technology can play in solving the problems that face their local community and the world. Not-for-profit organizations receive critically needed but often cost-prohibitive technical expertise to help them improve the lives of their clients. Current global ties projects address issues pertaining to global public health, coastal preservation, water purification, solar energy, and other sustainability based engineering solutions.

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

<http://sustainability.ucsd.edu/involve/index.html>

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:

The "Frontiers of Innovation" program is a campus-wide effort to support the primary research initiatives of the UC San Diego Strategic Plan. One component provides fellowships for undergraduate and graduate students as well as postdoctoral scholars. The other component provides funding to support teams of UC San Diego scholars from across campus in their efforts to launch large-scale, multidisciplinary research-center applications.

UC San Diego's research enterprise, said Brown, is focused on four strategic avenues of inquiry: understanding and protecting the planet; enriching human life and society; exploring the basis of human knowledge, learning, and creativity; and understanding cultures and addressing disparities in society.

http://ucsdnews.ucsd.edu/feature/frontiers_of_innovation_program_seeds_seven_multidisciplinary_projects?utm_campaign=thisweek&utm_medium=web&utm_source=tw--web

UCSD has a number of sustainability-related centers and institutes created by and involving faculty and their research in sustainability. These include:

Sustainable Power and Energy Center
Sustainability Science Design & Planning Laboratory
Food & Fuel for the 21st Century
Center for Social Innovation

<http://blink.ucsd.edu/sponsor/ora/orus/orus-campus.html>

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

<http://ssi.ucsd.edu/>

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?:

Yes

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

Organized Research Units (ORU's) exist at UC San Diego to promote multidisciplinary/ interdisciplinary research and are intended to provide a supportive infrastructure for interdisciplinary research complementary to UC San Diego's academic goals.

Prior to their establishment, ORU's must go through a structured review process that includes a supporting recommendation from the Academic Senate. Each ORU is headed by a tenured faculty director and receives financial support and space from the campus to enable it to function. Professional researchers and technical staff can hold their appointments within the ORU, which then serves as their home academic unit. Other units on campus, of a less formal character, may designate themselves as a center or a project, but they are not ORU's unless they have been officially approved as such.

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

<http://blink.ucsd.edu/sponsor/ora/orus/index.html>

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

Yes

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

UC San Diego's Library is one of the best in the world. An example of its many outreach projects is the online guide for research related to environmental policy. The Library is pleased to work with all researchers in support of their research, including those working in areas of sustainability research.

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

<http://ucsd.libguides.com/environmentalpolicy>

Responsible Party

Sandra Brown
Vice Chancellor
VC-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:

112

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

112

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

The Academic Senate of the University of California passed an Open Access Policy on July 24, 2013, ensuring that future research articles authored by faculty at all 10 campuses of the UC will be made available to the public at no charge.

The policy covers more than 8,000 UC faculty and as many as 40,000 publications a year. By granting a license to the University of California prior to any contractual arrangement with publishers, faculty members can now make their research widely and publicly available, re-use it for various purposes, or modify it for future research publications.

This policy is being phased in at the campuses. Faculty will begin depositing articles in eScholarship on November 1, 2013. Progress on deposit implementation will be reviewed during the following year.

A copy of the open access policy:

The open access policy:

Open Access Policy for the Academic Senate of the University of California Adopted 7/24/2013

Preamble

The Faculty of the University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its scholarship available to the people of California and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly and critical knowledge. Faculty further recognize that by this policy, and with the assistance of the University, they can more easily and collectively reserve rights that might otherwise be signed away, often unnecessarily, in agreements with publishers. In keeping with these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopts the following policy:

Grant of License and Limitations

Each Faculty member grants to the University of California a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, for the purpose of making their articles widely and freely available in an open access repository. Any other systematic uses of the licensed articles by the University of California must be approved by the Academic Senate. This policy does not transfer copyright ownership, which remains with Faculty authors under existing University of California policy.

Scope and Waiver (Opt-Out)

The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles published before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Upon express direction by a Faculty member, the University of California will waive the license for a particular article or delay access to the article for a specified period of time.

Deposit of Articles

To assist the University in disseminating and archiving the articles, Faculty commit to helping the University obtain copies of the articles. Specifically, each Faculty member who does not permanently waive the license above will provide an electronic copy of his or her final version of the article to the University of California by the date of its publication, for inclusion in an open access repository. When appropriate, a Faculty member may instead notify the University of California if the article will be freely available in another repository or as an open-access publication. Faculty members who have permanently waived the license may nonetheless deposit a copy with the University of California or elsewhere for archival purposes.

Notwithstanding the above, this policy does not in any way prescribe or limit the venue of publication. This policy neither requires nor prohibits the payment of fees or publication costs by authors.

Oversight of Policy

The Academic Senate and the University of California will be jointly responsible for implementing this policy, resolving disputes concerning its interpretation and application, and recommending any changes to the Faculty. Any changes to the text of this policy will require approval by both the Academic Senate and the University of California. The Academic Senate and the University of California will review the policy within three years, and present a report to the Faculty and the University of California.

The Faculty calls upon the Academic Senate and the University of California to develop and monitor mechanisms that would render implementation and compliance with the policy as convenient for the Faculty as possible.

The website URL where the open access repository is available:

<http://escholarship.org/>

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

[STARS Reporting Tool](#) | [AASHE](#)

The Library actively supports open data and open access by collaborating with faculty, researchers, students, and other partners to ensure the long-term curation and accessibility of scholarly works in all formats.

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

<http://libraries.ucsd.edu/services/data-curation/about.html>

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

Anna Levitt

Assistant Campus Energy Manager
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:

30,310 (undergraduate + graduate, Fall 2013)

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually: Not Available

There are typically 10 PowerSave student interns, who in 2013 conducted outreach to 1,962 students and indirectly interacted with 12,137 students.

AQUAholics Anonymous provides education on water conservation at outreach events on campus (e.g., Earth Week, Sustainability Fair). At each event, approximately 75 to 100 students stop by the table and answer questions on water conservation or take a water conservation pledge for a prize (e.g., reusable water bottles, water conservation stickers, shower timers, etc.). In addition, student groups use the outreach materials developed and offered by AQUAholics Anonymous for residential/dorm water savings competitions and general education.

<http://hdh.ucsd.edu/sustainability/econauts.asp>

<http://powersavecampus.ucsd.edu/>

<http://aquaholics.ucsd.edu/>

<http://esw.ucsd.edu/>

"---" 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:

30,310

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

EcoNauts

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

15,000

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

The Econauts are currently 10 students who work on sustainability projects for UC San Diego Housing, Dining and Hospitality (HDH). The Econauts have multiple functions. They provide resources to student leaders and help develop sustainable events, information, and projects. Examples of the resources they provide include: tabling at events, teaching in ways that are fun and informative forming competitions between residents, guiding tours of sustainable features on campus, funding for sustainable events, funding for student projects that make HDH more sustainable (this has included water capturing programs, hydration stations for clean cold tap water refills, and student gardens) and creating newsletters, videos and pre-made presentations for events and bulletin boards. The Econauts also work on making HDH more sustainable, for example Econauts provide training for staff (for example dining, custodial, and resident advisors), certify HDH's locations as Green Businesses, run waste management programs, analyze and suggest more sustainable options for current HDH practices/products, and help facilitate student communication with HDH.

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

Students who wish to become Econauts can apply via UC San Diego's Port Triton Service that allows campus jobs to be posted, along with the submission of a resume and cover letter is a series of questions. These resumes and questions are screened by the HDH Sustainability Manager and then passed to the current Econaut team. The Econaut team and the manager then hold panel interviews that

consist of 2-3 Econauts and the manager. The future Econauts are chosen after all the interviews by the current Econauts and the manager.

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

The Econauts are hired at the end of the school year and are asked to start a week or so before school starts so that they can have a full week of training. This week of training includes basic team building between the students, tours of the HDH facilities and sustainable features, tours of the landfill, the materials recovery facility and the Greenery (compost facility), introduction to the sustainability resources previous Econauts have created, introduction to the outreach tools (YouTube, Facebook, newsletter, Resident Advisor email list), introduction to the current and past projects of the Econauts, introduction to the calendar of events, and practice with tabling and presenting sustainability in HDH. After this week, the Econauts begin learning, by doing; Econauts who have worked previously pair with new Econauts to start working on projects, attending events and training resident advisors.

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

The Econauts are part of the HDH Sustainability department which means that it has full staff backing throughout all of the HDH facilities, including Dining, Custodial, Housing, Property, Operations and Planning and Catering. HDH has a staff of approximately 500 that can help with interdepartmental projects. Housing, Dining and Hospitality funds the Sustainability budget, of which the Econauts are a part.

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

Power Save Green Campus

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

1,962

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

UC San Diego's Power Save Green Campus works to integrate sustainability into course curricula, build general campus awareness about environmental issues and implement projects targeting energy use, student involvement and operational changes. Power Save Green Campus interns also promote facility energy efficiency, green building practices and water conservation on campus and in the community by increasing awareness about energy and other sustainability related issues. Power Save Green Campus interns must apply and interview.

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

Power Save Green Campus interns must apply and interview with representatives from the Alliance to Save Energy as well as the Building Commissioning and Sustainability team at UC San Diego.

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

Power Save Green Campus interns receive formal training in performing energy audits and other energy related topics twice per year during semi-annual Power Save Green Campus statewide meetings. Also, LEED-accredited professionals train Power Save Green Campus interns. A lead intern holds weekly meetings to help coordinate campus projects and assessments.

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

The Power Save Green Campus program is funded, supported, and supervised by the Alliance to Save Energy and UC Auxiliary and Plant Services.

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

UC San Diego AQUAholics Anonymous

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

30,310

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

UC San Diego AQUAholics are the people who consume water on campus. UC San Diego's AQUAholics Anonymous is collaborative of students, staff, and faculty focused on encouraging behavior changes to prevent water waste (combatting water "addiction"). AQUAholics Anonymous is a resource for networking and collaboration between different areas of campus already working on water conservation / management. AQUAholics primary goal is to develop outreach materials with a unified theme that people will remember and is easily recognized by the campus community so it can be used by any group or department that is working on water conservation.

In response to California's water crisis and UCSD's high water use, students, staff, and faculty formed the collaborative "AQUAholics" and developed a 12-Step Recovery Program to reduce UC San Diego's dependency on water and to create resources for water conservation education and outreach. Members are encouraged to brainstorm and collaborate on creative messages that encourage behavior changes to conserve water. Posters with these creative messages are distributed at outreach events on campus throughout the year.

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

Any student on campus who consumes water and has an interest in influencing a culture of water conservation can become a member of AQUAholics Anonymous, as either a volunteer or an intern.

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

Incumbent interns and volunteers provide training to new interns and volunteers every quarter. The training and program are overseen by staff in the Environmental Health & Safety and Facilities Management Departments.

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

Department champions and student groups are encouraged to attend AQUAholics Anonymous meetings and use AQUAholics as a resource for water conservation. (Facilities Management; Housing, Dining and Hospitality; Environment, Health and Safety; The Student Sustainability Collective; The Sustainability Resource Center; The Social and Environmental Sustainability Committee; The Sustainability Solutions Institute; AQUAholics Student Intern; Sports Facilities; University Center; Academics; Medical Centers)

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

Engineers for Sustainable World

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

30,310

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

ESW-UC San Diego is an engineering project based organization that gives students a chance to get their hands dirty. Their mission statement is to bring communities together to develop, implement, and share technologies worldwide, so, along with their engineering projects they throw events for the community. One example of a project is their mobile solar charging unit, known as the Solar Slider. This Slider is a twelve foot solar panel array that can be towed to campus events to provide power for electronics off the grid.

Gaia Music Festival

In contemporary terms Gaia is used to describe how all the organisms on earth are closely integrated to form one system. In honor of this idea there was a festival held to raise awareness of sustainability through one amazing evening of art and music. This event happens every year in May.

Student Sustainability Outreach Day 2014

The goal of this program is to provide students with the knowledge and tools necessary to lead more sustainable lives. We hope to give students the ability to teach others and become more sustainable themselves, while reinforcing the applicability and importance of social and environmental sustainability in today's society ESW will be holding workshops during the day about different aspects of sustainability. Some will be on environmental sustainability, through workshops on creating and using solar energy. Others will center on social sustainability, covering topics such as leading healthy, goal-oriented lives as well as successfully coexisting with unique individuals in a diverse society. We will be holding a panel during the lunch hour with several speakers from around campus speaking about their different sustainable commitments and how it applies to their everyday lives.

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

ESW-UC San Diego has a strong network of student leaders. Leaders are selected by election by the members of ESW-UC San Diego. There are six Cabinet Members who deal with administration and a board of Project Directors (varies by number of projects currently running). Project Leaders are selected by the directors via interviews.

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

Cabinet Members and Board Members are required to attend an 8 hour leadership retreat in Spring Quarter that teaches them about the organization and how it functions as well as providing team bonding activities. Project Leaders are given a similar orientation in Winter

Quarter.

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

ESW-UC San Diego has two UC San Diego professors for advisors. Jan Kleissl is our Science Advisor who provides guidance to the Engineering projects. Del Foit is our Professional Advisor who helps with networking and the growth of the organization. In addition, The Jacobs School of Engineering Alumni Association organizes mentorships for Engineering Projects in order to promote networking opportunities and advice for students. ESW-UC San Diego gets financial support from The Green Initiative Fund (TGIF) Associated Students (AS), and from the Jacobs School of Engineering Dean's Office. The TGIF and AS have provided money in the tens of thousands of dollars, while the Dean's office has given ESW \$2500.

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://esw.ucsd.edu/>

Student Orientation

Responsible Party

Anna Levitt

Assistant Campus Energy Manager
Facilities Management

Criteria

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

50

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

The Resident Advisors (RA's) for Freshman and Sophomores living on campus are educated about campus sustainability and conservation during their training process lead by UC San Diego's Housing, Dining and Hospitality. The RA's are then able to pass on sustainability information to new students living on campus during orientation and throughout the year. UC San Diego hosts "First Friday," an annual event for new and returning students which highlights campus features, including sustainability efforts. Students can visit the Sustainability Resource Center as part of this annual event and partake in fun sustainable activities and win sustainable prizes.

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

<http://welcomeweek.ucsd.edu/index.php?go=allcolleges&p=all>
STARS Reporting Tool | AASHE

Responsible Party

Emily Marx
Dir/CSI
Student Life

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.

"---" 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	Yes

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

UC San Diego's Student Sustainability Collective (SSC) functions as a student-managed subset of the Sustainability Resource Center (SRC). The SRC consists of three general spaces: the SSC, the Sustainability Coordinator offices, and public outreach space. The Collective provides a space for the community to engage the university into proactive change for sustainability through programming, events, outreach, resources, support, and community. The Student Sustainability Collective at the Sustainability Resource Center was founded on the principles of community, service, collaboration, and empowerment under the belief that engaging and providing resources to the campus community on issues of sustainability will lead to a more sustainable future. Accordingly, the Student Sustainability Collective stresses a high importance in service to students, staff, and faculty. Recognizing the value of social justice and peace, environmentalism, and responsible business policies in view of the challenges posed by inequality, climate change, and other issues, the Student Sustainability Collective is committed to the triple bottom line of sustainability as a foundational principle in daily operations, interactions, decisions, and purchasing practices. In this light, the Student Sustainability Collective as an important part of the Sustainability Resource Center seeks to be a positive influence in university life and the community that surrounds the campus.

Additional sustainability organizations and descriptions can be found at links below.

<http://getinvolved.ucsd.edu>

A list of registered student organizations can be found here:

<http://tonga.ucsd.edu/studentorgregistration/RdOnlyList.aspx>

A list of sustainability-focused student organizations can be found here:

<http://sustainability.ucsd.edu/involve/orgs.html>

The website URL where information about student groups is available:

<http://sustainability.ucsd.edu/involve/orgs.html>

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:

Roger's Community Garden at UC San Diego (formerly the Neighborhood Community Garden) is a student-led garden serving the UC San Diego and San Diego community. The main purpose is to offer land to students, staff, faculty, and alumni, to grow herbs, flowers, fruits and vegetables. Additionally, in pursuit of our overall mission, the garden is developing multiple other projects, such as composting programs, workshops on sustainable agriculture and nutrition, lectures and teach-ins on surrounding social justice issues, and an annual seminar jointly taught by garden faculty advisors and students. As a student-led project, Roger's Garden strives to support the

community, and give back to those who have given so much to ensure the garden is successful. The Urban Farm Initiative is a product of The Sustainable Food Project at UC San Diego. The vision of the Sustainable Food Project is to establish a vibrant experiential learning center such as The Pepper Canyon Farm on the UC San Diego campus that encourages participation in and educates the university's community about sustainable living through the cultivation of sustainably-grown food. On 8,800 sq. feet in Pepper Canyon, The Urban Farm Initiative grows a variety of organic seasonal crops allowing the UC San Diego community to learn how to grow rich organic food in urban and suburban landscapes. Additionally, Ellie's Garden at UC San Diego just had a final event before summer in which I-House, SCERC, Garden of Eden, and Slow Food collaborated with Ellie's Garden to create a Harvest Day Picnic using their own homegrown vegetables and fruits.

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

<http://ncgardenucsd.com/>

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

UC San Diego is home to various co-operative organizations. According to their website, the UC San Diego Co-ops are not-for-profit organizations that provide students, faculty, and staff with the highest quality merchandise and services at the lowest prices possible. For many, the Co-ops are a place to buy low-priced healthy food and textbooks and provide offbeat alternatives to the items and the atmosphere offered by mainstream merchants at UC San Diego. At UC San Diego, there is The Che Cafe, The Food Co-op, The General Store Co-op, and Groundworks Books. Fundamentally, all of the Co-ops offer an alternative type of enterprise and are non-hierarchical organizations. All members of the UC San Diego community are invited to participate in the Co-ops. Membership in a Co-op provides students with a chance to experience a non-hierarchical work environment and collective decision-making. By being a member, students receive discounts at all Co-ops, an equal voice in making decisions in the evolution of their Co-op, and a role in defining the atmosphere of the Co-op. Membership in the Co-ops is open to anyone who wishes to continually volunteer about two hours a week at any Co-op.

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

<http://groundwork.ucsd.edu/coops.html>

A brief description of the sustainable investment or finance initiatives:

The Green Initiative Fund (TGIF) provides funding for projects that reduce UC San Diego's negative impact on the environment and make UC San Diego more sustainable in both the social and environmental sense. The goal is to enable and empower students to take an active role in making UC San Diego a leader in sustainability by bringing solutions and ideas to as much of the campus community as possible.

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

<http://studentsustainability.ucsd.edu/green-fund/about-tgif/>

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

Our Energy Future (October 3rd)

Food and Fuel for the 21st Century and the Center for Energy Research, two Organized Research Units at UC San Diego, kicked off the campus-wide Advanced Energy Initiative with a Public Lecture Series called Our Energy Future. Over the course of four Thursday evenings in October, academic experts from UCSD presented TED-style talks on the topics such as energy production and use, climate change, the social and economic issues of energy, and how energy relates to food and water. Catered reception followed each night of presentation to provide valuable networking opportunities for faculty, students, and the San Diego community. These lectures were filmed and will serve as the introduction lecture of a Massive Open Online Course scheduled to launch in early 2014.

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

<http://ff21.ucsd.edu/Events/oef-series.html>

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

Gaia Music Festival (May 23rd)

Gaia is a day of music and art for the UCSD community to come together in solidarity around sustainability. Come hang out in the Original Student Center from 11 - 2pm with live music and DIY projects, then in the evening head over to Price Center Ballroom West where DVC is going to be performing from 8pm till midnight

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

<http://ucsdgaiafestival.weebly.com/schedule-of-events.html>

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

UC San Diego's Outback Adventures offers 1-8 day outdoor trips that help the campus community connect with nature and develop a sense of place. Each trip incorporates Leave No Trace ethics and explores the wild places of southern California, Baja California and the Southwest. The trips give participants the skills needed to enjoy a lifetime of environmentally responsible outdoor adventure. Incoming students can participate in a 4-8 day Wilderness Orientation adventure to start their UC San Diego experience. Some UC San Diego courses and seminars are held in the outdoors and some courses include field trips for a hands-on learning experience.

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

<https://recreation.ucsd.edu/outback-adventures.html>

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

SIT Study Abroad: SIT is an affiliated partner of UC San Diego that offers UCSD students an array of immersion programs for undergraduates focused on sustainability. Destinations include countries/themes such as India: Sustainable Development and Social Change and Australia: Sustainability and Environmental Action.

The website URL where information about the theme is available:

<http://sit.edu/>

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

The Zone hosts a Free Healthy Cooking demonstration every week to promote sustainable eats. Tasty Tuesday features local, organic, and vegetarian ingredients to keep you running at peak performance levels. Sponsors such as Whole Foods Market, Housing & Dining Services, Student Health Services, and Recreation bring a different dish to the table every week.

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

<http://zone.ucsd.edu/programs.php>

A brief description of sustainability-focused student employment opportunities:

The Sustainability Program Office has five paid student interns that create and manage sustainable projects throughout the campus. Some projects include retrofitting current buildings on campus to be more beneficial to our environment. Students will work with staff and faculty on a project from start to finish developing project management skills. In addition to retrofits, the students are working on campaigns to encourage a sustainable lifestyle such as recycling.

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

<http://aps-web.ucsd.edu/src/spo.html>

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

Although UC San Diego does not have an official graduation pledge, UC San Diego provides multiple pledges that students, staff, faculty and community members can take to affirm their social and environmental responsibility. John Muir Week (The week in April that includes John Muir's birthday (April 21), which is also normally Earth Week), UC San Diego's Muir College runs an "I Pledge" program in which they offer incentives to students who pledge to alter their future behavior in some particular way that promotes a more sustainable environment. This pledge includes students' futures at UC San Diego and their futures after graduation. Additionally, the Sustainability Resource Center is sponsoring an Own Your Impact campaign is an awareness movement that challenges community members to own their environmental, fiscal, and social impacts by making the commitment to practice sustainable choices in their daily lives. As the first official campaign endorsed by the UC San Diego sustainability staff and Student Sustainability Collective at the Sustainability Resource Center (SRC), this campaign represents a collaborative effort to utilize the SRC's resources to inspire others to exercise sustainable habits. Own Your Impact is marketed by the SRC and promotes its services offered to the community at large.

<http://muir.ucsd.edu/40Gifts/>

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

<http://ownyourimpact.ucsd.edu/>

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

The university offers numerous student sustainability internships, many of which are advertised here:

<http://aps-web.ucsd.edu/src/internships.html>

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

<http://sustainability.ucsd.edu/>

Outreach Materials and Publications

Responsible Party

Anna Levitt

Assistant Campus Energy Manager
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	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
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	No
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	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

UC San Diego's Sustainability website offers a place for students, faculty, staff, and partners of the university to connect with each other, explore UC San Diego's countless sustainability initiatives, and find ways to get involved. The sustainability website highlights initiatives in the following fields: clean energy, climate, education, fuel alternatives, green building, smart grid, transportation alternatives, waste diversion, and water.

The website URL for the central sustainability website:

<http://sustainability.ucsd.edu/>

A brief description of the sustainability newsletter:

The Sustainability Program Office publishes a newsletter showcasing and informing viewers about sustainable efforts and events in the UC San Diego community. The newsletter helps students, staff, faculty, and the community to get involved in sustainable events and implement sustainable practices to their own everyday lives.

Highlights include:

- A feature interview highlighting campus sustainability champions
- List of jobs and internships in sustainability
- Local sustainability events
- UC San Diego sustainability articles

The website URL for the sustainability newsletter:

<http://www.joomag.com/magazine/loose-leaf-winter-2014/0138049001390504470>

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

UC San Diego is proud to promote paperless communications for sustainability through our SustainUCSD Facebook and Twitter pages where we reach tens of thousands of individuals. With the help of student volunteers, our social media network is one of the most followed University sustainability programs!

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

<https://twitter.com/sustainUCSD>

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

The Senior Seminar provides a venue for the presentation and group evaluation of the Environmental Systems Senior Projects. One of the outstanding features of the Environmental Systems Major Program is the three quarter upper-division Senior Internship/Project sequence to be taken senior year which provides all seniors the opportunities to get hands on experience with sustainable field work and research. The Environmental Systems program places a significant value on interdisciplinary problem solving and all majors are expected to complete an integrative Senior Project in their final year. The Senior Project is designed by the student to focus on an interdisciplinary environmental problem or research topic. Appropriate topics for the Senior Project have included biodiversity conservation, coastal zone management, environmental health, climate change, environmental justice, and/or urban air quality. An important component of the Senior Project is an off-campus or laboratory internship where students might work on the development of a comprehensive management plan for a threatened ecosystem.

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

[STARS Reporting Tool | AASHE](#)

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

The Sustainability Resource Center contains placards that describe all of the green building materials and features. These materials and features include an innovative energy-saving lighting system, countertops made from recycled paper and glass, and eco-friendly paint. Sustainable flooring types include flooring reclaimed from a demolished building, rapidly renewable, formaldehyde-free bamboo, and completely recyclable carpeting. Additionally, Housing Dining and Hospitality has placards that discuss green building features at multiple LEED certified spaces.

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

<http://aps-web.ucsd.edu/src/>

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

Signs regarding fair trade and composting can be found in various parts of UC San Diego campus.

UC San Diego has the strongest university fair trade policy in the nation. By making a commitment to promote Fair Trade Certified Products, UC San Diego supports livable wages, humane working conditions and guarantees against the use of child labor. The Fair Trade Policy states that Official Fair Trade Certified label shall be displayed in the immediate and visible vicinity where products are served and/or sold, and signage shall be displayed by main entrance or cashier informing customers that the food service operation offers Fair Trade Products. Signed regarding recycling and composting is provided in each residential dining hall.

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

<http://hds.ucsd.edu/fairtrade/>

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

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:

UC San Diego offers sustainability tours. The content of the tour is tailored for the audience, but typically include visits to some of the following places:

1. UC San Diego's Sustainability Resource Center
2. UC San Diego Farmer's Market
3. East Campus Energy Park
4. Panasonic Energy Storage System

5. Housing-Dining-Hospitality
6. Water-Wise Landscaping
7. Sustainable Health Practices; Healthy People, Healthy Planet
8. University Printing Practices; Imprints: Sustainability Matters
9. Green Education
10. Alternative and Efficient Energy Usage
11. Green Buildings, Operations and Maintenance
12. UC San Diego Libraries
13. UC San Diego's The Zone
14. Recycling; How to Be a "RecycleMmaniac"
15. Scripps Oceanography
16. Campus Transportation Alternatives and Commute Solutions

Sustainability walking tours were part of UC San Diego's Green Open House celebration.

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:

UC San Diego's Transportation Services Commute Solutions office coordinates all rideshare programs available for UC San Diego faculty, staff and students. Additionally, UC San Diego's sustainability website provides a section detailing transportation alternatives at UC San Diego. It provides resources for bikers, zip car users, shuttle and bus commuters, and carpoolers and vanpoolers. It also highlights UC San Diego's Greenline shuttles.

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

<http://sustainability.ucsd.edu/initiatives/transportation.html>

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

UC San Diego encourages you to bike to campus as an alternative to driving. Bicycling provides exercise, reduces campus parking, and doesn't pollute the environment. There is an abundant amount of resources for bicyclists such as regional bike map for bicyclist commuters. The commute solutions office offers training on how to use a bus bike rack at the Gilman Parking Structure. They also offer coupons to purchase a bike helmet. There are also safety regulations and guidelines for bicyclist on the UC San Diego bicycling resources website.

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

<http://blink.ucsd.edu/facilities/transportation/commuting/bicyclists/index.html#UCSD-bicycling-resources>

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

The UC San Diego Housing, Dining and Hospitality department's Econauts student group creates a Green Guide targeted towards green living for on-campus residents.

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

<http://hdh.ucsd.edu/sustainability/docs/GreenGuide.pdf>

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

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

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

The Student Sustainability Collective (SSC) maintains an online blog on the SSC website. This blog is updated daily with the latest sustainable campus news, events, job listings, and world news.

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

<http://studentsustainability.ucsd.edu/blog/>

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

Yes

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

Additionally, UC San Diego's Power Save Green Campus students send out a monthly newsletter regarding energy audits, current projects, updates on past project follow ups, and other green initiatives related to UC San Diego.

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

<http://powersavecampus.ucsd.edu/>

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

Yes

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

UC San Diego's Scripps Institution of Oceanography publishes an E-magazine called Explorations@Scripps with stories about ongoing research in oceanography and climate science.

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

<http://explorationsarchives.ucsd.edu/explorations@scripps/>

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

Yes

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

The UC San Diego Sustainability Program Office has a Facebook page intended to be a hub for everything related to sustainability on campus and in our local community. They update folks on sustainable research, volunteer, job and internship opportunities.

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

<https://www.facebook.com/sustainucsd>

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

Yes

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

Roger's Community Garden, UC San Diego's on-campus organic farm/garden has a Facebook page designed to advertise events and publicize their progress.

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

<https://www.facebook.com/groups/95346640485/>

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

No

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):

No

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):

No

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

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

Outreach Campaign

Responsible Party

Michelle Perez

Sustainability Analyst

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):

Own Your Impact

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

The Own Your Impact campaign began as a partnership between UC San Diego's Sustainability Resource Center students and staff. Five simple sustainability pledges address energy, waste, transportation, food, and water. Each pledge consists of 10 commitments for environmentally conscious practices. The campaign and pledges challenge individuals to own their environmental, fiscal and social impacts on our resources. Pledges are designed to apply to the daily practices of a diverse community and help illustrate that small, practical changes make a positive impact on our planet.

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

Since 2010, we have had a total of 4121 pledges submitted by students, staff, and faculty, in the following categories:

- 1) Water: 757
- 2) Waste: 894
- 3) Transportation: 759
- 4) Food: 810
- 5) Energy: 901

Total Submissions: 4121

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

<http://ownyourimpact.ucsd.edu/>

The name of the campaign (2nd campaign):

Thrifting Trunk Show

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

SustainUCSD, UCSD University Centers, and the Loft co-host, quarterly, the Thrifting Trunk Show promoting sustainable fashion. The Trunk Show featured thrift stores from all over San Diego as well as on-campus fashion magazines, NO15, Trend, and Fashion Quarterly who showcased looks from each thrift store in a fashion show. Attendees were encouraged to bring their unwanted clothes to donate in exchange for raffle tickets. All items were then donated to the San Diego Rescue Mission.

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

700 students RSVP'ed for the event. We estimate that each vendor brought approximately 250 items, including clothing, shoes, and accessories. This adds to a total of 2000 used items brought to the event, and of these items, we estimate each vendor sold about a third of their items. The total amount of used items sold is approximately 667.

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

<http://aps-web.ucsd.edu/src/thrifting.html>

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

Employee Educators Program

Responsible Party

Anna Levitt

Assistant Campus Energy Manager
Facilities Management

Criteria

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

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

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*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

28,071

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

Environment, Health & Safety Training Programs

Number of employees served by the program (1st program):

28,071

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

Environment, Health & Safety (EH&S) departmental employees provide training programs to all UC San Diego employees. Topics include: safety training, pest management strategies, research safety, risk management, radiation safety, ergonomic principles, hazardous waste management, and environmental protection. One of these programs includes Storm Water Pollution Prevention Best Management [STARS Reporting Tool](#) | [AASHE](#)

Practices. This program includes strategies to help prevent or reduce the discharge of pollutants into storm drains. All employee educators are all professional EH&S staff, certified in their areas of expertise. Although EH&S does not hire trainers, all subject experts in EH&S are trainers in their own area of expertise. EH&S has one training manager who helps to coordinate and facilitate all training programs.

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

All employee educators are all professional Environment, Health & Safety (EH&S) staff, certified in their areas of expertise. EH&S is dedicated to the reduction of risks within the UC San Diego community, and to the promotion of safety as a value in our university culture. EH&S provides health, safety, and environmental services to everyone at UC San Diego. Their goal is to support the mission of the university by helping staff, faculty, and students take an active role in protecting their health and the environment. Because all EH&S staff trainers are subject areas, the training that staff trainers receive relates to accommodate all kinds of learning styles in their training programs.

EH&S staff members are listed can be found at:

<http://blink.ucsd.edu/sponsor/EHS/contacts.htm>

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

All EH&S are paid staff at UC San Diego. The budget that is specifically for EH&S training is used for maintaining audio-visual equipment in the EH&S training room and sending the EH&S training manager to conferences about how to better improve training programs. Additionally, there are 15 technical workgroups in EH&S. One of these workgroups, the Systemwide Training Education Workgroup, focuses on staff peer-to-peer education.

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

<http://blink.ucsd.edu/sponsor/EHS/index.html>

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

Sustainability in New Employee Orientation

Number of employees served by the program (2nd program):

28,071

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

The materials presented in the New Employee Orientation are pre-approved sustainability materials created by sustainability staff in Building Commissioning and Sustainability Department.

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

Currently, new employee orientation includes a DVD containing information about UC San Diego programs, including sustainability, and a brief talk from the sustainability analyst. Although upcoming orientations will not have time for individual department presentations, all website information for departments and relevant brochures will be distributed.

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

The materials provided for the new employees are funded by Auxiliary & Plant Services Sustainability program.

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

<http://blink.ucsd.edu/HR/services/new/orientation/index.html>

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

Number of employees served by all other programs:

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

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

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

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).

Submission Note:

<http://blink.ucsd.edu/safety/resources/training/general-lab.html#Principal-investigators>

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

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

100

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

New Employee Orientations occur approximately twice a month; all new staff employees are encouraged to attend. Sustainability is covered during orientation as part of the presentation, and also in an introductory video about campus programs. Information regarding campus sustainability programs and resources is distributed at new employee orientations.

Sustainability is also covered for researchers during regular mandatory Lab Safety Trainings conducted by Environment Health & Safety. The safety presentations cover topics such as energy efficient lab equipment use and waste minimization.

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

<http://sustainability.ucsd.edu/>

Staff Professional Development

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

UC San Diego offers courses for employees on environmental stewardship and various programs related to environment health and safety, including safe handling of environmental hazards, through offices like the Office of Environmental Health and Safety.

University Extension offers a certificate in sustainable business practices.

UCSD has a Staff Sustainability Network that offers workshops, events, and staff sustainability grants:

<http://blink.ucsd.edu/sponsor/ssn/>

The percentage of staff that participated in training and/or other professional development opportunities in

sustainability during the previous year:

51

The website URL where information about staff training opportunities in sustainability is available:

<http://extension.ucsd.edu/Programs/index.cfm?vAction=certDetail&vCertificateID=155&vStudyAreaId=5>

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

Responsible Party

Sara McKinstry

Campus Sustainability Manager
 Vice Chancellor for Resource Management & Planning

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*.

Submission Note:

<http://globalhealth.ucsd.edu/resources/spotlights/Pages/program-spotlight.aspx>

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

<http://cleantechsandiego.org>

<http://www.niehs.nih.gov/news/newsletter/2014/11/spotlight-bioregional/index.htm>

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

UC San Diego’s Global Health Initiative and Department of Urban Studies and Planning are collaborating with the Coastal Training Program at the Tijuana, Mexico Estuary on documenting climate change and environmental health challenges at the border between the

U.S. and Mexico, and devising an action plan for the region.

Urban Planning is also working with southeast San Diego community members and non-profits around urban agriculture, urban gardening, nutrition and health.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

Mission Bay Aquatic Center (MBAC) is an extraordinary example of USGBC student groups from different campuses working together. UC San Diego has partnered with San Diego State University to certify MBAC, the only establishment jointly owned and operated by the two universities. With a 40.7 kilowatt rooftop solar array providing 100% of its electricity, MBAC is a clear choice for SDSU's first LEED EBOM certification project.

San Diego County's two largest universities have organized a student-based workforce which meets at least once a week. The group of 30+ students work towards satisfying their selected LEED credits by performing tasks such as calculating rooftop solar reflectivity, tracking the building's energy consumption, and drafting policies to ensure a sustainable building operation. The Mission Bay Aquatic Center is now LEED Platinum certified.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

UC San Diego is Co-Founder and Co-Chair of CleanTech San Diego that was named the 7th best CleanTechCluster organization in the world. CleanTECH San Diego is a private, non-profit member organization formed in 2007. As one of the nation's premier cleantech cluster organizations, its mission is to position the region as a global leader in the cleantech economy. CleanTECH San Diego serves as a catalyst for a diverse group of stakeholders to advance a common agenda.

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

UC San Diego's Director of Strategic Energy Initiatives is working simultaneously for Lana'i Resorts, LLC, on transforming the Hawaiian island of Lana'i into a model for sustainable energy. UC San Diego and Lana'i work together on sustainability initiatives.

The website URL where information about sustainability partnerships is available:

<http://globalhealth.ucsd.edu/resources/spotlights/Pages/program-spotlight.aspx>

Inter-Campus Collaboration

Responsible Party

Sara McKinstry

Campus Sustainability Manager
Vice Chancellor for Resource Management & Planning

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:

UC San Diego shares sustainability best practices through presentations at the California Higher Education Sustainability Conference. A variety of faculty, students and staff provide sustainability information and tours to companies, non-profits, other campuses and beyond. The Sustainability Resource Center has provided tours and presentations on UC San Diego's campus sustainability to national and international universities from Italy, Australia, Germany, Spain, Singapore, and China. UCSD is also a member of AASHE.

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:

The University of California Office of the President coordinates the following monthly system wide sustainability calls in which several UCSD staff participate: Academics; Clean Energy; Climate; Food; Green Building; Operations (LEED-EBOM); Purchasing; Sustainability Officers; Transportation; Waste; Water

UCSD also participates in the CAHESC Executive Steering Committee, SANDAG Energy Working Group (EWG), EV Project Stakeholder's Working Group, SDG&E Energy Innovation Center Stakeholder Working Group, SDCWA Water "Conservation Action Committee," CleanTech San Diego "CREBs Coalition, AASHE, the ACUPCC, and the College and University Recycling Coalition.

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

UC San Diego actively participates in the Greenschool listserv administered through the Association for the Advancement of Sustainability in Higher Education, including interacting with other campuses through its AASHE membership.

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

<http://www.aashe.org/lists/lists.php>

Continuing Education

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

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.

Submission Note:

See also:

<http://algae.ucsd.edu/career-development/edge/index.html>

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

17

Total number of continuing education courses offered:

600

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

<http://extension.ucsd.edu/index.cfm?vAction=siteSearchResults&q=sustainable+courses>

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

Yes

A brief description of the certificate program:

“Green” is the “gold standard” in modern business as industry leaders look for new and improved ways to implement sustainable strategies into their day-to-day operations. This creates a need for educated professionals to steer them in the direction of sustainable practices that make sense for their business model and goals. This certificate program provides an overview of environmental sustainability concepts and how to apply them in a business context. The program allows students to learn the core principles behind environmental sustainability, explore the “business case” for sustainability and learn strategies for measuring sustainable practices. Students also complete a sustainability assessment of an organization and recommend strategies for improving their operations, policies and programs.

Year the certificate program was created:

2,008

The website URL where information about sustainability in continuing education courses is available :

<http://extension.ucsd.edu/programs/index.cfm?vAction=certDetail&vCertificateID=155&vStudyAreaID=5>

Community Service

Responsible Party

Ryan Crawford
Student Affairs Officer
Student Life

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.

Submission Note:

Data are from the UCSD Center for Student Involvement, who uses these data for external reporting to the President Higher Education Community Service Honor Roll. The total hours were calculated using the September 2014 University of California Undergraduate Experience Survey (UCUES), which represents data from the 2013-2014 academic year. The survey was delivered to a random sample of UC San Diego students, and garnered 7,415 respondents. Students reported the time they spent in a typical week performing community service or volunteer activities. The data from the student responses was extrapolated to represent the total number of undergraduate and graduate student populations (31,052) at UC San Diego for the 2013-14 academic year. It is our understanding that there are limitations to this data because survey respondents tend to be more involved than non-survey respondents.

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

Number of students engaged in community service:

17,234

Total number of students :

31,052

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

Yes

Total number of student community service hours contributed during a one-year period:

3,110,520

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

N/A

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

Volunteer50 challenges student, staff, faculty, and community members to perform 50 hours or more of community service per year. Volunteers register online for the challenge, then search for volunteer opportunities and track their service. Each month a service theme will be featured and we'll showcase one local All-Star community organizations that fit the month's theme. Volunteers may perform their service anywhere, and incentives will be offered for individuals and groups who reach a high level of service. Volunteer 50 at UCSD hosts an end of the year recognition ceremony celebration for all employees that have performed community service during the year. A certificate is given to any employee that participated in service during that year.

The website URL where information about the institution's community service initiatives is available:

<http://v50.ucsd.edu/>

Community Stakeholder Engagement

Responsible Party

Irma Martinez Velasco

Director

Campus and Community Relations

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*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The chancellor's Campus and Community Relations staff is responsible for coordinating meetings, events and programs that foster and strengthen positive relationships between the Chancellor's Office and campus and community-based organizations. The staff helps to establish two-way communication between the university and community groups in order to convey relevant and topical information about the university and to garner input from a multitude of constituents. Staff also supports the Chancellor's Community Advisory Board (CCAB), a community advisory board to the chancellor.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or

underrepresented groups:

The Chancellor's Community Advisory Board (CCAB), formerly known as the Board of Overseers, advocates for UC San Diego and advises the chancellor, with specific emphasis on the university's role in the community. The board also supports the formulation and execution of advocacy plans and programs related to increasing the community's understanding of the positive impact UC San Diego has on the region's development and progress.

Created by former Chancellor William D. McElroy in 1973, CCAB is one of the oldest advisory boards of its type in the University of California system.

List of identified community stakeholders:

Members

R. Lee Brown* — Chair La Jolla, CA
David Arambula Lemon Grove, CA
Linden Blue San Diego, CA
PatRose Calloway Chula Vista, CA
Ann S. Campbell San Diego, CA
Sylvester “Sac” Carreathers — Alum ‘74 Walnut, CA
Cecilia Estrada Spring Valley, CA
Eric Frost San Diego, CA
Ian Gill* San Diego, CA
Robert Gillespie Rancho Santa Fe, CA
Peter J. Hall Del Mar, CA
Ann Lipscomb Hill* San Diego, CA
Ronn Johnson San Diego, CA
Christine Kehoe San Diego, CA
Ray King San Diego, CA
Leslie R. Levinson San Diego, CA
Bertha J. Lopez — Alum ‘76 Bonita, CA
Judith T. Munoz San Diego, CA
Hoan Nguyen San Diego, CA
Luis Osuna Chula Vista, CA
Phyllis K. Pfeiffer La Jolla, CA
Carmen Sandoval* Chula Vista, CA
Yen Tu — Alum ‘90 San Diego, CA
Michael E. Turk San Diego, CA
Abby Silverman-Weiss La Jolla, CA
Robert Villareal — Alum ‘86 Chula Vista CA
Fredrick Walker, Jr.* Del Mar, CA
Jim Warne San Diego, CA
Karin Winner La Jolla, CA
Robert Witty San Diego, CA

A brief description of successful community stakeholder engagement outcomes from the previous three years:

UCSD strategic plan, UCSD long range development plan, numerous community open houses and open forums/town halls

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

<http://chancellor.ucsd.edu/community>

Participation in Public Policy

Responsible Party

Jeffrey Gattas
Exec Director
University Communications

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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

UC San Diego government relations and advocacy staff, in conjunction with UC Office of the President, monitors legislation and funding opportunities that will enhance sustainability efforts. UC San Diego government relations and advocacy staff requests amendments, provides support or opposition letters on legislation, and works with third party advocates to advance sustainability goals with elected officials. UC San Diego hosts events on campus where elected officials have been invited to participate and learn more about our research and collaboration. UC San Diego government relations and advocacy staff are also a resource for elected officials and staff when technology or research issues come-up and legislators or government entities want our evaluation or advice.

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

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

The website URL where information about the institution's advocacy efforts is available:

<http://advocacy.ucsd.edu/>

Responsible Party

Sandra Sears
Financial Manager
Bookstore

Criteria

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

Submission Note:

<http://www.workersrights.org>

"---" 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? :

Yes

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

Yes

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

<http://fairlabor.org/>

Responsible Party

Gregory May
Director
Environmental Services

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.

Submission Note:

UCSD Health System is not a member of Global Green; this organization is primarily focused on schools for membership. As a member of AHA (the American Hospital Association) UCSD Health System participates in the Healthy Hospitals Network.

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

Yes

Is the institution a member of the Healthier Hospitals Initiative?:

Yes

Is the institution a member of Practice Greenhealth?:

Yes

A brief description of the hospital's sustainability initiatives:

We are the fifth year of a system wide mixed recycling program. The UC Health System achieved 30% recycling/diversion rate in FYI 12-13, a 4th consecutive rate increase. The system expanded and/or created several new initiatives: Greener OR initiatives, Food Initiatives (new Food Director hired), Environmentally Preferred Purchasing, expired confidential record recycling program including silver recovery (radiology films), xeriscaping and reclaimed water use (for some irrigation), laundry contract reducing 5 million gallons/year water use, green cleaning. The new Jacobs Medical Center hospital tower will be LEED certified at least Silver, and very close for Gold (undetermined as yet). The Sulpizio Cardiovascular Center LEED Gold.

The website URL where information about the hospital's sustainability initiatives is available:

[STARS Reporting Tool](#) | [AASHE](#)

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.

From the institution:

UCSD is committed to reaching carbon neutrality for Scope 1 and 2 emissions by 2025 and for Scope 3 emissions by 2050.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Valerie Fanning

Compliance Officer

Environmental Health & Safety

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 (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} 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.

Submission Note:

Scope 1 emissions were down for 2013 due to one steam turbine being offline December 2013 for repairs. This resulted in an increase in Scope 2 emissions (more purchased electricity). Scope 3 emissions increased due to the addition of Hillcrest commuting. The overall

slight decline could be attributed to milder weather and building energy efficiencies.

2012 is the first year for which we have third party verified data.

4,250,000 maintained gross square feet (MGSF). Of the approximately 760 UC San Diego buildings, 110 are laboratory buildings. This includes buildings on our Main Campus in La Jolla (including East Campus), but NOT our Hillcrest campus. This matches the GHG and energy data submitted.

875,000 MGSF. This includes only our Main Campus in La Jolla (including East Campus), but NOT our Hillcrest campus.

106,000 MGSF. This includes the San Diego Supercomputer Center and the Birch Aquarium.

"---" 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	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

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

No

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

UC San Diego uses The Climate Registry General Protocol and CRIS Reporting tool for Scope 1 and 2 emissions. Commuting emissions are reported from the UC Transportation Working Group data and calculations. Business Air Travel emissions are calculated using the campus air miles traveled from Connexus and the formula from AASHE and ACUPVCC Clean Air – Cool Planet calculator.

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:

UC San Diego uses an ANSI and The Climate Registry (TCR) accredited verification body to validate our emissions that are reported to TCR and the California Air Resources Board (CARB).

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	157,222 <i>Metric Tons of CO2 Equivalent</i>	145,175.60 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	4,662 <i>Metric Tons of CO2 Equivalent</i>	4,123.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	32,936 <i>Metric Tons of CO2 Equivalent</i>	13,661 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	11,509	9,549
Number of residential employees	1,686	1,601
Number of in-patient hospital beds	563	548
Full-time equivalent enrollment	29,517	27,750
Full-time equivalent of employees	16,221	15,784
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	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

We began using a 2008 baseline in 2013/2014.

Gross floor area of building space, performance year:

21,775,690 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	4,250,000 <i>Square Feet</i>
Healthcare space	875,000 <i>Square Feet</i>
Other energy intensive space	106,000 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	17,885 <i>Metric Tons of CO2 Equivalent</i>
Commuting	47,342 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	269 <i>Metric Tons of CO2 Equivalent</i>

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

Biogenic emissions from mobile combustion

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<https://www.crisreport.org/web/guest/analysis-and-reports>

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

- Completed 11 energy efficiency projects resulting in:
 - 2,700,031 kwh, 291,901 therms, 2,530 tonnes of CO2 reduced annually, \$589k annual avoided cost
 - \$859k incentive received from San Diego Gas & Electric (SDGE)
 - This is year 5 of an energy efficiency program
- Installed 7 rooftop Solar Photovoltaic systems on the main campus:
 - Total capacity of 773 kW-ac
 - 370 tonnes of CO2 reduced annually
 - \$840k incentive received from California Center for Sustainable Energy (CCSE)
 - UC SAN DIEGO now has a total on-site renewable energy system capacity of 5,975 kW
- Completed design of Energy Storage System
 - 2.5MW – 5MWhr Battery Storage System
 - Reserved \$3.2M SGIP incentive from the CCSE
 - Battery system to be charged by renewable energy generated by on site fuel cell at night and displace high carbon content peak energy during the day.
 - Project to be completed mid 2015
- Completed design of Thermal Energy Storage System
 - 1.2M Gallon, 11,445 ton-hr (7 hour discharge capacity)
 - Reserved \$1M incentive from SDGE
 - Will eliminate all on peak electric chilling on the East Campus neighborhood. Project to be completed mid 2015.
- Installation of Absorption Chiller to Fuel Cell
 - Capture heat from renewable fuel cell that was previously vented to atmosphere.
 - Will raise overall system efficiency to 68%, making it one of the most efficiency combined heat and power plants in operation.
- Hillcrest Medical Center dishwasher replacement reduced energy consumptions 15%.
- Continued progress was made implementing a \$1.8 million grant to develop stand-alone energy sources for the microgrid.

Outdoor Air Quality

Responsible Party

Samuel Petersen

Environmental Affairs Spec
Environmental Health & Safety

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.

Submission Note:

Diesel emissions calculated from estimated 1500 gallons per year for standard testing and maintenance (less power outages).

"---" 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:

Idling policies for diesel vehicles and equipment, investigating alternative fuel solutions for equipment replacements, and retrofitting older equipment with emission control technology.

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

Yes

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

Local air district toxic emission inventory factors, source test data for some stationary sources and manufacturers' emission factors when available.

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

	Weight of Emissions
Nitrogen oxides (NOx)	21 <i>Tons</i>
Sulfur oxides (SOx)	6.14 <i>Tons</i>
Carbon monoxide (CO)	11.94 <i>Tons</i>
Particulate matter (PM)	18.04 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	12.45 <i>Tons</i>
Hazardous air pollutants (HAPs)	3,526.03 <i>Tons</i>
Ozone-depleting compounds (ODCs)	158.10 <i>Tons</i>
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:

Energy efficiency projects to reduce consumption and emissions from cogeneration power plant on UC San Diego campus. Investigating CNG solutions for emergency power when possible.

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

<http://blink.ucsd.edu/safety/environment/outdoor/air-pollution.html>

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

Steve Jackson

Director

Facilities Management, Resource Management & Planning

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.

Submission Note:

<http://sustainability.universityofcalifornia.edu/policy.html>

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies (square feet) number obtained from total of all LEED Existing Buildings

"---" 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)	Yes
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:

LEED Existing Building Operations & Maintenance total SF =165,110
 Campus Services Complex-LEED Silver
 San Diego Super Computer East Expansion-LEED Gold
 Mission Bay Aquatic Center-LEED Platinum

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

17,055,277 *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)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	66,346 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	85,664 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	13,100 <i>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	---
Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

165,110 *Square Feet*

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

[sustainable-practices-policy.pdf](#)

The date the guidelines or policies were formally adopted:

July 1, 2004

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

N/A

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

Sustainable building operation and maintenance guidelines and policies are ensured through the collaboration, leadership, and support of Facilities Management (FM) staff, Building Commissioning and Sustainability (BCAS) staff, Sustainability Program Office staff, and other campus Sustainability Staff in Housing and Dining, Sports Facilities, and Med Center. Guidelines and policies are developed, vetted, and then carried out by the appropriate staff members. Campus-wide goals, set out by the Climate Action Plan and consistent LEED Existing Building and Operations and Maintenance projects, ensure that all areas of the campus are incorporated.

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

<http://sustainability.ucsd.edu/initiatives/building.html>

Building Design and Construction

Responsible Party

Jamie Bohannon

Project Coordinator

Facilities Design & Construction

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.

Submission Note:

Information is accurate as of early 2014. We are still updating data for 2014.

"---" 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:

LEED Building Design and Construction and LEED New Construction

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

2,229,158 *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)	19,361 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	231,021 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	1,104,911 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	153,306 <i>Square Feet</i>

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:

A copy of the guidelines or policies :

[Green Building Designs Guidelines.docx](#)

The date the guidelines or policies were adopted:

July 1, 2004

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

LEED New Construction & Major Renovation: Scripps Institution of Oceanography Seaside Forum, Revelle College Housing, Telemedicine & PRIME-Heq, North Campus Housing Phase 2, Health Sciences Graduate Housing, Cardiovascular Center, Housing/Dining at Muir College, Housing, Dining and Hospitality Services Administration Building, Rady School of Management Phase

2, Torrey Pines Center North, East Campus Parking Structure, East Campus Office Building, Marine Ecosystem Sensing, Observation and Modeling (MESOM) building at Scripps Institution of Oceanography (SIO) (Platinum), Health Sciences Biomedical Research Facility 2 (Platinum), Galbraith Hall

LEED Commercial Interiors: Mesa Childcare Center, Sustainability Resource Center, Goody's Place and Market, Stewart Commons, The Zone

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

All new design and construction strives to meet or exceed LEED Gold standards and has to achieve at minimum LEED Silver. Facilities, Design and Construction (FD&C) includes LEED consultants in all construction projects. LEED consultants work with Building Commissioning and Sustainability staff to ensure they are consistent with campus goals and that they are appropriately applied to campus baseline credits.

FD&C staff chair the University of California system-wide Green Building Working Group.

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

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

Responsible Party

Steve Jackson

Director

Facilities Management, Resource Management & Planning

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.

Submission Note:

15,349,749 (Estimated at 90% of maintained gross square feet (MGSF))

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

Other contact: UCSD Environmental Health & Safety

"---" 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:

15,349,749 *Square Feet*

Gross floor area of building space:

15,349,749 *Square Feet*

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

Indoor environment concerns include odors, air temperature and ventilation problems, floods, leaks, sewage backups, mold, and other general safety issues. The campus's policy ensures heating, ventilation and air conditioning meet ASHRAE standards for ventilation and thermal comfort. The policies addresses design guidelines and general safety issues related to indoor air quality. It is the responsibility of all employees to inform supervisors of any IAQ issues and if necessary, Environment, Health & Safety and/or Facilities Management will resolve any possible issues.

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

<http://blink.ucsd.edu/safety/environment/indoor/#Indoor-air-quality>

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

Krista Mays

Sustainability Manager

Housing

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).

"---" 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:

16

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

[UNFI UCSD Velocity Star report.xlsx](#)

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

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:

Housing and Dining Services is committed to supporting Fair Trade products. All of UC San Diego's dining locations offer exclusively Fair Trade coffee, tea and sugar, and at least one Fair Trade choice of ice cream and chocolate.

Organic and local options are also provided in all dining halls throughout the UC San Diego campus. For example, all eggs purchased on campus are cage free and some fruits and vegetables are purchased at the Wednesday Farmer's Market located outside the campus's Roots Cafe.

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

FoodPro recipes run against the purchasing data from our prime food vendor

Total annual food and beverage expenditures:

13,679,037.30 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	Yes	No
Franchises	Yes	No
Convenience stores	Yes	Yes
Vending services	Yes	Yes
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	Yes
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:

Fair Trade University - Fair Trade Certified purchases = \$276,378.00

USDA organic purchases = \$89,473.66

Cage-free egg purchases = \$234,827.00

Seafood Watch Guide "Best Choices"= \$119,461.00

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

<http://hdh.ucsd.edu/diningservices/>

Low Impact Dining

Responsible Party

Krista Mays
Sustainability Manager
Housing

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.

Submission Note:

Annual dining services expenditures on food, annual dining services expenditures on conventionally produced animal products, and annual dining services expenditures on sustainably produced animal products are all unknown.

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

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

98

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

Data are collated by the Housing/Dining/Hospitality sustainability manager

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”):

UC San Diego Roots restaurant, a Housing and Dining Services establishment, offers exclusively vegan entrees, salads, sides, and smoothies. Roots is the university’s first exclusively vegan eatery and lounge. UC San Diego also works with students and campus stakeholders to identify desired menu options, locate sources locally, and promote sustainable and healthy food options to students.

In the other campus dining facilities on campus, 20% of main courses and up to 80% of side dishes are vegetarian or vegan.

The Food Co-op is an exclusive vegan and vegetarian student-run food store that features a fresh, organic salad bar, bagels, trail mix, soups, and a variety of other foods and beverages. Since its introduction to the campus in 1978, the Food Co-op has committed itself to providing the UC San Diego community with a natural food alternative, as well as, a resource for environmentally conscious products and information. The Food Co-op carries a variety of food and non-food products such as baked goods, juices, sandwiches, fresh organic produce, macro-biotic options, ethnic foods, cruelty-free cosmetics, and environmentally safe cleaning products. Many foods are stocked in bulk to reduce the price to the customer and the waste of packaging.

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

UC San Diego has Meatless Mondays in our dining Units.

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

<http://hdh.ucsd.edu/diningservices/>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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

Anna Levitt

Assistant Campus Energy Manager
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.

Submission Note:

Note that this includes the Main Campus in La Jolla (including East Campus), but NOT the Hillcrest campus or other off-site facilities. This sum includes gas input for the onsite cogeneration plant (since UC San Diego owns the plant), electricity output of the fuel cell (since UC San Diego purchases the electricity from a third party through a power purchase agreement), electricity purchased from the utility, electricity generated by onsite solar panels, and gas purchased from the utility.

Same boundary as described above. Note that the campus has a cogeneration plant, so the majority of electricity used on campus is generated onsite.

2013: 4,250,000 maintained gross square feet (MGSF). Of the approximately 760 UC San Diego buildings, 110 are laboratory buildings. This includes buildings on our Main Campus in La Jolla (including East Campus), but NOT our Hillcrest campus. This matches the GHG and energy data that is being submitted.

"---" 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	3,073,959 MMBtu	3,126,858 MMBtu

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	164,154 <i>MMBtu</i>	158,058 <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	21,775,690 <i>Gross Square Feet</i>	13,292,382 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	4,250,000 <i>Square Feet</i>
Healthcare space	875,000 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,819
Cooling degree days	973

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	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

2008 is the baseline year because the campus expanded significantly in prior years, making 2008 a good baseline for comparison to today. and because 2008 is the first year for which we have third-party verified climate data.

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

Most thermostats in offices and labs are centrally controlled for efficient and accurate temperature settings. (See the table below for settings.) In some instances; however, office members can make slight manual adjustments to these controls if the workspace is too warm or cool.

Office/ administrative spaces

Setting: Occupied 6 a.m. – 6 p.m. weekdays

Heating Mode: Keeps temperature above 70°

Cooling mode: Keeps temperature below 74°

No heating or cooling occurs between 70° and 74°

Setting: Standby 4:30–8 p.m. weekdays

Heating Mode: Keeps temperature above 68°

Cooling Mode: Keeps temperature below 76°

No heating or cooling occurs between 68° and 76°

Setting: Unoccupied 8 p.m.– 6 a.m. 7 days a week

Heating Mode: Keeps temperature above 66°

Cooling Mode: Keeps temperature below 78°

No heating or cooling occurs between 66° and 78°

Labs

Setting: Occupied 6 a.m.–6 p.m. weekdays

Heating Mode: Keeps temperature above 70°

Cooling Mode: Keeps temperature below 74°

No heating or cooling occurs between 70° and 74°

Setting: Unoccupied 6 p.m.–6 a.m. 7 days a week

Heating Mode: Keeps temperature above 68°

Cooling Mode: Keeps temperature below 76°

No heating or cooling occurs between 68° and 76°

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

Three parking lots, one parking structure, two gas stations, the Birch Aquarium exhibit areas, and 10% of campus walkways are lit with LED light fixtures. The campus is in the process of scoping additional LED installations for both interior and exterior applications.

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

UC San Diego utilizes occupancy sensors in most non-laboratory buildings throughout campus, to control lighting in offices, classrooms, and conference rooms. Our major data center, the Supercomputer Center, also has occupancy sensors that control its lighting. Over the past four years, seven additional laboratory buildings were retrofit with occupancy sensors throughout that control both lighting and HVAC. When these spaces are unoccupied, the lighting turns off, the allowable temperature range is increased, and the airflow is dropped to an accepted unoccupied rate of 4 air changes per hour.

In addition, in nearly every laboratory building, the fume hoods have occupancy sensors that determine whether the fume hood is in use; if the fume hood is not in use, the airflow velocity across its face drops from 100 to 60 linear feet per minute, a 40% reduction.

All parking lots have lighting fixtures with two light levels, controlled by occupancy sensors.

All interior stairwells on campus also have bi-level lighting fixtures throughout that are controlled by occupancy sensors.

An ongoing construction project is installing occupancy sensors in corridors across campus.

Researcher Yuvraj Agarwal, PhD, has developed a Synergy Occupancy Sensor, which is a low cost wireless solution that tracks occupancy in an office building. UC San Diego's Facilities Management Department is working with Dr. Agarwal to install his technology in campus buildings, to control lighting, HVAC, and plug loads.

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

A 300 kW solar water-heating system installed at the North Campus Housing Phase II project is one of the largest solar-thermal projects at a university in North America. In addition, two outdoor Olympic-sized swimming pools are heated by solar thermal systems.

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

None

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

The cogeneration plant provides 85% of the campus's annual electricity needs. 54% of the campus's 60 MMBtu/hr heating load is served by waste steam from the campus's cogeneration plant. Heat recovery from the cogeneration plant also drives 3 steam-expansion chillers that together provide 9,750 refrigeration tons. A 3.8 million gallon chilled water storage tank is connected to the chilled water system, and it permanently load shifts from on peak to off peak 3 to 6 MW per day. The combined heat and power achieves 66% overall simple efficiency. The two gas turbines in the cogeneration plant use a non-ammonia catalytic emission reduction system that produces only 1.5 ppm NOx.

Thanks to recent regulatory authority for piping "directed biogas", efforts are underway to contract for supplies of remote sources of biogas for use in the gas turbines as a substitute for natural gas.

In addition to the gas turbine cogeneration plant, UC San Diego has a 2.8 MW fuel cell that runs on directed biogas from the Point Loma Wastewater Treatment Plant. Construction is currently underway on a 350 ton absorption chiller that will run on the exhaust heat of the fuel cell.

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

In the last five years, UC San Diego's energy efficiency program has prevented energy use totaling 42 million kilowatt-hrs and 2.7 million therms of natural gas, saving \$7.4 million per year on our energy bills. Total cost to implement these projects was \$42.9M, of which \$11.5M was offset by incentives from the UC/CSU/IOU Partnership, delivered by SDG&E.

The program includes the following, among other projects: (1) major HVAC retrofits in all major lab buildings built prior to 1992 – seven completed and eight more underway; (2) recommissioning of 26 buildings; (3) elimination of all T12 fluorescent lighting on campus; (4) several LED and induction lighting installations, with occupancy sensor control; and more.

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

UC San Diego has a Johnson Controls Metasys 5.0 building control system. The entire campus, down to the zone level, can be seen on the Metasys front end system. UC San Diego is installing the world's 1st microgrid master controller and optimizer software suite under a \$2M grant that will reschedule on an hourly basis the mix of self generation, grid imports, electric and thermal storage, and demand load as a Virtual Power Plant based upon real time signals from the market, prevailing economics, known efficiencies and predicted environmental emissions, a prototype of the future Smart Grid.

UC San Diego currently has intelligent, utility-grade ION electricity meters on approximately 70% of the campus's total electricity load, monitoring at the individual building level. These meters monitor energy and power quality, and interface with an existing PowerLogic ION Enterprise® web-enabled software system. In the next year, UC San Diego will upgrade 108 additional energy meters, and bring them into the PowerLogic ION software system.

In addition to electric meters, the campus has BTU meters on chilled water and hot water inputs on all major buildings on campus. These meters provide 15-minute interval data on temperature, flow and BTU to a central online database

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

UC Office of the President Policy requires Energy Star products be purchased when available. Currently, 95% of campus appliances are Energy Star.

Since 2008, UC San Diego has run several programs to replace energy-consuming appliances with their more energy efficient alternatives, including the following: 514 older computer servers, 123 ultralow temperature freezers, and 155 kW of storage servers with their 25 kW equivalent.

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

UC San Diego's campus master plan and other approved planning document define the use of native plantings. Excerpts: "Indigenous vegetation should be considered as a landscape fabric that has a coastal sage and chaparral integrity and heritage to it."

"The use of turf grass as a ground cover is discouraged except in sunny locations where students, faculty...may gather on a lawn. Planting areas, to the greatest extent possible, should be covered by a variety of xeric-tolerant, indigenous, and drought adapted ornamental shrubbery and ground cover."

The landscape management staff values the use of native plants; When reviewing plans for a new landscape, inclusion of appropriate native plantings are verified. For example recommending the use of *Salvia clevelandii* for a shrub in housing project instead of using *Pittosporum crassifolium*. UC San Diego landscape management employees are the unofficial watch dogs for the protection of existing native habitat adjacent to a new development. Plant material identification questions during employment hiring include common native plantings.

The following site includes UC San Diego's Master Plan, Neighborhood Plans, Guidelines and campus wide landscape policies:

<http://physicalplanning.ucsd.edu>

.

The following site includes all scope of work services by UC San Diego Facilities Management Landscape Services:

<http://blink.ucsd.edu/facilities/management/landscaping/index.html>

.

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

All campus soda machines have occupancy sensors to control the machine's lighting and compressor, per the campus's latest Master Agreement with the vending machine supplier.

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

This year, UC San Diego will install two energy storage systems totaling 2.5 MW, which will charge at night and discharge during the day, relieving the grid of on-peak energy use.

The campus is in the process building a Continuous Commissioning Team that will constantly be recommissioning major HVAC components on buildings across campus, to ensure efficient operation at all times. This effort will be supported by energy waste-targeted fault detection software.

Researchers in the Computer Science Department are working with Facilities Management to develop a dashboard for building occupants that will allow them to control their room temperature, but also witness the impact of their behavior on the energy use of their space; the campus will use this data to drive energy management policies.

- Completed 11 energy efficiency projects resulting in:
 - 2,700,031 kwh, 291,901 therms, 2,530 tonnes of CO2 reduced annually, \$589k annual avoided cost
 - \$859k incentive received from San Diego Gas & Electric (SDGE)
 - This is year 5 of an energy efficiency program
- Installed 7 rooftop Solar Photovoltaic systems on the main campus:
 - Total capacity of 773 kW-ac
 - 370 tonnes of CO2 reduced annually
 - \$840k incentive received from California Center for Sustainable Energy (CCSE)
 - UC SAN DIEGO now has a total on-site renewable energy system capacity of 5,975 kW
- Completed design of Energy Storage System
 - 2.5MW – 5MWhr Battery Storage System
 - Reserved \$3.2M SGIP incentive from the CCSE
 - Battery system to be charged by renewable energy generated by on site fuel cell at night and displace high carbon content peak energy during the day.
 - Project to be completed mid 2015
- Completed design of Thermal Energy Storage System
 - 1.2M Gallon, 11,445 ton-hr (7 hour discharge capacity)
 - Reserved \$1M incentive from SDGE
 - Will eliminate all on peak electric chilling on the East Campus neighborhood. Project to be completed mid 2015.
- Installation of Absorption Chiller to Fuel Cell
 - Capture heat from renewable fuel cell that was previously vented to atmosphere.
 - Will raise overall system efficiency to 68%, making it one of the most efficiency combined heat and power plants in operation.
- Hillcrest Medical Center dishwasher replacement reduced energy consumptions 15%.
- Continued progress was made implementing a \$1.8 million grant to develop stand-alone energy sources for the microgrid.

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

<http://sustainability.ucsd.edu/initiatives/energy.html>

Responsible Party

Anna Levitt

Assistant Campus Energy Manager
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.

Submission Note:

For total energy consumption performance year: note that this includes the Main Campus in La Jolla (including East Campus), but NOT the Hillcrest campus or other off-site facilities. This sum includes gas input for the onsite cogeneration plant (since UC San Diego owns the plant), electricity output of the fuel cell (since UC San Diego purchases the electricity from a third party through a power purchase agreement), electricity purchased from the utility, electricity generated by onsite solar panels, and gas purchased from the utility.

"---" 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	9,348 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	1,640 <i>MMBtu</i>
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 <i>MMBtu</i>

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

3,907 *MMBtu*

Total energy consumption, performance year:

3,073,959 *MMBtu*

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

On-site renewable generation systems include the following:

- A 3 MW PV system made up of a combination of conventional flat panels, sun-tracking/concentrating PV, and a PV energy storage demonstration project. UCSD retains the RECs for the majority of these systems.
- A 2.8 MW fuel cell that uses renewable methane gas flared at the local wastewater treatment facility. The plant provides enough energy to power 2,800 homes. UCSD does not retain the RECs for this system.
- There are approximately 8 kW of wind turbines located at the Birch Aquarium “Boundless Energy” exhibit.

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

A 300 kW solar water-heating system installed at the North Campus Housing Phase II project is one of the largest solar-thermal projects at a university in North America. In addition, two outdoor Olympic-sized swimming pools are heated by solar thermal systems.

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

N/A

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

Green-e certified RECs were purchased in 2014 for 20% of the campus’s total purchased electricity. The RECs are composed primarily of biomass, wind, and solar PV.

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

<http://sustainability.ucsd.edu/initiatives/energy.html>

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

Chuck Morgan

Asst Dir/Cust/Landscape

Facilities Management, Resource Management & Planning

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:

The Arbor Day Foundation has also named UC San Diego a “Tree Campus USA.” Approximately 27% of the campus is ecological preserve and grove park. UC San Diego owns nearly 102M sq ft of land, of which less than 6% is building footprint. UC San Diego’s permanent urban forest preserve has >200,000 trees, reduces energy use by 12.9 GWh/yr, sequesters 10,000 tons/yr of CO2 (5% of UC San Diego’s annual emissions), and traps and filters into the water table - 140 million gals/yr of untreated storm water. Campus also owns four Natural Reserve sites: Scripps Coastal Reserve, Kendall-Frost Mission Bay Marsh Reserve, Elliot Chaparral Reserve, and Dawson Los Monos Canyon Reserve. Scripps Coastal Reserve is a California Area of Special Biological Significance, a Marine Life Refuge and Ecological Reserve. UC San Diego received \$2.65M to perform Areas of Special Biological Significance (ASBS) protection work.

<http://ucsdnews.ucsd.edu/newsrel/general/08-09TreeCampus.asp>

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

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

	Area
Total campus area	1,200 Acres
Footprint of the institution's buildings	150 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	1,050 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 :

<http://blink.ucsd.edu/safety/environment/pests/>

UC San Diego uses and is consistent with the following definition of integrated pest management (IPM): a pest management strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as encouraging biological control, the use of resistant varieties, and the adoption of alternate cultural practices (such as modification of irrigation or pruning to make the habitat less conducive to pest development). Pesticides are used only when careful monitoring indicates they are needed according to pre-established guidelines, treatment thresholds, or to prevent pests from significantly interfering with the purposes for which plants are being grown.

UC San Diego promotes the following Best Management Practices for IPM: If pesticides are to be used, the campus uses the least toxic and most effective products and uses organic based products whenever possible. UC San Diego is dedicated to pursuing the reduction and elimination of the use of pesticides by utilizing the signal word "Warning and Danger." The campus is and will continue to be on the forefront of sustainable landscape management.

Also, Landscape Services employs the use of mulch for weed prevention and moisture retention thereby reducing the need to irrigate more often. Landscape technicians are also directed to pull weeds whenever possible to reduce the use of chemicals.

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

The institution's approach to sustainable landscape is to encourage environmentally sensitive building exterior and hardscape management practices that provide a clean, well-maintained and safe building exterior while supporting high-performance building operations. Best management practices are applied that reduce harmful chemical use, energy and water waste, air pollution, solid waste, and chemical runoff.

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

UC San Diego's campus master plan and other approved planning document define the use of native plantings. Excerpts: "Indigenous vegetation should be considered as a landscape fabric that has a coastal sage and chaparral integrity and heritage to it." "The use of grass as a ground cover is discouraged except in sunny locations where students, faculty...may gather on a lawn. Planting areas, to the greatest extent possible, should be covered by a variety of xeric-tolerant, indigenous, and ornamental shrubbery and ground cover."

The landscape management staff values the use of native plants; When reviewing plans for a new landscape, inclusion of appropriate native plantings are verified. For example recommending the use of *Salvia clevelandii* for a shrub in housing project instead of using *Pittosporum crassifolium*. UC San Diego landscape management employees are the unofficial watch dogs for the protection of existing native habitat adjacent to a new development. Plant material identification questions during employment hiring include common native plantings.

The following site includes UC San Diego's Master Plan, Neighborhood Plans, Guidelines and campus wide landscape Policies:

<http://physicalplanning.ucsd.edu>

The following site includes all scope of work services by UC San Diego Facilities Management Landscape Services:

<http://blink.ucsd.edu/facilities/management/landscaping/index.html>

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

Landscape Services at UC San Diego endeavors to reuse landscape material as much as possible. Tree stakes are stored when removed from established plants and re-used when new plantings new staking. Broken irrigation sprinklers are collected for recycling or exchange under their warranty. Excavated soil is stored for use as backfill in other projects.

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

UC San Diego purchases and hauls compost from the city landfill for use in the campus landscape. The compost is made from separated yard trimmings and food scraps, and is certified by the U.S. Composting Council's Seal of Testing Assurance Program.

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

UC San Diego hauls compost from the city landfill for use in the campus landscape. This material is free and the only cost is the hauling which is done by our waste hauler. In pest control, we use only the least toxic weed control and only where necessary. Botanical, beneficial insects, cultural and mechanical control are used as a primary line of defense against weeds and other pest.

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

http://physicalplanning.ucsd.edu/environmental/docs/vol_1/Chapter%204-%20Hydrology%20and%20

[Water%20Quality.pdf](#)

Physical Planning; Environment, Health and Safety and Facilities, Design and Construction ensure that the natural hydrology of our campus is maintained. The campus' natural hydrology is highlighted in our long range development plan. Environmental regulations are followed on campus. Construction projects and ongoing operations must follow UC San Diego Stormwater Management Plan requirements.

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

N/A

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

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

Yes

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

<http://blink.ucsd.edu/safety/environment/outdoor/storm/index.html>

Responsible Party

Isabelle Kay

Academic Coordinator
Vice Chancellor-Research

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.

Submission Note:

<http://nrs.ucop.edu>

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Scripps Coastal Reserve, established in 1965, occupies nearly one thousand acres in La Jolla, California ranging across a complex landscape including mesa top, coastal canyon and bluff, sandy beach, rocky intertidal, submerged coastal plain and deep submarine canyon. More info here:

<http://nrs.ucsd.edu/scripps.html>

The San-Diego Scripps State Marine Conservation Area (SMCA) and Matlahuayl State Marine Reserve (SMR) are marine protected areas that extend offshore from La Jolla in San Diego County on California's south coast. They protect most of the unique Scripps Canyon branch of La Jolla's submarine canyon system and the southern-most natural California mussel bed. The areas encompass four distinct habitat zones; rocky reef, kelp forest, sandy flat, and deepwater canyon.

More info here:

<http://www.californiampas.org/pages/regions/southcoast/sandiegoscrippscoastalsmca.html>

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

As part of the 2004 Long Range Development Plan environmental analysis, biological surveys were conducted on the UCSD campus by qualified biologists. Surveys were conducted for vegetation mapping, general wildlife, rare plants, coastal California gnatcatcher, and least Bell's vireo. The vegetation mapping was conducted by using aerial photographs and field verification. In 2010, UC San Diego implemented an Ecological Reserve Habitat Management Plan (HMP), which specifies long-term management and maintenance tasks such as habitat assessment surveys, exotic species removal, erosion control, and sensitive species surveys.

Additional detail and the complete 2004 Environmental Impact Report accessible here:

<http://physicalplanning.ucsd.edu/environmental/nrm.html>

A brief description of identified species, habitats and/or environmentally sensitive areas:

Coastal sage scrub (Scripps Coastal Reserve)

Southern coastal maritime scrub (Scripps Coastal Reserve)

Southern chamise chaparral (Skeleton Canyon Ecological Reserve)

Linda Vista sandstone with cryptogamic crust (Skeleton Canyon Ecological Reserve)

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The Natural Reserve System has installed signs, path edge markers, and post and cable exclusionary fencing to keep visitors away from sensitive bluff and canyon habitat. The Reserve Manager and Steward patrol as possible. An arrangement with the neighboring La Jolla Farms Security Association allows the upland area to be closed at night.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://nrs.ucsd.edu/>

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

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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?:

Yes

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

The electronics purchasing policy, directive, or guidelines :

<http://blink.ucsd.edu/buy-pay/responsible/environment>

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

The University of California has a system wide policy that was adopted in March 2008 by the Regents; this policy requires a Bronze registration. It reads as follows: “All desktop computers, laptops, and computer monitors purchased by the University are required to have achieved Bronze registration or higher under the Electronic Products Environmental Assessment Tool (EPEAT).” However, UC San Diego exceeds this policy requirement. Through negotiated contracts with both Dell and Apple, who provide the vast majority of computers to UC San Diego, most of the systems that are available to UC San Diego are EPEAT Gold, with only a few being EPEAT Silver and none EPEAT Bronze. By purchasing from these negotiated contracts, campus procurement ensures that UC San Diego exceeds the policy requirements set forth by the Regents. For example, at UC San Diego Facilities Management, all computer and peripheral purchases are routed through the IT group for action. This group has an internal operating procedure to purchase energy efficient systems whenever possible.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	743,902 US/Canadian \$

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

3,790,785 US/Canadian \$

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

<http://blink.ucsd.edu/buy-pay/responsible/environment/epp.html>

Cleaning Products Purchasing

Responsible Party

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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
-

"---" 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:

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

http://www-bfs.ucsd.edu/pur/Strategic_Sourcing/EnvironmentallyPreferredPurchasingGuide.pdf

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

The broad goals of this policy are to:

- Educate UC San Diego’s buyers and suppliers about Environmental Preferred Purchasing (EPP) and how to practice it
- Give preference to environmentally preferred products whenever possible
- Provide lists and resources of EPP product to UC San Diego buyers
- Establish baselines of spend on EPP products
- Set goals, metrics, and measures for future spend as it relates to EPP

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:

63,185 US/Canadian \$

Total expenditures on cleaning and janitorial products:

6,591,648 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?:

Yes

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

The intent of this policy is to minimize exposure of building occupants and custodial personnel to potentially hazardous cleaning solutions, biological and particle contaminants which may adversely impact air quality, health, building finishes and systems, the environment. These needs shall be balanced with the cost and quality of the managed systems to provide a sustainable approach to cleaning and custodial maintenance.

The policy addresses purchasing sustainable cleaning, hard-floor and carpet products, and entryway systems; procuring sustainable cleaning equipment; developing and implementing standard operating procedures for effective cleaning; protecting vulnerable building occupants; promoting and improving hand hygiene; developing guidelines for handling cleaning chemicals; developing staffing and employee training requirements; collecting and addressing occupant feedback; and establishing procedures for use of chemical concentrates and dilution systems.

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:

Though the University does not have a contractual obligation to purchase green cleaning products, the University's Strategic Sourcing Agreement contains the following excerpt:

"Seller agrees to use good faith efforts to utilize environmentally responsible packaging and recycling practices to minimize the adverse effects of packaging on the environment."

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

<http://blink.ucsd.edu/buy-pay/responsible/index.html>

Office Paper Purchasing

Responsible Party

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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:

Above link may change in the near future

"---" 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?:

Yes

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

The paper purchasing policy, directive or guidelines:

<http://blink.ucsd.edu/facilities/services/imprints/machines/paper.html#Copy-paper>

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

Paper is purchased through UC system-wide strategically sourced contracts. Paper provided to campus multifunctional printers and copiers is composed of 30% PCW recycled content. And as of June 2012, 63% of all paper purchases at UC San Diego contained at least 30% of post-consumer and recycled content.

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	130 <i>US/Canadian \$</i>
30-49 percent	287,585 <i>US/Canadian \$</i>
50-69 percent	20,893 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	22,857 <i>US/Canadian \$</i>

Total expenditures on office paper :

417,515 *US/Canadian \$*

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

<http://blink.ucsd.edu/buy-pay/responsible/environment/climate-action-plan-goals.html#1.-Saving-Paper>

Inclusive and Local Purchasing

Responsible Party

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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.

Submission Note:

The above information pertains to Small Businesses and all of its subsets, which may or may not be local.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

<http://www-bfs.ucsd.edu/sbo/>

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

48

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://www-bfs.ucsd.edu/sbo/>

Life Cycle Cost Analysis

Responsible Party

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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.

Submission Note:

We do not currently use an LCCA tool. If there is one available to us, please recommend.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Edward Johnson

Senior Director, Chief Procurement Officer
BFS-Procureents/Contracts

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:

P&C is currently assessing methods to inputting minimum environmental standards into contracts.

"---" 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?:

None

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?:

None

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

[sustainable-practices-policy.pdf](#)

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

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 Procurement & Contracts team was part of the University of California system-wide collaboration that developed the UC Guidelines for Environmentally Preferred Purchasing and has implemented the Environmentally Preferable Purchasing requirements in the UC Policy on Sustainable Practices. Examples of programs include: the selecting of major suppliers of consumer electronics and computers that use lead-free solder practices, developing a reusable tote program to minimize shipment packaging, specifications for recyclable and cradle-to-cradle carpet products, promoting non-virgin paper procurement and use, requiring Energy Star compliance for campus-wide standard configuration computer systems and where available other electronic products, vendor sponsored recycle programs for frequently used lab supplies (e.g. pipette tips), working with vendors to reduce packaging material volumes and encourage use of environmentally friendly alternatives, and using electronic procurement system to reduce paper purchase orders and invoices. Vendors from which the University purchases products will be required to utilize minimal and reusable packaging materials as deemed in products specifications. If no local market for packaging materials exists, vendors may be required to take-back their packaging at their expense. Current practices include consolidation of shipments at centralized location to minimize packaging sent to campus and maximize recycling opportunities at centralized delivery point.

The website URL where information about the institution's guidelines for its business partners is available:

<http://blink.ucsd.edu/buy-pay/responsible/environment/epp.html>

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

Jim Ruby
Fleet Manager
Fleet Services

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.

Submission Note:

Total number of vehicles in the institution's fleet: 900+

In 2010, UC San Diego was the first university to have five, all-electric CNG hybrid electric shuttle buses. Transportation and Fleet programs have won awards including: SANDAG Diamond, 3 SANDEE Awards, Model Pollution Prevention and more. A GPS and ETA App for cell phones and PCs tracks shuttles. A student-faculty-admin project created the Greenline shuttle that tests biofuels. (<http://blink.ucsd.edu/go/shuttles>)

In 2010, UC San Diego commissioned a CNG fueling station in support of the growing CNG fleet. Since then the station has been made accessible to faculty, students, staff, affiliates, and vendors of the university.

The campus also has 6 EV charging stations for fleet use and has signed an agreement to install 28 charging stations for public and workplace charging.

The total number of vehicles in the institution's fleet does not include 52 VPSI vanpool vehicles.

Starting the month of December 2013 UC San Diego is switching the feed stock blend for the B20 bio diesel from soy bean to waste grease that will be collected from the university's numerous food preparation centers. This waste grease will be processed by local company New Leaf Bio Fuel and then blended into B20 bio diesel and burnt in the fleet and equipment listed above. A full circle approach... collect waste grease on campus, process it, and reuse it in the diesel powered fleet.

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

Total number of vehicles in the institution's fleet :

900

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	84
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	2
100 percent electric	352
Fueled with compressed natural gas (CNG)	43
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	55
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:

UCSD Fleet Services will provide the highest quality service, while operating the most sustainable and environmentally friendly fleet and repair facility possible. Fleet Services will strive to achieve climate neutrality by employing best management practices, state-of-the art technology and innovation.

Awards and recognition:

Recognized as a Model Pollution Prevention Shop (2005)

Sustainable Transportation Best Practices Award (2006)

SANDEE Award for Special Achievement in Transportation (2006)

United States Senate Certificate of Commendation for energy efficiency and conservation, renewable energy, and mass transportation (2007)

Member of the EPA's National Partnership for Environmental Priorities program (2009) and recognized for our successful compliance (2011)

Green Fleet recognized UCSD Fleet Manager as a Sustainability All-Star for reducing emissions and fuel consumption (2011)

Ranked 22nd Government Green Fleet (2010)

Ranked 18th Government Green Fleet (2011)

Ranked 14th Government Green Fleet (2012)

Recognized as one of the 100 Best Fleets in the nation (2012)

The website URL where information about the institution's support for alternative fuel and power technology is available:

<http://blink.ucsd.edu/facilities/services/green/vehicles.html>

Student Commute Modal Split

Responsible Party

Curt Lutz

Parking & Transportation Analyst

Parking & Transportation

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.

Submission Note:

<http://iride.ucsd.edu>

<http://blink.ucsd.edu/facilities/transportation/commuting/solutions/index.html>

<http://blink.ucsd.edu/facilities/transportation/commuting/index.html>

The data available for campus commute modal split does not distinguish between students, staff, and faculty.

All commuter mode split data reflects the total population surveyed by physical count in 2012. Data is not segmented separately by students or employees. Mode %'s rounded.

UC San Diego can best ensure accuracy by reporting metrics currently tracked by Transportation Services, which meticulously documents the total number of commuters during its annual survey of pedestrian and vehicle traffic.

This survey focuses on tracking all commuter data for transportation and greenhouse gas purposes, but it does not distinguish between student, faculty, staff or campus visitors. Over a decade of data has been collected in this manner and demonstrates a significant increase in alternative transportation usage by commuters. The percentages provided are the most precise representation of UC San Diego commuters currently available.

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

Total percentage of students that use more sustainable commuting options:

57

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)	43
Walk, bicycle, or use other non-motorized means	9
Vanpool or carpool	24
Take a campus shuttle or public transportation	23
Use a motorcycle, scooter or moped	0.40

A brief description of the method(s) used to gather data about student commuting:

Data is not segmented separately by students or employees. Mode %'s rounded in this report. All commuter mode split data reflects the total population surveyed by physical count of Commuter Vehicle by type and associated Commuter Vehicle people during Winter Quarter of 2013 of campus entrances for commuter people and commuter vehicles. A representative day is created over a multiple day process each year for a data set that allows comparison of mode split calculations year to year.

The website URL where information about sustainable transportation for students is available:

<http://blink.ucsd.edu/facilities/transportation/commuting/solutions/index.html>

Employee Commute Modal Split

Responsible Party

Curt Lutz

Parking & Transportation Analyst

Parking & Transportation

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.

Submission Note:

<http://blink.ucsd.edu/facilities/transportation/commuting/solutions/index.html>

<http://blink.ucsd.edu/facilities/transportation/commuting/index.html>

The data available for campus commute modal split does not distinguish between students, staff, and faculty.

UC San Diego can best ensure accuracy by reporting metrics currently tracked by Transportation Services, which meticulously documents the total number of commuters during its annual survey of pedestrian and vehicle traffic.

This survey focuses on tracking all commuter data for transportation and greenhouse gas purposes, but it does not distinguish between student, faculty, staff or campus visitors. Over a decade of data has been collected in this manner and demonstrates a significant increase in alternative transportation usage by commuters. The percentages provided are the most precise representation of UC San Diego commuters currently available.

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

Total percentage of the institution's employees that use more sustainable commuting options:

57

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)	43
Walk, bicycle, or use other non-motorized means	9
Vanpool or carpool	24
Take a campus shuttle or public transportation	23
Use a motorcycle, scooter or moped	0.40
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

Data is not segmented separately by students or employees. Mode %'s rounded in this report. All commuter mode split data reflects the total population surveyed by physical count of Commuter Vehicle by type and associated Commuter Vehicle people during Winter Quarter of 2013 of campus entrances for commuter people and commuter vehicles. A representative day is created over a multiple day process each year for a data set that allows comparison of mode split calculations year to year.

The website URL where information about sustainable transportation for employees is available:

<http://blink.ucsd.edu/facilities/transportation/commuting/solutions/index.html>

Support for Sustainable Transportation

Responsible Party

Curt Lutz

Parking & Transportation Analyst
Parking & Transportation

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

Submission Note:

<http://blink.ucsd.edu/facilities/transportation/commuting/index.html>

Data will be same for students and for employees as visual survey method does not allow segmentation.

- Gilman Transit Center Becomes Operational: The new transit center serves the campus community with an enhanced network of buses. Learn more.
- By 2014, UC San Diego will have more than 50 electric vehicle charging units.
- Achieved a 58% alternative transportation commute rate; reducing the drive alone “SOV” commute rate from 66% in 2001 to 42% in 2014.
- Expanded on-campus car share fleet with vendor to 15 vehicles and initiated a pilot weekend vehicle program to meet student demand.

Interactive campus map is available to locate bicycle parking locations and capacities: MapLink --> Parking/Transportation --> Bicycle racks; at:

<http://act.ucsd.edu/maps/>

“---” 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:

The UC San Diego Pedal Club, which has over 1,250 members, encourages and promotes bicycle commuting to and from campus. Club Members receive reduced cost safety helmets, free occasional use parking permits, free shower and locker access at the UCSD Main Gym, safety training information, Zipcar carsharing credits, and emergency ride home program access. A bicycle cage at the UC San Diego Hillcrest Medical Center provides access to secure bicycle parking within a covered parking garage and is accessible by registered proximity cards to its electronic door lock. Hillcrest is not currently in the boundaries defined for the survey. UC San Diego has bicycle parking racks and storage throughout campus at numerous buildings to facilitate riding convenience. The Warren College apartment complex has bicycle lock and storage sites with overhangs and covers. UC San Diego encourages students, staff, and faculty to bike to campus as an alternative to driving. For users interested in trial bicycle riding, UC San Diego transforms bikes abandoned at UC San Diego into a convenient and free on-campus transportation alternative. The refurbished bikes emerge bright yellow, sporting a Triton Bikes logo and equipped with wire baskets and locks. Departments or campus organizations can host Triton Bikes for the exclusive use of their members.

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)?:

Yes

A brief description of the bicycle parking and storage facilities:

As of the 2013 bicycle parking supply survey there are a total of 2,910 racks with capacity for parking and locking 7,196 bicycles. This includes 29 inverted U racks with capacity for 58 bicycles in an electronic access lock secured bike cage.

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:

Asphalt shared use paths connect with concrete shared use paths and a loop road shared with vehicles; interior connection improvements are planned

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:

Triton Bikes recycled bike program offers up to 20 free, short-term waived loaner bicycles with helmets and locks at check-out locations for use during days on campus only; More than 50 long-term department-adopted on campus bikes have been put into service with signed waiver and certain restrictions and responsibilities assigned to departments.

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:

N/A

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):

UC San Diego Transportation Services spends nearly \$3 million annually to subsidize nearly 3 million commuter rides in the UC San Diego Bus Zone and pass subsidy program. All transit bus routes directly serving UC San Diego are free to students with a Triton U-Pass and to employees at a reduced rate. Passes are distributed quarterly on-campus with more than 20,000 passes distributed quarterly. Campus shuttles augment public transit service for nearby commuter and campus communities, providing over 3 million additional free commuter and campus rides each year. Also, reduced-rate regional transit passes and Coaster commuter train passes are available at the

Commute Solutions office with subsidies ranging from 23% to 100%. Approximately 90% of commuter bus rides (public transit/shuttles) to/from campus are currently 100% subsidized and free of charge to riders. Transit and Coaster Club programs offer incentives to riders who purchase campus-subsidized monthly passes and offer pre-tax benefit through payroll deduction as well. The campus also partners with the regional transit agencies to provide specially subsidized student transit passes for on-campus purchase. Campus has developed a pilot electronic renewable pass for Faculty and Staff to access the fully subsidized Bus Zone program with nearly 2,300 distributed to date.

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:

Pre-registered participants can use this program up to three times per year, for only a \$3 co-pay, in the event of: Personal or family illness or emergency, Unscheduled overtime (with a supervisor's approval), or Rideshare partner becomes unavailable. Participants receive a ride home in a taxi or rental car based on how far away you live from work, and other factors.

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:

Carpooling by currently 60 vanpool routes in service

Carpool participants may transfer the eligible parking permit between drivers. Carpools with three or more members receive an access sticker to park in preferential reserved carpool spaces. UC San Diego also provides an occasional use parking permit to eligible individuals that carpool or vanpool; this program precludes parking permit ownership and allows participants to park their own cars free for a limited number of days. Carpool ride-matching system available securely on-line with more than 6,000 cumulative registered campus users. Vanpool drivers ride free; riders receive subsidized monthly rates. Vanpool vehicles provided preferential parking privileges; on-site vanpool coordinator.

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:

There are currently twelve vehicles allocated by Zipcar to the UC San Diego program on campus fleet with an additional three vehicles at the Hillcrest Medical Center for a total of fifteen (15). These vehicles are available to UC San Diego students, staff, faculty, and visitors for Zipcar car sharing. Hourly rate includes gas and insurance at no additional cost. Reservations can be made on-line or over the telephone. There are allocated parking spaces; these spaces are not permanent stations for Zipcars at UC San Diego, though locations for the Zipcar spaces are generally in place for multiple years. UC San Diego Transportation Services adjusts the locations on occasion in an effort to address demand. Transportation Services is working with Zipcar to accommodate the growing demand, including weekend

expansion of the university Zipcar fleet.

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:

The campus has nearly 60 Level 2 EV charging stations with associated dedicated parking spaces at multiple locations for public and campus use:

- Lot P004 (Ritter Hall)
- Lot P013 (Marine Ecosystem Sensing, Observation and Modeling)
- Lot P014 (W.M. Keck Building)
- Lot P017 (Birch Aquarium)
- Lot P206 (Faculty Club)
- Lot P341 (Hopkins Parking Structure, Level 1)
- Lot P375 (Pangea Parking Structure, Level 5)
- Lot P403 (Structural and Materials Engineering)
- Lot P722 (East Campus East Parking Structure, upper level)
- Lot P734 (East Campus West Parking Structure, bottom of ramp down from street level) Lot P922 (Bachman Parking Structure, South Level 2)

Additional EV charging stations are in process and planned.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

UC San Diego offers a variety of flexible work arrangements, depending on the needs of the workplace and the individuals doing the work. UC San Diego defines telecommuting as a work arrangement in which the employee performs some or all assigned job duties at home. The employee and supervisor may communicate by e-mail, phone, modem, or fax.

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:

UC San Diego offers a variety of flexible work arrangements, depending on the needs of the workplace and the individuals doing the work. UC San Diego defines flexible work arrangements as any other work schedules other than the traditional 8 a.m. – 4:30 p.m. on weekdays. Flexible work arrangements can include alternative workdays, telecommuting, compressed work week, or job sharing.

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:

By living close to campus, students, staff, and faculty can take advantage of free MTS bus pass program and free shuttles as well as discount tickets for the other transit sources, or participation in bicycle commute incentive program. The campus has made a sustained effort to construct additional campus residential units totaling nearly ten thousand beds.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The campus operates free dedicated shuttle routes connecting the Coaster commuter train stations to campus and to University medical centers. Transportation Services provides on-campus commuter information desk at parking office and services include on-campus sales of student transit passes and electronic smartcard passes in partnership with regional transit agencies. Campus owned shuttle vehicles offer bike racks.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://blink.ucsd.edu/facilities/transportation/commuting/solutions/index.html>

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

Alonso Noble
Assistant Superintendent
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*.

Submission Note:

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	11,366 Tons	9,017 Tons
Materials composted	4,337 Tons	0 Tons
Materials reused, donated or re-sold	21.80 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	5,872 Tons	8,592 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	11,509	11,663
Number of residential employees	1,686	1,601
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	28,561	28,950
Full-time equivalent of employees	16,221	16,049
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, 2008	June 30, 2009

A brief description of when and why the waste generation baseline was adopted:

This is the first year that this baseline has been used. The campus expanded significantly in the years prior to this baseline. This baseline reflects a reasonable basis of comparison for today.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Marketplace is the single tool for creating Purchase Orders (POs). PO revisions and Subaward iRequests are now available in Marketplace. iRequests are a feature which allows campus users to process complex purchases for both goods and services without needing to fill out paper forms. They can access contracted prices, terms and conditions to ensure best value when looking for products and services. The system streamlines the ordering process by creating one cart that automatically sends POs to suppliers. Current status of requisitions can be determined and real-time, detailed reports can be run.

A brief description of any limits on paper and ink consumption employed by the institution:

Printer default set to 'two sided printing'.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Move-in:

Additional recycling containers are provided and sited in Housing areas with signage directing students to deposit their recycling in the appropriate containers.

<http://hds.ucsd.edu/sustainability>

Move-out:

"Zero waste" was the target for the move outs. Food donation bins, general donation bins including electronics collection, and extra recycling bins are situated throughout Housing areas. Meetings are held with resident groups and all Resident Advisors to encourage their students to think before they dump. Educational video was developed by the EcoNauts and distributed thru the Resident Life offices.

<http://hdh.ucsd.edu/sustainability/whattodo.asp>

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

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:

Pre-consumer food scraps are collected from campus dining halls and Catering kitchens and taken to a central compactor which is then taken to the City of San Diego's Greenery Food Scrap composting program. The Dining Hall pre-consumer food scrap program collection averages 5 tons/week.

UC San Diego's Compost Team collects pre-consumer waste from UC San Diego and composts it using tumblers and vermiculture. In late 2007, UC San Diego students formed a Compost Team dedicated to composting campus organic waste. The program brings organic waste from the Food Co-op to a compost site located on campus. The Compost Team program is growing; other campus organizations are in line to participate as well (such as Pete's Coffee located in the new RIMAC Annex complex).

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Composting bins are provided in all Housing and Dining Services dining halls at UC San Diego. Not all campus dining halls are able to send post-consumer compost as the program requires zero contamination and educational efforts through Housing and Dining are working to improve existing awareness amongst students at UC San Diego.

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):

Housing Dining and Hospitality at UC San Diego does not provided reusable containers for to-go food, but HDH does provide recyclable containers for to-go-food.

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):

Housing Dining and Hospitality (HDH) at UC San Diego uses reusable service ware for all "dine in" meals. For to-go meals, HDH does not provided reusable containers, but does provide recyclable containers.

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:

UC San Diego provides discounted rates for reusable mugs or bottles for cold beverages. \$0.05 discounts for mugs and \$0 .99 discount for reusable bottle as compared to \$1.59 for a glass of soda.

A brief description of other dining services waste minimization programs and initiatives:

Hydration Stations are available 24/7 to residents with free, filtered, chilled water. In addition, all residents are given a 24 oz reusable bottle upon arrival at UC San Diego.

The website URL where information about the institution's waste minimization initiatives is available:

<http://sustainability.ucsd.edu/initiatives/index.html>

Waste Diversion

Responsible Party

Alonso Noble
Assistant Superintendent
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*.

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

Materials diverted from the solid waste landfill or incinerator:

11,366 Tons

Materials disposed in a solid waste landfill or incinerator :

5,872 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:

Programs:

The total campus diversion rate includes metal (scrap, bi-metal and aluminum), plastics 1-7, cardboard, mixed and white paper, landscape waste, furniture, small appliances and clothing from student move-outs, books, electronic and universal waste, pallets and other dimensional lumber, office furniture, non-perishable food items. All other material that cannot be recycled in the single-stream recycling program, e-waste recycling, donated, resold or re-used. UC San Diego does not incinerate waste.

Policies:

UC Office of the President Sustainable Practices Policy

Recycling and Waste Management

1. The university prioritizes waste reduction in the following order: reduce, reuse, and then recycle.
2. The university adopts the following goals for diverting municipal solid waste from landfills:
 - 50% by June 30, 2008
 - 75% by June 30, 2012
 - Ultimate goal of zero waste³ by 2020

UC San Diego climate action on waste

Recycling and Waste Minimization:

1.

Meet the UCOP goals, which are:

- 50% waste diversion by June 30, 2008
- 75% waste diversion by June 30, 2012
- Zero waste by 2020

2.

Reduce the total emissions from the life cycle of materials purchased, used, and discarded on campus, including the emissions and impacts from extracting the materials, processing materials into products, transporting products to the campus for use, and transporting waste materials for final disposal or recycling. This goal includes the intention of finding local producers for materials, as well as local markets for recycling of waste materials, when possible. This goal is also related to procurement, and is included in the procurement section of this report.

http://sustainability.ucsd.edu/_files/UCSD_Climate_Action_Plan_12-08.pdf

Outreach Efforts:

The UC San Diego campus community participates in a recycling program competition against other colleges and universities across the United States and Canada. Dubbed, RecycleMania, the 10-week competition encourages schools to reduce waste, increase recycling and raise awareness of conservation issues across campus.

<http://ucsdnews.ucsd.edu/feature/recyclemania>

Infrastructure:

UC San Diego invests in a waste minimization infrastructure by investigating the latest technology for recycling and waste diversion research that has been conducted on waste to energy fuel cells and the campus has already updated many receptacles to include “Big Belly” solar recycling and trash bins.

A brief description of any food donation programs employed by the institution:

"Zero waste" was the target for the move outs. Food donation bins, general donation bins including electronics collection, and extra recycling bins are situated throughout Housing areas. Meetings are held with resident groups and all Resident Advisors to encourage their students to think before they dump. Educational video was developed by the EcoNauts and distributed thru the Resident Life offices.

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer food scraps are collected from campus dining halls and Catering kitchens and taken to a central compactor which is then taken to the City of San Diego's Greenery Food Scrap composting program. The Dining Hall pre-consumer food scrap program collection averages 5 tons/week. UC San Diego's Compost Team collects pre-consumer waste from UC San Diego and composts it using tumblers and vermiculture. In late 2007, UC San Diego students formed a Compost Team dedicated to composting campus organic waste. The program brings organic waste from the Food Co-op to a compost site located on campus. The Compost Team program is growing; other campus organizations are in line to participate as well (such as Pete's Coffee located in the new RIMAC Annex complex).

A brief description of any post-consumer food waste composting program employed by the institution:

Composting bins are provided in all Housing and Dining Services dining halls at UC San Diego. Not all campus dining halls are able to send post-consumer compost as the program requires zero contamination and educational efforts through Housing and Dining are working to improve existing awareness amongst students at UC San Diego.

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	No
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

Alonso Noble

Assistant Superintendent

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:

5,654 Tons

Construction and demolition materials landfilled or incinerated :

290 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:

UC San Diego's Climate Action Plan has committed to meeting the following UCOP waste goals:

1. 50% waste diversion by June 30, 2008
2. 75% waste diversion by June 30, 2012
3. Zero waste by 2020

UC San Diego is constantly seeking avenues to reduce waste on campus and expand our recycling program and use of recycled products.

In previous applications, UC San Diego has highlighted many waste reduction and reuse efforts, which are briefly outlined below:

On site use of mulch produced on our grounds

On site composting

Reclamation of carpet

Resale of surplus electronics

Oil Collection for re-refining

Utilizing retreaded tires on campus shuttles

Reuse of packing materials for packaging customer orders on campus

Donation of furniture, electronics and non-perishable food to charitable organizations upon student move out

Encourage reuse over recycling by utilizing plates and cutlery that are not disposable

Cash incentives for the use of reusable mugs

Copiers are defaulted to double sided printing for all of Business Affairs

Discontinued use of disposable plastic bags at The UC San Diego Bookstore

While many programs have been in place for previous application periods enhancements are constantly being considered and implemented for our programs. For instance in the past, china plates and cutlery were available for sit down dining; however this year the program was expanded to accommodate students who wish to take their meals back to their residence hall. Receptacles are now available to deposit these materials for collection in the residence halls and return them to dining facilities. In the first year of the program Housing*Dining*Hospitality reduced waste disposal by 46 tons over the previous year. There are “compostable” disposable options, but there is a surcharge for using them. Almost all UC San Diego students have opted for the reusable option. In 2009 UC San Diego also implemented the use of Dyson hand dryers to reduce the use of paper towels on campus. The trash waste alone decreased by 512 tons from 2008 to 2009.

Hazardous Waste Management

Responsible Party

Julie Hampel

Manager Environmental Affairs
Environment Health & Safety

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:

UC San Diego's Environment Health & Safety (EH&S) Department annually reviews hazardous waste streams composed of chemical, radiological and biohazardous constituents to reduce toxicity, decrease volumes, and recycle wastes. Additionally, to reduce overall liability, EH&S staff provide training and information about ways to reduce and recycle hazardous, universal, and non-regulated chemical waste to laboratories using electronic newsletters, hazardous materials handling and environmental protection training and periodic laboratory inspections. Refrigerators are deactivated, hazardous substances removed, and the framework recycled as scrap metal. CRTs are deconstructed, batteries are shredded, and precious metals recovered for reuse.

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

All UC campuses use only TSDFs (including both primary and secondary handlers) that have been audited by UC or CHWMEG.

UC San Diego Environment Health & Safety provides information about the safe handling, storage, and disposal of various types of hazardous waste on their website. On the website, one can find more information on Waste Generator Numbers (WGN), Waste tags/ Online Tag Program (OTP), Waste collection, Asbestos, Biohazardous waste, Chemical waste, Controlled substances, Radioactive waste,

Sharps, Universal and e-waste, What can go down the drain, Household hazardous waste, and Recycling Training.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have not been any hazardous material releases at UC San Diego.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

ChemCycle is UC San Diego's chemical recycling facility operated by Environment, Health & Safety (EH&S). UC San Diego researchers can obtain free chemicals and donate usable surplus chemicals.

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):

The disposal of monitors, televisions, and other electronic devices owned by UC San Diego is managed through the Campus Asset Management System (CAMS). More information about the policy can be found on the following link:

<http://blink.ucsd.edu/finance/equipment/inventorial/dispose/surplus.html>

The campus also collects and recycles in a Cradle-to-Cradle process during Earth Week celebrations.

UC San Diego's Housing and Dining Services has developed a web site that provides resident students specific information on how to recycle electronic items within their residence halls or apartment community. The website streamlines the process using illustrations, links, and maps.

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

A list of how to dispose of campus-generated wastes properly is provided by Environment Health & Safety at

<http://blink.ucsd.edu/safety/research-lab/hazardous-waste/electronics.html>

For example, the website states that "Federal and state laws prohibit disposal of universal wastes, including electronic devices (e-waste), in the regular trash. Universal wastes generated at UC San Diego are collected by the Environmental Management Facility for recycling or disposal as hazardous waste. If your waste is not campus-generated, see Privately owned universal wastes below for city and county disposal options."

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://blink.ucsd.edu/safety/research-lab/hazardous-waste/electronics.html>

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

Kimberly O'Connell

Environmental Specialist
Environment Health & Safety

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.

Submission Note:

The numbers of employees, students, and hospitals reflected in this section represent the space covered by the water data included.

2014 data are currently being collated

"---" 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	594,755,179 Gallons	626,204,145 Gallons

Potable water use::

	Performance Year	Baseline Year
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Potable water use	<i>578,336,579 Gallons</i>	<i>599,378,950 Gallons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	11,509	11,663
Number of residential employees	1,686	1,601
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	28,561	28,950
Full-time equivalent of employees	16,221	16,049
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	<i>17,055,277 Square Feet</i>	<i>14,769,313 Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	<i>834 Acres</i>	<i>834 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, 2009	June 30, 2012

A brief description of when and why the water use baseline was adopted:

Water use baseline was adopted Dec 2013 in accordance with UC Office of the President Water Policy. Three years, FY10, FY11, and FY12 were averaged for a baseline year; this was chosen for consistency and reliability of data.

Water recycled/reused on campus, performance year:

400,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

16,418,600 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

Condensation from building air handlers is captured and used to flush urinals and irrigate. Fire-sprinkler and hydrant testing water for is captured for reuse in the Central Utilities Plant cooling towers.

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

Currently, there are four main meters at UC San Diego, with two on the main campus and two on the SIO campus. There are 400 sub-meters on campus. New construction is mandated to have water metering.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Sports Facilities have reduced urinal flush rates 50% by adjusting flush valves. Housing has replaced indoor water fixtures with low flow fixtures. Academic buildings with high indoor water use will be retrofitted with low flow flush valves.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

FM working with lab personnel to install Water Miser tempering device for laboratory autoclaves in order to reduce cold water flow typically used and wasted to cool discharge water.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

All new construction and many existing areas are designed with drought tolerant and native plants. Mulch is used to reduce evaporation. Turf is being replaced with drought tolerant species or mulch to reduce water use.

A brief description of any weather-informed irrigation technologies employed by the institution:

Irrigation is controlled in some areas by campus central weather station data. Meters measure soil moisture that can accurately target watering and a computer controlled irrigation system tracks current weather data and adjusts watering based on temperature and

humidity.

A brief description of other water conservation and efficiency strategies employed by the institution:

UC San Diego has remained in compliance with (and exceeded the expectations of) City of San Diego restrictions to reduce water usage. The campus uses electronic controllers to efficiently irrigate the landscape in periods of only 4-6 minutes per cycle. The UC San Diego landscape staff is trained to identify signs of overwatering and water leaks in the irrigation system. In addition, the irrigation system itself tracks unusually high water use, which may signal a leak. In the event of a reported water leakage, UC San Diego's Facilities Management department responds with an irrigation maintenance crew.

- Completed design to extend reclaim water system to serve Central Plant Cooling towers
 - Will reduce potable water use by over 100M gallons annually
 - Represents approximately 25% reduction in campus potable water usage while also saving the campus approximately \$500k annually in water/sewer costs.
 - Project to be completed by Q1 2015
- Begin design to extend reclaim water system to the majority of campus irrigation areas, which will reduce potable water use for irrigation by approximately 40M gallons annually
- All new construction includes installation of low flow water fixtures and native or drought tolerant vegetation.
- Retrofitting existing irrigation system with low flow devices. Approximately 6,650 irrigation heads have been replaced. These changes have resulted in an annual savings of 7.2 million gallons annually in irrigation water used. In addition, a significant number of high water-use spray heads were removed and turf was replaced in Mesa Housing, saving about 900,000 gallons annually.
- Installation of a computer controlled irrigation system for 40% of our campus that uses weather data to adjust watering based on temperature and humidity. The system also detects abnormal water usage -- identifying possible water leaks. The 136 central irrigation controllers have the potential to save 100 million gallons annually.
- Hillcrest Medical Center: Dishwasher replacement reduced water usage by 310,369 gallons. Installed Laminar Flow Restrictors.

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

<http://sustainability.ucsd.edu/initiatives/water.html>

Responsible Party

Kimberly O'Connell

Environmental Specialist
Environment Health & Safety

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.

"---" 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?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

In accordance with UC San Diego's Phase II Small MS4 General permit, construction projects that create and/or replace 2,500 square feet or greater of impervious surface are required to include specific site design requirements and Low Impact Development ("LID") design standards. These standards emphasize landscape-based site design features and provide multiple benefits in addition to storm water runoff and pollutant load reduction (e.g., shading from trees, wildlife habitat from stream setbacks, reduced need for pesticides and irrigation

from soil quality improvement).

UC San Diego also complies with the General Permit for Storm Water Discharges Associated with Construction Activity which requires construction projects 1 acre in size or greater to implement Low Impact Development (LID) design features to ensure there is no net increase in overall site runoff and to match pre-project hydrology by maintaining runoff volume and drainage concentrations. To offset increases in impervious surfaces from roofs and paved surfaces, LID Best Management Practices (BMPs) such as bioretention cells and rain gardens are used.

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:

UC San Diego's Storm Water Management Program is designed to reduce the discharge of pollutants "to the maximum extent possible." Minimum control measures include public education and participation, elimination of illicit discharges, construction site storm water runoff control, post-construction site storm water management, and pollution prevention for municipal operations. The storm water management program on campus includes: (1) design guidelines to incorporate storm water treatment controls into new development to improve the quality of storm water runoff and to ensure that post construction runoff volumes do not exceed pre-construction values (no net gain); (2) storm drain markers so students, staff, faculty, and the public are aware that these drains discharge directly to the ocean and that only storm water should go into them; (3) a "Best Management Practices" handbook for outdoor work activities with guidance on how to prevent pollutants from going into storm drains and into the ocean; (4) training/outreach on storm water pollution prevention; (5) innovative engineering controls such as media filters and bioswales to remove pollutants from storm water run-off and to prevent dry weather flows such as irrigation run-off or wash water from going into storm drains; and (6) spill prevention and response resources (spill kits) and training to prevent an outdoor spill from going into a storm drain. UC San Diego has also formed valuable partnerships with the City of San Diego, Urban Corps of San Diego, San Diego Coastkeeper, Miocean, and the State Water Resources Control Board to implement multiple storm water pollution prevention projects to protect our ocean resources.

A brief description of any rainwater harvesting employed by the institution:

UC San Diego does not currently capture and reuse rain-water to offset potable water use. A rain barrel has been installed at Scripps Institution of Oceanography to capture roof runoff that would otherwise run across a parking lot and discharge onto the beach. The rain barrel is connected to a planter box. The irrigation system for the planter box uses the collected water to water the plants. Rainwater harvesting is currently being evaluated for UC San Diego's Nimitz Marine Facility.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

The Keeling Apartments capture all roof and site area rainfall in an innovative system that includes a vegetated roof, conveyance channels, and bioswales. By capturing and directing water through the landscape, the majority of runoff from rooftops, hardscape areas, and parking lots is infiltrated or filtered prior to discharge.

Bio-filtration landscaping has been installed throughout the campus in selected parking lots, storm drain inlets, and sloped areas that receive large volumes of runoff to (1) capture non-storm water discharges, (2) reduce the volume and velocity of storm water runoff, and (3) remove pollutants from storm water discharges.

A brief description of any living or vegetated roofs on campus:

A vegetative roof was installed on the 6th floor of Keeling Apartment Building #2 at Revelle. This is the first LEED-NC platinum certified housing project in the University of California system.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous pavement has been installed in select parking spaces, courtyards, and other hardscape areas at the Village at North Campus.

A brief description of any downspout disconnection employed by the institution:

New buildings are designed to connect roof drains to landscaped areas, rain gardens, and swales rather than connecting directly to the storm water conveyance system.

A brief description of any rain gardens on campus:

Rain gardens (planted depressions) have been installed at Scripps Institution of Oceanography and on the main campus to capture and infiltrate storm water runoff from impervious areas (e.g., roofs, walkways, and parking lots). This reduces erosion and water pollution by allowing the runoff to soak into the ground as opposed to flowing over roads and undeveloped areas into storm drains and into the ocean.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Storm water detention basins have been installed on East Campus, North Campus, and at Revelle to protect against flooding and downstream erosion by storing water for a limited period of a time.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated and rock bioswales have been installed around parking lots and other large impervious areas throughout the campus to reduce sediment, trash, and heavy metals in storm water runoff. In addition, four innovative “ecology embankment” media filters have been installed above the seawall at Scripps Institution of Oceanography. These flow-through storm water treatment systems use a media blend of gravel, dolomite, gypsum, perlite, and gravel to remove total suspended solids, organics, oil & grease, and metals from runoff as well as infiltrate dry weather flows, eliminating this type of discharge onto the beach.

A brief description of any other rainwater management technologies or strategies employed by the institution:

UC San Diego’s Storm Water Management Program webpage includes UC San Diego’s Storm Water Management Plan, the source control best management practices that are implemented on campus, and an inventory of the treatment controls that have been installed throughout campus to prevent storm water pollution:

<http://blink.ucsd.edu/safety/environment/outdoor/storm/treatment.html>

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

<http://stormwater.ucsd.edu/>

Wastewater Management

Responsible Party

Valerie Fanning
Compliance Officer
Environmental Health & Safety

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*.

Submission Note:

Wastewater naturally handled: Campus wastewater is treated at the City of San Diego's Point Loma Wastewater Treatment Plant

<http://blink.ucsd.edu/safety/research-lab/hazardous-waste/sewer.html>

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

Total wastewater discharged:

375,962,888 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

UC San Diego has a pilot program for reclaiming and recycling wastewater on site. Wastewater from showers and lavatories is filtered and treated. The water is collected in an underground tank and used for below grade drip irrigation for all planting areas on the site as well as for the green roof. An estimated 365,000 gallons per year is recycled at this pilot project.

The website URL where information about the institution's wastewater management practices is available:

<http://blink.ucsd.edu/safety/environment/outdoor/SSMP.html>

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

Sara McKinstry

Campus Sustainability Manager
Vice Chancellor for Resource Management & Planning

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.

Submission Note:

There are 4 paid interns at the Sustainability Program Office

<http://sustainability.ucsd.edu/about/spo.html>

http://sustainability.universityofcalifornia.edu/documents/policy_sustain_prac.pdf

"---" 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 Sustainability Program Office (SPO) operates in an administrative capacity to support campus sustainability initiatives. Representing the entire university, the SPO coordinates major campus sustainability initiatives. Such SPO functions include:

- Serving as the primary point of contact for SustainUCSD initiatives
- Connecting students, staff, faculty, and the community to sustainability opportunities.
- Coordinating and tracking the progress of campus goals through national sustainability surveys and rankings
- Constructing a campus sustainability database
- Conducting sustainability tours

- Facilitating partnerships, collaboration and participation between students, faculty, and staff
- Fostering a culture of sustainability on campus through outreach and marketing efforts and coordinating events

The SPO engages individuals and groups in campus sustainability initiatives and encourages stewardship and sustainable behavior beyond UC San Diego. The competitive advantage of this program is its unique capabilities for streamlining efforts and maintaining one point of contact for all campus sustainability related topics.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The purpose of the Advisory Committee on Sustainability (ACS) is to provide a forum for the academic program, facility planning, and campus operating interests in sustainability. By increasing awareness of UC San Diego’s strengths in these areas, and identifying areas for further improvement, the campus continues to define itself as a leader in the earth sciences, while employing the principles of environmental stewardship in its own operations.

The mission of ACS is:

- To share information about education, research, and outreach activities of UC San Diego in the context of environmental stewardship and sustainability and prepare periodic reports to the chancellor and the university community
- To recommend and support efforts to improve environmental stewardship and sustainability in UC San Diego facility planning and operations
- To make sustainability part of ongoing UC San Diego education, research, operations, and outreach programs

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Advisory Committee on Sustainability

Ex Officio

Mark Cunningham, Housing & Dining Services

William Hodgkiss, AVC-Academic Personnel & Research

Joel King, AVC-Facilities Design & Construction

Margaret Leinen, Vice Chancellor-Scripps Institution of Oceanography

Gary Matthews, Vice Chancellor-Resource Management & Planning

Appointed

Jillian Du, Undergraduate Representative

Jonathan Frost, Graduate Student Representative

Kim Griest, Faculty Representative

Madelyn Hadley, Undergraduate Representative

David Holway, Faculty Representative

Kim Kane, Staff Representative

Tom Malone, Staff Representative

Lynn Russell, Faculty Representative

Tamara Sheldon, Graduate Student Representative

Staff and Consultants

Julie Hampel, Environment, Health & Safety

Steve Jackson, Facilities Management

Sara McKinstry, Campus Sustainability Manager

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

<http://blink.ucsd.edu/sponsor/VCRMP/sustain.html>

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 SRC is home to the Sustainability Program Office and the Student Sustainability Collective (SSC). The SRC is a “one-stop shop” for all things related to sustainability at UCSD. It includes a small library, meeting room for students, and faculty, staff, and department offices. The SRC showcases a variety of UC San Diego student projects, research projects, and campus initiatives. The Campus Sustainability Manager also sits in the SRC.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

<http://sustainability.ucsd.edu/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sara McKinstry

A brief description of each sustainability officer position:

Campus Sustainability Manager - Serve as the leader and manager of UCSD's sustainability efforts to foster a culture of sustainability among students, faculty and staff; identifying and prioritizing areas for institutional sustainability efforts; planning and development of short and long range plans and engaging other campus leaders to foster sustainability broadly across campus units.

HDH Sustainability Manager - Krista Mays's responsibilities include fostering a culture of sustainability among HDH customers and student residents. Krista identifies and prioritizes areas for departmental sustainability efforts, implements and evaluates any efforts undertaken, and serves as a department liaison to campus-wide sustainability committees and efforts.

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

<http://sustainability.ucsd.edu/contacts/index.html>

Responsible Party

Sara McKinstry

Campus Sustainability Manager
Vice Chancellor for Resource Management & Planning

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.

Submission Note:

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

<http://plan.ucsd.edu>

<http://vcsa.ucsd.edu/about/strategic-plan.html>

http://vcsa.ucsd.edu/_files/about/StudentAffairs-StrategicPlan-f2.pdf

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

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	No	No
Research (or other scholarship)	Yes	Yes
Campus Engagement	No	Yes
Public Engagement	No	No
Air and Climate	Yes	Yes
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	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

A 2009 sustainability education assessment was conducted by the then-Sustainable Solutions Institute. They recommended UCSD administrators, faculty and staff explore the following:

1. Wherever possible, include sustainability in the curriculum for undergraduates.
2. Continue to expand elective sustainability courses and other educational opportunities.
3. Connect students, staff, and faculty interested in collaborating on campus sustainability projects and develop tools for faculty and students to use in their classes and research.
4. Develop tools to track and measure student attitudes and knowledge of sustainability, as well as sustainability course offerings and enrollment data
5. Develop tools to track and measure sustainability research projects and funding for those projects.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

UC San Diego has laid out a relevant actions and objectives for each goal listed above.

1.
 - Work with the Advisory Committee on Sustainability (ACS) to develop a campus definition of sustainability that is agreeable to the Academic Senate.
 - Working with the Academic Senate and other key groups, incorporate sustainability into the existing curriculum at all six undergraduate colleges through new labs, problem sets, guest lectures, or other means, where possible.
2.
 - Continue to offer Sustainability Across the Curriculum Workshops.
 - Continue to develop new electives, such as a new multidisciplinary course with exciting guest speakers
 - Develop new opportunities for supervised independent study and research (199 courses) with sustainability curriculum development.
 - Create a database populated with actual campus sustainability data
 - Create a “Sustainability Walk” to expand campus sustainability outreach efforts

3.

-Improve existing websites containing information regarding sustainability courses, research, internships, and other opportunities on campus.

-Develop a Sustainability Resource Center to connect students, faculty, and staff, and resources in a central location.

4.

-Develop and administer a pre- and post-experience survey to measure student attitudes and knowledge of sustainability, and/or add sustainability questions to the existing senior exit survey.

-Develop tools to track course offerings in sustainability, potentially by creating a standard designation for sustainability courses and seminars in the course catalog.

-Develop tools to track the total number of individual students enrolled in sustainability courses

5.

Develop a definition for “sustainability research projects” and create tracking mechanisms for these projects.

There is no timeframe for these goals for the Curriculum. All goals are a work-in-progress.

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Under UCSD's new strategic plan is the goal of nurturing and supporting a collaborative and interdisciplinary research culture that advances the frontiers of knowledge, shapes new fields, and disseminates discoveries that transform lives under four themes:

1. Understanding and Protecting the Planet: Explaining and effectively communicating environmental change, engineering economically viable solutions that will enhance the resilience of society, and recommending necessary policy changes and assessing their economic impact
Current strengths: Interdisciplinary research among physicists, engineers, medical researchers, business experts, social scientists and others

Future growth: Providing innovations in areas such as technology for renewable-fuel energy strategies and sustainability of dwindling natural resources, and creating solutions to predict and respond to natural disasters (e.g., earthquakes, fires, extreme climates, sea-level rise and acidity, drought, famine)

2. Enriching Human Life and Society

Improving health and alleviating ailments, and mitigating social disparities through education, resources, historic perspectives, technologies, and communication

Current strengths: Leading research and education about how experiments in governance and social institutions can change our lives, and understanding how the arts and humanities contribute to individual and social well-being

Future growth: Inventing new health care technologies and “smart” materials (e.g., sensors, cheaper diagnostics, better nutrition, wireless health, use of stem cells or personalized medicines) and advanced manufacturing methods accessible to all the world’s populations

3. Exploring the Basis of Human Knowledge, Learning, and Creativity

Probing the structure and workings of the human brain to discover the relationship between the brain and behavior; the impact of genetics, history, and culture on how we think and act; the surging and ebbing movements of nations and populations; and the nature of knowledge itself

Current strengths: Synergy among pioneering advances in neuro- sciences, cognitive sciences, and neurobiology

Future growth: Partnering neuroscientists with philosophers and engineers, nanoengineers with visual artists, and computer scien- tists with musicians to collaborate in mapping and understanding the brain to reveal deeper insights into learning, cognition, creativity, and diseases

4. Understanding Cultures and Addressing Disparities in Society: Revealing the full richness and breadth of human experience: build an appreciation of diverse cultures, perspectives, value systems, historical contexts, governance, and organizational structures; and foster the creation of new means of expression, analyses, and social organizations that will be important intellec- tual tools for the next generation

Current strengths: Students and faculty of diverse backgrounds and viewpoints

Future growth: Improving literacy and empowerment, develop- ing new modes of global communication; creating “humanistic resources” using our students as emissaries; generating founda- tional knowledge about human cultures and behavior through in- depth local studies and broad comparative analyses; formulating new public policy and ethical guidelines; and understanding and imagining possible new worlds

<http://plan.ucsd.edu>

The measurable objectives, strategies and timeframes included in the Research plan(s):

See

<http://plan.ucsd.edu>

Accountable parties, offices or departments for the Research plan(s):

Office of Research Affairs

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The campus has informal plans to expand education and awareness regarding energy water usage. Changing the behavior of the campus community through increased education regarding water conservation has the potential to significantly reduce usage.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Perform outreach to 100% of incoming students and post signage with sustainability/conservation messages.

Develop a Green Labs Certification Program and begin certifications in 2015.

Expand campus signage that educates students, staff, and faculty on their role in conserving water and energy, and other information regarding campus efforts to conserve.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Facilities Management, Sustainability and Housing, Dining & Hospitality

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

UCSD has had a climate action plan since 2008 and is in the process of updating it by 2015. See also

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

UC San Diego has been at the forefront of energy management and tracking campus GHG emissions for several years, as evidenced by our Charter Membership in the California Climate Action Registry, as well as our commitment to emission reduction through the Chicago Climate Exchange. Notable actions taken to date include the installation of a 30-megawatt (MW), ultra-low emission cogeneration plant on campus, and more recently, the installation of 1 MW of solar photovoltaic panels. Other notable actions include building energy conservation projects, which have been implemented for years on campus. Numerous other projects have been completed or are ongoing, such as energy efficiency retrofits, departmental energy audits, dormitory energy competitions, and the construction of high performance green buildings. UC San Diego is also working to reduce the energy usage of computing and other electronic equipment through various energy efficiency projects and cyber infrastructure programs.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

- 2000 greenhouse gas levels by 2013;
- 1990 greenhouse gas levels by 2020;
- Climate neutral by 2025

Accountable parties, offices or departments for the Air and Climate plan(s):

VC Resource Management and Planning, VC Student Affairs, VC Research

A brief description of the plan(s) to advance sustainability in Buildings:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

The campus operations staff implements policies and practices to reduce UC San Diego's impacts on the environment. The maintenance of buildings and other facilities, including the cleaning of buildings, is included in this category. Solid waste, recycling, and composting also fall under Operations, but are included under a separate category of this report called "Recycling." UC San Diego has implemented a number of green building policies. For example, all new buildings will be constructed to be certified LEED Silver, with a goal of achieving LEED Gold.

In addition, buildings will continue to be certified under the LEED for Existing Building (LEED-EB) program. Currently, about 3% of all building space is in a green-certified building, but this percentage will increase to 15% after new construction and existing buildings are certified in the next few years. The UC Policy on Sustainable Practices may include revisions relevant to green building certification; UC San Diego will continue to implement these policy recommendations as they are approved by the UC Regents.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

In addition, buildings will continue to be certified under the LEED for Existing Building (LEED-EB) program. Currently, about 3% of all building space is in a green-certified building, but this percentage will increase to 15% after new construction and existing buildings are certified in the next few years. The UC Policy on Sustainable Practices may include revisions relevant to green building certification; UC San Diego will continue to implement these policy recommendations as they are approved by the UC Regents.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management, Facilities Design & Construction, Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

Programs in progress:

Behind the scenes, Major Planet continues to work toward a true composting program. In 2011, 186 tons of food scrap was collected and composted.

- Two remodeled Housing, Dining & Hospitality restaurants received LEED certification—Pines and Roots are Gold and Goody's Place & Market is Silver.

- Dining serves only Fair Trade Certified coffee, tea, and sugar at all HDH locations. There is also at least one Fair Trade option for chocolates.
- Exclusive use of Certified Humane Cage-Free Eggs at all dining locations.
- We strongly encourage the use of re-usable flatware; however, if a customer MUST take a plastic utensil, it is recyclable.
- Phased out plastic bags and Styrofoam in all Dining and Retail locations.
- Hydration Stations in the Dining units offer free chilled, filtered water

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

UC San Diego's goal is to provide 20% sustainable food by 2016.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

UC San Diego's Housing, Dining, and Hospitality

A brief description of the plan(s) to advance sustainability in Energy:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

and UCSD climate action plan.

Efforts are underway to contract for supplies of remote sources of biogas for use in the gas turbines as a substitute for natural gas. The gas turbines generate 85% of the campus's total electricity. In addition, the campus plans to invest an additional \$40 million in energy efficiency retrofits of existing buildings.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

- 1990 levels by 2020;
- Climate neutral by 2025

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management, UCOP, Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

The UCSD Long Range Development Plan (

<http://physicalplanning.ucsd.edu/plans/lrdp.html>

) includes land and ground goals and is being updated through 2015.

UC San Diego has extensive plans to reduce potable water use in irrigation.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

- Expand the reclaimed water system to landscape areas adjacent to North Point Entry and future Central Plant distribution pipe lines. When the reclaimed water system is expanded to the Central Utility Plant, the new expansion could also supply reclaimed water to additional landscaped areas. The expected timeline for completion is 2 years.

As noted above, it is possible that the campus will participate in indirect potable reuse programs, which treat recycled water to meet potable water standards for blending with untreated water supplies. If indirect potable reuse projects are implemented, then reclaimed water may not be used for landscaping irrigation.

- Analyze the amount of water used in unmetered areas. Most outdoor areas that use water for landscaping are not metered. Thus, the campus staff have only rough estimates of the amount of water used for landscaping. Water usage in landscaped areas will be analyzed where building and landscape usage cannot be separately metered. Gathering data on where, when, and how water is used for landscaping will help to inform future irrigation policies and conservation efforts.

- Develop a Landscape Irrigation Watering Strategy and Outreach Plan. The Landscape Irrigation Watering Strategy and Outreach Plan will outline best practices for landscape irrigation, as well as a plan for educating landscaping staff regarding best practices. Some best practices are, for example, to water only in the early morning or late afternoon hours to avoid evaporation. Another best practice is to irrigate landscaping according to the amount of water needed, based on the type of plantings and the actual moisture in the soil. The Landscape Irrigation Watering Strategy and Outreach Plan should be completed within 6 months.

- Within 6 months, identify turf areas to convert to low impact development and convert 25% of identified areas to low impact development in 3 years. Continue to reprioritize areas for turf replacement. About 84 acres of turf are planted on the UC San Diego campus. The majority of the turf areas are for specific programmed-functional uses. These turf areas include landscaped areas on the Main Campus and at all UC San Diego-owned housing areas. Also, remnant turf from older developments remain. Many of these areas could be converted to low impact development, a type of landscaping that uses significantly less water than turf, in addition to reducing stormwater runoff. This action is expected to cost \$10 per square foot of area converted; the initial cost to convert 25% of identified areas is \$450,000. However, converting these areas will create approximately \$18,000 in annual savings through reduced water usage. If water prices rise, these savings will continue to increase. Currently, UC San Diego pays \$4-5 for one hundred cubic feet of water, which is equal to 748 gallons.

- Continue to replace non-native plants with native or drought-tolerant species, when possible. Replacing non-native plants with species that naturally require less water is a simple way to reduce water usage while still providing landscaping across the campus. This action applies to non-turf areas that are planted with non-native species.

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

The UC San Diego Procurement and Contracts Department has initiated a number of policies and programs to reduce the emissions and impacts associated with purchasing. For example, procurement staff have identified and begun to purchase green-certified products, such as Energy Star and Green Seal-certified products. In other examples, the staff have worked with vendors to reduce or eliminate packaging, and have begun to purchase more paper with recycled content.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

1. Achieve 50% PCW recycled content in all paper purchases by 2012. This goal represents an increase in PCW content of paper purchases of about 8% per year.
2. Reduce per capita paper usage from 1,568 to 1,066 sheets per person per year by 2012; this goal represents an annual reduction of 8% from the baseline number of 1,568 sheets per person per year from 2009-2012. This also represents a total reduction of 32% from the baseline of 1,568 sheets per person per year. The Procurement and Contracts department will play a key role in achieving this goal. However, Procurement and Contracts will not hold responsibility for achieving this goal, because reducing overall paper usage will require participation of all campus departments, and education of the entire campus community.
3. Reduce the total amount of printers, copiers, and other applicable electronic equipment purchased and used. As with goal #2 above, the Procurement and Contracts department will play a key role in achieving this goal. However, Procurement and Contracts will not hold responsibility for achieving this goal, because reducing the total amount of equipment purchased will require the participation of all campus departments, and education of the entire campus community.
4. Improve the energy efficiency of all computers, printers, copiers, and other equipment used, using the guidelines from the new Climate Savers program.
5. Increase spending on appropriate green vendors and products.
6. Reduce the total emissions from the life cycle of materials purchased, used, and discarded on campus, including the emissions and impacts from extracting the materials, processing materials into products, transporting products to the campus for use, and transporting waste materials for final disposal or recycling. This goal includes the intention of finding local producers for materials, as well as local markets for recycling of waste materials, when possible. This goal is also related to Recycling and Waste Minimization, and is included in the Recycling and Waste Minimization section of this report.

Accountable parties, offices or departments for the Purchasing plan(s):

UC San Diego Procurement and Contracts Department, Sustainability

A brief description of the plan(s) to advance sustainability in Transportation:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

UC San Diego has an aggressive transportation program that encourages the campus community to use alternative transportation for commuting to campus. Alternative transportation options include carpools, vanpools, bicycling, walking, and public transportation such as buses and trains. UC San Diego runs a campus shuttle around the campus, and to and from several local bus stops and the nearby train station. Also, UC San Diego runs a free bus zone for all Metropolitan Transit System (MTS) and North County Transit District buses that service the UC San Diego Main Campus area, and for MTS buses that service the Hillcrest Campus area. Free bus rides are available to any student, staff, or faculty with a valid UC San Diego identification

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

At a minimum, reduce per-capita emissions from air travel by the following:

- 11% reduction each year from 2009-2010, based on the previous year's emissions
- 7% reduction each year from 2011-2020, based on the previous year's emissions
- 5% reduction each year from 2021-2050, based on the previous year's emissions.

At a minimum, reduce the GHG emissions from commuting by 2% per year, based on the previous year's emissions, from 2009 to 2050.

At a minimum, reduce the percentage of commuters using single occupancy vehicles from 49% to 39% by 2018. (This goal includes commuters at the Main Campus and the Hillcrest campus.)

Reduce campus fleet emissions by at least 4.7% per year, based on the previous year's emissions, until 2020.

Reduce campus fleet emissions by at least 4.0% per year, based on the previous year's emissions, from 2021-2050.

Accountable parties, offices or departments for the Transportation plan(s):

UC San Diego Transportation

A brief description of the plan(s) to advance sustainability in Waste:

See

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

and

<http://aps-web.ucsd.edu/fm/pdfs/SolidWasteDiversionAndRecyclingPlan.pdf>

UC San Diego has instituted a single-stream recycling program for glass, paper, plastic, and metals, and is currently diverting about 67% of all solid waste from the landfill for recycling, thus reaching the first goal shown above. This diversion rate includes construction and demolition waste, which made up a large percentage of the UC San Diego waste stream (by weight) in the 2007-2008 fiscal years. In the previous fiscal year, which included virtually no construction and demolition waste, the recycling diversion rate was 37%. Additional work is needed to maintain this high diversion rate when construction and demolition activities begin to slow.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The University of California Office of the President (UCOP) has outlined the following voluntary recycling goals for all UC campuses:

- 50% waste diversion by June 30, 2008
- 75% waste diversion by June 30, 2012
- 100% waste diversion by 2020 – Zero waste

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management, Housing/Dining, Sustainability

A brief description of the plan(s) to advance sustainability in Water:

<http://aps-web.ucsd.edu/fm/pdfs/SolidWasteDiversionAndRecyclingPlan.pdf>

http://aquaholics.ucsd.edu/_files/wateractionplan.pdf

Reduce the use of potable water, through expansion of reclaimed water systems throughout the campus.

The measurable objectives, strategies and timeframes included in the Water plan(s):

1. Reduce the use of potable water by 20%, by the year 2020.
2. Sub meter 100% of buildings for water usage. Buildings with potential for behavior change will be prioritized, such as dorms.
3. Sub meter 100% of water used for landscaping.

Extend the reclaimed water piping system to the Central Utilities Plant and the East Campus Plant to replace the cooling tower water, reducing potable water use by 150 million gallons per year. Construction to be complete by early 2015.

Accountable parties, offices or departments for the Water plan(s):

Facilities Management, Environmental Health and Safety, Sustainability, Housing/Dining

A brief description of the plan(s) to advance Diversity and Affordability:

<http://diversity.ucsd.edu>

and

<http://plan.ucsd.edu>

Student Affairs went through the strategic planning process in 2008 and adopted a strategic plan in 2009.

Five strategic goal areas were created which directly guide the administration and operations of Student Affairs.

- Goal 1: To prepare, attract, and enroll students of the highest capability who represent the diversity of the people of California.
- Goal 2: To facilitate the wellness, retention, intellectual growth, and graduation of all students.
- Goal 3: To build a welcoming, engaging, safe, and inclusive community that creates a sense of belonging for all students.
- Goal 4: To provide experiences that foster self-discovery and develop the personal, academic, and professional skills and relationships needed for a successful transition into diverse and global communities.
- Goal 5: To engage students, parents and family members, alumni, and UC San Diego and external community members in experiences that ignite a sense of pride, ownership, and personal investment in the ongoing success of the university

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

By 2015:

- Enrollment of freshmen & transfer students reaches/reflects the diversity of the State
- UC San Diego is first choice in UC system for 50% of freshman & transfer students enrolled
- UC San Diego level of external scholarship funding to HUR students enables its financial aid packages to compete with those of other leading US universities
- Enrollment of students from San Diego & Imperial Counties will increase
- Enrollment of non-Californian students, including international students, will increase

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

VC for Equity, Diversity and Inclusion; VC Student Affairs, and Student Research and Information

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Student Affairs went through the strategic planning process in 2008 and adopted a strategic plan in 2009.

Five strategic goal areas were created which directly guide the administration and operations of Student Affairs. Goal 2 directly relates to student health and well being.

- Goal 1: To prepare, attract, and enroll students of the highest capability who represent the diversity of the people of California.
- Goal 2: To facilitate the wellness, retention, intellectual growth, and graduation of all students.
- Goal 3: To build a welcoming, engaging, safe, and inclusive community that creates a sense of belonging for all students.
- Goal 4: To provide experiences that foster self-discovery and develop the personal, academic, and professional skills and relationships needed for a successful transition into diverse and global communities.
- Goal 5: To engage students, parents and family members, alumni, and UC San Diego and external community members in experiences that ignite a sense of pride, ownership, and personal investment in the ongoing success of the university

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

- Annual growth of 20% in the number of students who participate in at least one wellness program annually;
- Number of students adopting wellness behaviors annually at UC San Diego is in top 10% of universities nationwide;
- UC San Diego scores on ACHA measures meet or exceed national goals for health & wellbeing
- Students recognize the symptoms of distress in themselves & others & initiate action to address their concerns
- UC San Diego's clinical services are accessible, interdisciplinary, & of the highest quality

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Student Wellness

A brief description of the plan(s) to advance sustainability in Investment:

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. Including the measures listed below. - Establish and Implement a framework on sustainable investment

- Integrate Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and will evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.
- Allocate \$1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

This strategy builds on pre-2014 investment policy that addresses negative screens for ESG factors.

<http://regents.universityofcalifornia.edu/aar/septi.pdf>

The measurable objectives, strategies and timeframes included in the Investment plan(s):

- Establish and Implement a framework on sustainable investment
- Integrate Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and will evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.
- Allocate \$1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

This strategy builds on pre-2014 investment policy that addresses negative screens for ESG factors.

Accountable parties, offices or departments for the Investment plan(s):

UC Chief Investment Officer

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:

UC San Diego Principles of Sustainability

UC San Diego strives to practice and promote the principle of sustainability, defined by the Brundtland Commission as meeting today’s needs without compromising the ability of future generations to meet their needs.

The ultimate success of the university, the well-being of its constituents and the surrounding community, depend on our ability to achieve our research, education, and service missions while promoting sustainable behaviors and practices.

UC San Diego therefore, establishes and acknowledges the following Principles of Sustainability in order to establish sustainability as a foundational value of the university.

- We are committed to the creation of a sustainable relationship between human societies and the natural environment upon which we all depend.
- We recognize that sustainability is a key part of our mission, and that sustainability encompasses social, economic, and cultural interactions set within a supporting ecosystem.
- We recognize that UC San Diego can make vital contributions to sustainability solutions through its research, teaching, and operations.
- We encourage the development of academic programs to create sustainability solutions through research and experiential learning.
- We encourage the discussion of sustainability concepts in appropriate academic disciplines and across all levels of education.
- We encourage the incorporation of sustainability concepts in education, research, and campus operations.
- We commit to conduct open, periodic assessments of UCSD’s progress toward sustainability to guide campus policy and decision making, and to openly communicate assessment results to the university community.

- We are committed to the development and enactment of policies that promote the fulfillment of these principles.

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:

See

<http://plan.ucsd.edu>

to see sustainability included in the university's strategic plan.

See also

<http://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

The Climate Action Plan (CAP) builds on the UC San Diego Sustainability Assessment Report, published in November 2008, a document that creates a broad snapshot of campus sustainability performance in areas such as energy, water, waste and recycling, purchasing, land use and habitat, and other areas. Specifically, the CAP references much of the data and information included in the Sustainability Assessment Report. However, this report goes one step further by creating goals, timelines, and actions for achieving those goals, while the Sustainability Assessment was limited to program recommendations for improving sustainability performance. For example, the Sustainability Assessment Report included recommendations to increase monitoring and tracking systems for energy usage. This document includes GHG emission reduction goals. Implementing the recommendations in the Sustainability Assessment Report will create the tools that will be used to reach the emission reduction goals included in this plan. An update to the Climate Action Plan is underway.

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

http://sustainability.ucsd.edu/_files/UCSD_Climate_Action_Plan_12-08.pdf

Responsible Party

Clare Kristofco

Associate Chancellor/Chief of Staff

Office of the Chancellor

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:

Associated Students, AS appointed students on a number of committee across campus (including the Advisory Council on Sustainability), Student Sustainability Collective

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:

<http://regents.universityofcalifornia.edu/about/members-and-advisors/student-regent.html>

<https://students.ucsd.edu/student-life/involvement/government/>

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students have been involved in the UCSD strategic plan update, in College Councils, and in sustainability planning on campus, from writing sections of the climate action plan to being on committees like the Open Space Committee or the Fair Trade Committee.

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)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff associations and Staff Sustainability Network

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?:

Yes

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	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff have been involved in the UCSD strategic plan update and through staff associations.

<http://blink.ucsd.edu/HR/services/associations/SA/index.html>

<http://regents.universityofcalifornia.edu/governance/bylaws/index.html>

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)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

<http://regents.universityofcalifornia.edu/about/members-and-advisors/index.html#faculty-reps>

<http://cucfa.org>

<http://ucsdfa.org>

<http://ucaft.org>

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

<http://regents.universityofcalifornia.edu/governance/bylaws/index.html>

<https://senate.ucsd.edu>

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty were involved in the UCSD strategic plan, in academic planning, and more at both the UCSD and UC system levels.

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

Responsible Party

Glynda Davis

Sr Diversity Ofc

Vice Chancellor-Equity Diversity inclusion

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
-

Submission Note:

<http://ophd.ucsd.edu/wearetritons.asp>

<http://blink.ucsd.edu/HR/policies/diversity/education.html>

<http://blink.ucsd.edu/HR/training/programs/ccmp.html>

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office for the Vice Chancellor for Equity, Diversity and Inclusion was created in 2011 and leads UC San Diego in achieving excellence through diversity, and guides the campus towards the creation of a student-centered, service-oriented, research-focused public institution where all students, faculty, and staff feel welcomed, included and able to thrive. Our proactive strategies encompassing research, education, program development, assessment, consulting, collaboration and community building are designed to transform the campus climate and enhance the viability of the institution.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://diversity.ucsd.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Students: Triton Community Leadership Institute- Summer residential program for new freshmen students that includes inspiring and interactive sessions on leadership, conflict resolution, diversity and social justice. Participants also attend monthly meetings throughout the first year of college to strengthen bonds and continue growth as a supportive community of student leaders.

“We Are Tritons”- Online program that introduces incoming students to our student community, educational environment, and behavioral expectations at UC San Diego. All students help to shape this community, and we hope that all members of the community will take a

proactive role in creating a welcoming campus environment for all.

Staff & Faculty: Diversity Education- Intended for employees who are interested in increasing their awareness of diversity by exploring concepts of effective cross-cultural interaction.

Culturally Competent Management Program (CCMP)- Intended for those who direct the work of others, this three-part program is designed to equip managers with knowledge, skills, creative strategies and tools to build and enhance diversity management competence and judgment.

Building Communities for Social Justice Practice Institute- Developed to build awareness about social justice issues on campus.

The website URL where information about the cultural competence trainings is available:

<https://students.ucsd.edu/academics/experiential-learning/communication-leadership/tcli/index.html>

Assessing Diversity and Equity

Responsible Party

Glynda Davis
Senior Diversity Ofc
VC-EQUITY DIVER

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
-

Submission Note:

The results of the 2013 UC Climate Survey for UC San Diego are scheduled to be released in March 2014.

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

UC Systemwide Campus Climate Study - In spring 2013, the University of California conducted a systemwide study on "Campus Climate." Our goal is to gather a wide variety of data related to institutional climate, inclusion and work-life issues so that we can better assess the learning, living and working environments for students, faculty and staff at the 10 UC campuses as well as the Office of the President, five medical centers, Lawrence Berkeley National Laboratory and the Division of Agriculture and Natural Resources. The study will include two major phases. The first will involve data gathering from a population survey that will seek input from the entire UC community. Based on study findings, phase two will include development of strategic initiatives and action plans. The goal of this important study is to build on institutional successes, address institutional climate challenges and promote institutional change.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Diverse Learning Environments (DLE) Survey- The DLE captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Affirmative Action and Diversity Progress Summary is produced by the Equal Opportunity/Staff Affirmative Office on a quarterly basis. The report summarizes the employment activities and changes in representation for females and people of color, goals progress, and employment activities (hires, promotions, reclassifications and separations).

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Questions on these topics are included in the UC Climate Survey, administered at UC San Diego January-March 2013.

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

<http://diversity.ucsd.edu/campusclimatesurvey/index.html>

Support for Underrepresented Groups

Responsible Party

Glynda Davis
Senior Diversity Ofc
VC-EQUITY DIVER

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.

Submission Note:

<http://ccc.ucsd.edu/affiliates.asp>

<http://tonga.ucsd.edu/studentorgregistration/RdOnlyList.aspx?frmFocus=13>

<http://tonga.ucsd.edu/studentorgregistration/RdOnlyList.aspx?frmFocus=3>

<http://campusclimate.ucsd.edu/commitments.php>

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

There are many academic programs and student groups, as well as center and university-sponsored efforts that help support underrepresented groups within the student body. With regard to academic programs, there are many majors and minors that focus on underrepresented groups in academia. These majors and minors include: African American Studies Minor, Chicano Latino Arts & Humanities minor, Chinese Studies, Critical Gender Studies, Ethnic Studies, German Studies, International Studies, Italian Studies, Japanese Studies, Judaic Studies, Latin American Studies, Russian and Soviet Studies, and Third World Studies. There are also many student groups on campus that support underrepresented students on campus such as the Black Student Union, Movimiento Estudiantil Chicana Y Chicano de Aztlan, Queer People of Color, and the Mixed Student Union.

There are also many different centers on campus that help to support underrepresented groups within the student body: Cross Cultural Center, International Center, LBGT Resource Center, The Women's Center, the Student Veterans Resource Center, and the Student Promoted Access Center for Education and Service (SPACES). There are also many university-sponsored efforts such as the Office of Academic Support and Instructional Services (OASIS), Academic Affirmative Action, and the Center for Student Involvement. A full list of all of the campus centers and university-sponsored efforts can be found at

<http://diversity.ucsd.edu/resources/index.html>

The website URL where more information about the support programs for underrepresented groups is available:

<http://ccc.ucsd.edu/about-us/our-affiliates.html>

Does the institution have a discrimination response policy 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?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The Office for the Prevention of Harassment and Discrimination works to resolve complaints of discrimination and/or harassment through informal resolution or formal investigation, The staff explains and clarifies University policies and procedures regarding discrimination, harassment, and retaliation, collaborates with other UC San Diego offices in resolving complaints, including Equal Opportunity/Staff Affirmative Action, and offers a variety of training programs and workshops in sexual harassment and nondiscrimination for students, faculty and staff.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://ophd.ucsd.edu/>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Glynda Davis
Senior Diversity Ofc
VC-EQUITY DIVER

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.
-

Submission Note:

<http://ogs.ucsd.edu/student-affairs/graduate-diversity/diversity-initiatives/tribal-membership-initiative/index.html>

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Chancellor's Postdoctoral Fellowship Program- The Chancellor's Postdoctoral Fellow is selected from the pool of applicants who identified mentors at UC San Diego and submitted their applications to the University of California President's Postdoctoral Fellowship Program.

Tribal Membership Initiative- program designed to increase diversity at the graduate level by providing fellowships to incoming graduate students from Native American, Alaska Native, and Native Hawaiian ancestry.

The website URL where more information about the faculty diversity program(s) is available :

<http://diversity.ucsd.edu/fellowship/index.html>
STARS Reporting Tool | AASHE

Affordability and Access

Responsible Party

Glynda Davis

Sr Diversity Ofc

Vice Chancellor-Equity Diversity inclusion

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
-

Submission Note:

All loans at graduation are interest bearing.

Loans (2011-2012 Graduate Class)

- 56% of UC San Diego undergraduates who started as first-time students received loans.
- \$20,474 average cumulative indebtedness at time of graduation for those who have borrowed and started as first-time students.

US News & World Report (CDS H3-H5)

http://studentresearch.ucsd.edu/_files/stats-data/common-data-set/h.pdf

On average, for 2012-2013, the percentage of need that was met of students who were awarded any need-based aid. (Excludes any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (estimated family contribution) and excludes PLUS loans, unsubsidized loans, and private alternative loans.)

- 87.1% of full-time undergraduates
 - 87.4% of first-time, full-time freshmen
 - 78.7% of less than full-time undergrads
- US News & World Report (CDS H2 i)

http://studentresearch.ucsd.edu/_files/stats-data/common-data-set/h.pdf

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

According to the University of California, grants, scholarships, loans, and work-study are all forms of financial assistance to students in the University of California system. Nearly two-thirds of UC undergraduates receive some financial aid with an average award of around \$14,000. For California residents, that covers nearly half the cost of attending UC for a full year.

Chancellor's Associates Scholarship Program- Graduates of UC San Diego Partner High Schools (Preuss School, Lincoln High School, Gompers Preparatory Academy) who accept offers of admissions to UC San Diego may receive up to \$40,000 in scholarship support.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Building Communities for Social Justice Practices Institute- Designed for staff and administrators in higher education environments, the institute brings together diverse participants from across the nation to expand skills, explore theory & develop relationships.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

UC San Diego CREATE was established in 2000 as UCSD's entity to support local K-12 outreach and college preparation efforts, specifically for students too often underrepresented in college. Our charge was to marshal campus resources towards support of K-12 education in the San Diego region, and increasingly, we consult with colleagues on improving underrepresented students' experience in the 12-20 pipeline as well. Our work now addresses the preK-20/career pipeline in our region and university. See

<http://create.ucsd.edu/index.html>

for additional detail.

A brief description of the institution's scholarships for low-income students:

The University of California provides many different types of scholarships. The Regents Scholarships, UC's most prestigious scholarships, are for students with outstanding academic records and personal achievements. These scholarships may be either honorary or need-based. Alumni Scholarships are awarded to entering students who have demonstrated leadership, academic achievement, and participation in extracurricular activities. There are also restricted scholarships that are available only to students with specific backgrounds, academic interests, career objectives, and other criteria. UCSD provides the following restricted scholarships: Ellen and Roger Revelle Scholarship, UCSD Athletic Scholarship, James Avery Scholarship, Black Alumni Scholarship, Clayton H. Brace Scholarship, Chancellor's Freshman Scholarship, CREATE Undergraduate Scholarship, Herbert & Renita Greenberg Scholarship, Hispanic Scholarship Council Scholarship for Community Service, Charmaine and Maurice Kaplan Scholarship, Kelly J. Kolozsi Memorial Scholarship, Ledell Family Scholarship, Claude and Irene McFarland Scholarship, Dr. A.R. Moossa Scholarship, Shelia Owens-Collins Scholarship, George Parker Memorial Scholarship, Gerald and Inez Grant Parker Foundation Scholarship, Mary Pillot Scholarship, Preuss School Scholarship at UCSD, Ray and Betty Ramseyer Scholarship, Rose Foundation Scholarship, Shimotori Memorial Scholarship, Student Foundation Scholarship, Shimotori Memorial Scholarship, Student Foundation Scholarship, Ludwig and Ada Strauss Scholarship, Mary S. and Joseph W. Watson Scholarship, and Allene Huanani Wong Scholarship.

A brief description of any programs to guide parents of low-income students through the higher education experience:

UC San Diego: Parent & Family Programs- UC San Diego provides an outstanding educational experience both inside and outside the classroom, and with your help your student will be successful here. At UC San Diego, we view the relationship we have with our students' parents and families as a partnership — a partnership created to help students be successful. See

<http://parents.ucsd.edu/about-us/index.html>

for additional information.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

UCSD Early Academic Outreach Program (EAOP)- EAOP's mission is to assist first-generation, socio-economically disadvantaged, and English-language learners by helping them prepare for postsecondary education, pursue graduate and professional school opportunities, and achieve success in the workplace. To achieve this goal EAOP works with K-12 students, their parents, school representatives and community members to design, implement and evaluate programs and services that foster students' academic development to make them admissible to the post-secondary institution of their choice (UC, CSU, and CCC). See

<http://eaop.ucsd.edu/>

for additional information.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

According to the University of California, UC's Blue and Gold Opportunity Plan will cover all educational and student services fees for California residents that qualify for financial aid and whose family earns less than \$80,000 a year. Blue and Gold students with sufficient financial need can qualify for even more grant aid to help reduce the cost of attending.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to

low-income students:

It is the mission of the UC San Diego Financial Aid Office to ensure all admitted students can attend UC San Diego, regardless of their financial circumstances.

See

<http://students.ucsd.edu/finances/financial-aid/index.html>

for complete information for both undergraduate and graduate student financial aid information.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

See above

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

UC San Diego provides scholarships to full-time students.

See

<https://students.ucsd.edu/finances/financial-aid/types/scholarships/index.html>

The Guardian Scholars Program supports former foster youth by awarding scholarships up to \$5,000 per academic year to eligible UC San Diego undergraduate students.

<https://students.ucsd.edu/finances/financial-aid/types/scholarships/guardian.html>

Scholarships for Entering Transfer Students:

<https://students.ucsd.edu/finances/financial-aid/types/scholarships/transfer-students.html>

UCSD Health, Recreation and Wellbeing has joined hands with the the UCSD Grad Parents Network and the UCSD Undergrad Student Parents Network to support student parent academic achievement

<https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>

TRIO Student Support Services Program

TRiO SSSP is for students who are low-income, first-generation college students and/or students with disabilities.

https://students.ucsd.edu/academics/_organizations/oasis/transition-programs/trio/

Veterans Resources and Services

<http://admissions.ucsd.edu/transfers/veterans/>

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

Early Childhood Education Center (ECEC)- This center is open to the children of full-time UCSD students, staff, and faculty, as well as a limited number of non-UCSD affiliates. ECEC is accredited by the National Association for the Education of Young Children (NAEYC).

A brief description of other policies and programs to support non-traditional students:

Student Veterans Resource Center (SVRC)- Dedicated in November 2013, the SVRC includes 1,600 square feet of lounge, meeting, office and kitchen space. In addition, a full-time staff member will provide support services to student veterans in this location.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	22
The graduation/success rate for low-income students	83
The percentage of student financial need met, on average	87

The percentage of students graduating with no interest-bearing student loan debt

56

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.universityofcalifornia.edu/admissions/paying-for-uc/index.html>

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

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

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.

Submission Note:

The collective bargaining process is on-going, so it is constantly being evaluated.

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

Number of employees:

15,306

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

15,306

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Compensation and working conditions for represented staff are negotiated via the collective bargaining process. The Office of the President is responsible for policies covering compensation and working conditions for staff not covered by collective bargaining agreements.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The minimum of the salary range for lowest level position is \$12.08 per hour. A comprehensive health and welfare benefits and a pension plan are also provided.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The minimum of the salary range for lowest level position is \$12.08 per hour. A comprehensive health and welfare benefits and a pension plan are also provided.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The minimum of the salary range for lowest level position is \$12.08 per hour. Health and welfare benefits are available.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The minimum of the salary range for lowest level position is \$12.08 per hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The minimum of the salary range for student employees is currently \$8.00 per hour. The minimum rate will change to \$9.00 per hour effective July 1, 2014.

The local legal minimum hourly wage for regular employees:

8 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://blink.ucsd.edu/HR/comp-class/index.html>

Assessing Employee Satisfaction

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

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.

Submission Note:

Results from the 2013 Campus Climate Survey are available here:

<http://diversity.ucsd.edu/policies-and-initiatives/campusclimatesurvey.html>

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

54

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

An annual survey measures employee satisfaction, and is used to help to ensure a positive and productive work environment.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Survey results are assessed and incorporated into department business plans for action. For example, employee recognition, improved communication, and heightening employee engagement have all been a focus of actions plans during the last three years.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://blink.ucsd.edu/sponsor/hr/org-chart/assistant-vc.html>

Wellness Program

Responsible Party

Thomas Leet
Assistant Vice Chancellor
External & Business Affairs

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
-

Submission Note:

<http://blink.ucsd.edu/HR/services/support/health/>

"---" 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):

UC San Diego has an Employee Assistance Program called Faculty Staff Assistance Program (FSAP), which provides free, confidential, short-term counseling to all faculty and staff. We offer a variety of programs and services such as Walk UCSD, activity-related behavior change programs, a health and wellness lecture series, Instructor led courses in meditation and stress reduction, flexible work arrangements, financial planning, FitLife Occupational, Work Strong and safety training. UC Eats Real promotes sustainable, healthy food options as part of National Food Day.

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

<http://blink.ucsd.edu/HR/benefits/work-life/health.html>

Workplace Health and Safety

Responsible Party

Jon Schmidt

Director/Risk mgmt
Environmental Health & 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.

Submission Note:

These numbers are being updated in 2015-2016.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	342	403
Full-time equivalent of employees	16,355	15,550

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

Employee injury costs were increasing on the UC San Diego campus so additional safety staff were hired to target high claims areas of campus with additional loss prevention services (training, inspections & personal protective equipment).

A brief description of the institution's workplace health and safety initiatives:

UC San Diego maintains a broad-spectrum Environment, Health & Safety Office (EH&S) to advise employees on risks in work environments ranging from laboratories, shops and clinics to offices, dining facilities and housing facilities. EH&S Staff proactively inspect all high risk work areas and provide training to employees as required by their job duties. All UC San Diego employees are encouraged to report safety concerns and make suggestions to EH&S via e-mail, telephone, or campus mail, including an anonymous suggestion box if they prefer.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://blink.ucsd.edu/sponsor/EHS/index.html>

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

Ophir Bruck

Sustainability Analyst

University of California Office of the Chief Investment Officer

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.

"---" 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?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. The UC Regents Committee on Investments will serve in the role of overseeing the implementation of these sustainable investment policies and programs. UCSD has 70% of its endowment managed at the UC level.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The Committee has multi-stakeholder representation including faculty, staff, student, and alumni members.

Yolanda Gorman – Alumni Designate

Abraham Oved – Student Designate

Dan Hare – Faculty Representative

[STARS Reporting Tool](#) | [AASHE](#)

Deidre Acker – Staff Advisor
Donna Coyne – Staff Advisor
William de la Pena MD – Regent
George Keiffer – Regent
Monica Lozano - Regent
Hadi Makarechian - Regent
Norman Patiz - Regent
Sadia Saifuddin - Regent
Richard Sherman - Regent
Paul Wachter - Regent
Charlene Zettel – Regent

Examples of CIR actions during the previous three years:

Actions identified to implement UC's Sustainable Investment program include:

- Allocate \$1 billion over five years for direct investment in climate change solutions
- Adhere to the United nations-supported Principles for Responsible Investment (PRI), the largest University and the first public American University to do so.
- Established a framework for sustainable investment to integrate environmental, social, and governance (ESG) factors as a core component of portfolio management.

The website URL where information about the CIR is available:

<http://regents.universityofcalifornia.edu/aar/septi.pdf>

Responsible Party

Ophir Bruck

Sustainability Analyst

University of California Office of the Chief Investment Officer

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:

8,300,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	50,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

The UC San Diego Foundation has approximately 70% of its endowment (~\$359,089,297.70) invested in the General Endowment Pool of the UC Regents (\$8,300,000,000). As of Feb 2015, the value of the General Endowment Pool of the UC Regents was \$8,300,000,000, with \$50,000,000 of that invested in sustainable industries (e.g. renewable energy or sustainable forestry) (US/Canadian dollars). We cannot pull out yet information specific to UCSD holdings.

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. Including the measures listed below. - Establish and Implement

a framework on sustainable investment

- Integrate Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and will evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.
- Allocate \$1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

This strategy builds on pre-2014 investment policy that addresses negative screens for ESG factors.

<http://regents.universityofcalifornia.edu/aar/septi.pdf>

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

UCSD follows all UC Regents investment policies. In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. The UC Regents Committee on Investments will serve in the role of overseeing the implementation of these sustainable investment policies and programs.

The UC Regents have two social responsibility policies that impact investment decisions for any investment held in our investment pools:

- Regent Policy 6301: POLICY TO EXCLUDE SECURITIES OF COMPANIES MANUFACTURING TOBACCO PRODUCTS FROM INDEX FUNDS AND TO CONTINUE EXISTING EXCLUSION FROM ACTIVELY MANAGED FUNDS

<http://regents.universityofcalifornia.edu/policies/6301.html>

- Regents Policy 6302: POLICY ON DIVESTMENT OF UNIVERSITY HOLDINGS IN COMPANIES WITH BUSINESS OPERATIONS IN SUDAN

<http://regents.universityofcalifornia.edu/policies/6302.html>

In September 2014, the University of California announced it became a signatory of the United Nations-supported Principles for Responsible Investment, the first American public university to join the leading international network of institutional investors committed to including environmental, social and governance factors in their investment decision making. The UC System also joined Ceres (a climate network aimed at investors) and began the process for hiring a Director of Sustainability in the CIO office with the plan of building a small staff to focus on sustainable investing.

<http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-principles-responsible-investment>

In 2014, the University System of California (of which UCSD is part) also announced it would be:

- Allocating \$1 billion over five years for direct investments in solutions to climate change.
- Establishing and implementing a framework for sustainable investment with the goal of completion by the end of the current fiscal year (June 30, 2015)
- Integrating environmental, social and governance (ESG) factors as a core component of portfolio optimization and risk management.
- Evaluating all strategies for achieving ESG goals as soon as practical, including whether to use divestment.

<http://regents.universityofcalifornia.edu/governance/policies/6301.html>

<http://regents.universityofcalifornia.edu/governance/policies/6302.html>

<http://www.universityofcalifornia.edu/press-room/uc-combat-climate-change>

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

It guides the UC Office of Chief Investment Officer in making investments decisions based on these adopted ESG factors including the decision to allocate \$1 billion in positive climate-protection investments over the next five years.

Actions identified to implement UC's Sustainable Investment program include:

- Allocate \$1 billion over five years for direct investment in climate change solutions
- Adhere to the United nations-supported Principles for Responsible Investment (PRI), the largest University and the first public American University to do so.
- Established a framework for sustainable investment to integrate environmental, social, and governance (ESG) factors as a core component of portfolio management.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

The policies related to Tobacco and Sudan require that negative screens be applied.

Approximate percentage of the endowment that the negative screens apply to:

100

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?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Yes, the University has engaged in proxy voting that promotes sustainability during past three years through the use of policy guidelines. The UC Regents Proxy Voting policy guidelines are made public:

http://www.ucop.edu/treasurer/_files/invpol/App_4-8_UCRP-GEP_IPS.pdf

The University's proxies are managed and voted by a third party service provider using their SRI proxy voting guidelines:

http://www.issgovernance.com/file/2014_Policies/2014ISSSRIUSAGuidelines.pdf

&

http://www.issgovernance.com/file/2014_Policies/2014SRIInternational.pdf

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:

N/A

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

In September 2014, the University of California announced it became a signatory of the United Nations-supported Principles for Responsible Investment, the first American public university to join the leading international network of institutional investors committed to including environmental, social and governance factors in their investment decision making.

<http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-princ>

[iples-responsible-investment](http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-principles-responsible-investment)

UC is an active member of:

- Principles for Responsible Investment
- Ceres Investor Network on Climate Risk
- CDP (formerly Carbon Disclosure Project)

The website URL where information about the institution's sustainable investment efforts is available:

<http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-princ>

[iples-responsible-investment](http://www.universityofcalifornia.edu/press-room/university-california-joins-un-supported-principles-responsible-investment)

Investment Disclosure

Responsible Party

Ophir Bruck

Sustainability Analyst

University of California Office of the Chief Investment Officer

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.

Submission Note:

GEP holdings:

http://www.ucop.edu/investment-office/_files/invpol/GEP_Holdings.pdf

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://foundation.ucsd.edu/_files/endowment-performance-pdfs/june-2014.pdf

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

Byron Washom

Dir/Strat Energy Initiatives

VICE CHANCELLOR-RESOURCE MANAGEMENT/PLANNING

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:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Integration of “direct biogas” fuel cell on the campus microgrid

A brief description of the innovative policy, practice, program, or outcome :

UC San Diego installed a 2.8 megawatt fuel cell that utilizes waste methane from a local wastewater treatment plant. The fuel cell provides about 8 percent of UC San Diego’s total energy needs. The fuel cell utilizes methane gas, turning it into electricity without combustion. Instead, there is a chemical reaction between hydrogen atoms and oxygen molecules, yielding water and electricity. The Point Loma Wastewater Treatment Plant provides the purified methane, which is then injected into an existing gas pipeline to supply the UC San Diego fuel cell as well as two fuel cells at City of San Diego sites.

UC San Diego’s newest fuel cell unit has the following notable distinctions:

1. UCSD’s DFC3000 was the first such unit installed in California as an ultra-clean technology certified by the California Air Resources board (CARB).
2. UCSD’s fuel cell - at 2.8 MW - is the largest commercially available fuel cell in the world, and the only one located at a university worldwide.
3. UCSD’s fuel cell is the only California unit that utilizes “directed biogas” as defined by the California Public Utilities Commission for the Self Generation Incentive Program.
4. UCSD’s fuel cell will be the first DFC3000 fuel cell in the USA that utilizes an absorption chiller, increasing the CCHP efficiency from approximately 47% electrical efficiency to above 65% total thermal efficiency. Construction of the absorption chiller was complete in August 2014.

Direct fuel cells (DFCs) rely on electro-chemical processes to produce electricity and heat rather than combustion. Thus, unlike conventional combustion based power plants, DFCs are able to separate and concentrate CO₂ as well as eliminate harmful gases such as nitrogen oxide and sodium oxide as a byproduct.

Integration of this new technology on its existing micro-grid infrastructure has allowed UC San Diego to partner up with the private sector and the City of San Diego to purchase and inject surplus methane from the Point Loma Wastewater Treatment Plant and inject the biogas into San Diego Gas & Electric (SDG&E) natural gas lines in compliance with regulatory codes and standards. UC San Diego receives that biogas through redirection which can then be used to generate electric power utilizing the 2.8 megawatt fuel cell.

This successful implementation of a cost-effective method to utilize locally available renewable biomethane resources for electricity has made UC San Diego a community leader in the advancement of integration with enabling technologies to meet its energy demands.

The fuel cell is part of a larger UC San Diego Energy Innovation Park that is designed to be used as a real-world example for student education, energy research, and education of the public community. The Energy Innovation Park is a frequent stop on tours for undergraduate classes, graduate classes, researchers and the public.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The fuel cell has generated more than 40 million kWh of electricity since it began operation in November 2011 and runs on 100% biogas.

A letter of affirmation from an individual with relevant expertise:

[Innovation 1 - Fuel Cell - Affirmation Letter.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	Yes
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
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 :

<http://ucsdnews.ucsd.edu/archive/newsrel/general/12-07EnergyInnovation.asp>

Responsible Party

William Torre
Program Director
Center For Energy Research

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.
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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:

More than 100,000 plug-in electric vehicles (PEVs) were sold in the United States in the 28 months between January 2011 and July 2013, heralding a new automotive segment dependent on large-format battery storage systems. Cumulatively, the lithium-ion battery systems in U.S. vehicles today represent over 2,000 megawatt-hours (MWh) of electrical energy storage. Moreover, with moderate projected growth in the PEV market over the next decade, this number could exceed 50,000 MWh by 2023. Due to the high performance requirements (power and energy capacity) of PEV batteries in automotive use, lithium-ion battery cells, modules, and even entire battery packs will likely have residual power and energy capacities upon retirement from vehicle use.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Second Life Electric Vehicle Battery

A brief description of the innovative policy, practice, program, or outcome:

Over the past three years, the University of California, San Diego has partnered with the California Center for Sustainable Energy (CCSE), National Renewable Energy Laboratory (NREL), San Diego Gas & Electric (SDG&E), AeroVironment, BMW Group, to study the viability of PEV battery systems in the grid support and energy storage market. Among the five primary research tasks and deployment efforts that the project team has completed to date include: (1) assessment of potential second-life applications for used batteries and development of real-world duty-cycles for these battery storage systems, (2) techno-economic analysis of potential markets for repurposed PEV batteries, (3) acquisition of used PEV battery packs and modules of multiple lithium chemistries for initial benchmark and laboratory testing, (4) down-selection and deployment of 68 kWh of used PEV battery packs and modules in long-term field testing within the UC San Diego microgrid, and (5) deployment of a 100 kW/160 kWh energy storage system using retired battery packs from BMW MINI E vehicles.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Based on the research to date, PEV batteries are capable of operating within acceptable temperature, voltage, roundtrip efficiency, and state-of-charge limits when tested in applications including area regulation, load following, customer-side demand charge management, back-up power supply, and solar generation firming. Additionally, second-life PEV batteries hold the potential to out-compete new lithium and lead-acid battery technology in terms of system payback.

A letter of affirmation from an individual with relevant expertise:

[Innovation 2 - Second Life EV Battery - Affirmation Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No

Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	Yes
Waste	Yes
Water	No
Coordination, Planning & Governance	Yes
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:

<http://energycenter.org/programs/second-life-battery-project>

Responsible Party

John Dilliot

Energy/Utilities Manager

Facilities Management

Criteria

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Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Smart Microgrid

A brief description of the innovative policy, practice, program, or outcome:

UC San Diego has developed a microgrid that has the ability to nimbly respond to grid power outages, changes in the grid power mix, changes in onsite renewable energy generation, and market signals. The system allows operators to manage the diverse portfolio of energy generation and storage resources on the campus to minimize costs. The microgrid at UC San Diego provides a living laboratory to experiment with integration and management of local resources and to optimize the use of these resources in interaction with market signals from the larger grid.

The system includes an array of monitoring points, including phasor measurement units (PMUs) that monitor the health of the San Diego Gas & Electric utility grid. If the PMU identify changes that indicate a likely upcoming power outage, the UC San Diego microgrid has the capability of automatically transferring load to onsite generators, dropping campus demand by changing HVAC settings within buildings, and “islanding” the campus from the grid.

Real-time energy monitoring is at the heart of UC San Diego's Smart Grid, a campus-wide collection of complex yet efficient energy systems and tools that work in tandem with the national grid to integrate distributed energy resources. Our partnership with EDSA and Viridity Energy allows us to monitor and re-optimize our microgrid hourly to account for fluctuations in use, weather conditions, and pricing. UC San Diego's collaboration with SANYO will lead to the next generation of solar energy systems and energy management.

The California Independent System Operator (CAISO), the DOE , California Energy Commission (CEC), and San Diego Gas & Electric (SDG&E) are also collaboratively engaged to utilize the UC San Diego microgrid to improve the management and efficiencies of utility and statewide grid operations, including demand response, excess generation, renewable supply, load balancing, and power outages.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The microgrid’s on-campus generation assets save the campus between \$800,000 and \$850,000 a month, depending on the price of natural gas.

A letter of affirmation from an individual with relevant expertise:

[Innovation 3 - Microgrid - Affirmation Letter.PDF](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No

Curriculum	No
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
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:

http://www.rmi.org/ucsd_microgrid

Responsible Party

Fred Jaeger

Pr Engineer

Design & Construction

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Health Sciences Biomedical Research Building's Air Handler Condensate Recovery System

A brief description of the innovative policy, practice, program, or outcome:

The Health Sciences Biomedical Research Building is the newest building on the UC San Diego campus. It has a five-story laboratory wing and a seven-story office wing, and an animal facility on the basement floor. A significant portion of the building requires 100% outside air. Because of this, and the frequent outdoor air humidity in San Diego, particularly close to the ocean, the campus's HVAC systems condense a significant amount of moisture out of the air. Typically, this water is sent down the drain. The Health Sciences Biomedical Research Building has an innovative system in place to recover all of this water, to be used both for irrigation and flushing toilets and urinals throughout the building.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

During summer months, the system recovers 3,000-4,000 gallons per day.

A letter of affirmation from an individual with relevant expertise:

[Innovation 4 - Condensate Recovery - Affirmation Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No

Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	Yes
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:

<http://youtu.be/ImmJEKGu0E8>